



**Board Meeting Agenda**  
May 21, 2019 from 4:00 – 6:00 p.m.  
4035 Tutt Blvd, Colorado Springs, CO 80922

- 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. Meeting Minutes from April 16, 2019 Board Meeting
- IV. Action Items
  - A. Request for Proposal (RFP) Update and Staff Recommendations - Ken Witt
  - B. K12 Contract Revision Status - Ken Witt
  - C. School Calendars - Kindra Whitmyre
  - D. Board of Directors Meeting Dates – Annette Ridgway
  - E. Executive Director Contract Update – Ken Witt
- V. Discussion Items
  - A. Legislative Update – Amy Attwood
  - B. Administrative Unit Application Update – Ken Witt
  - C. 2019-2020 Preliminary Budget – Annette Ridgway
- VI. Board Reports
  - A. Operations
  - B. Finance
  - C. Schools
- VII. Adjourn

**Regular Meeting of Education reEnvisioned BOCES**

Held in Excellence Lab, District 49 Creekside Building

3850 Pony Tracks Drive, Colorado Springs, CO 80922

Tuesday Evening, April 16, 2019 at 4:04 pm

Board President Don Griffin in the Chair, and Annette Ridgway acting as Secretary

**Guests/Staff in Attendance:** Annette Ridgway, Brad Miller, Kindra Wittmyre, Ken Witt, Nicole Tiley, Tina Littell

**Guest/Staff on Conference Call:** Amy Attwood, Dan Snowberger, Lis Richard

**Board of Directors Roll Call:**

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	Snowberger
Here	X	X	X Arrived 4:09 pm		X	X
NOT Here				X		

**Approval for the Agenda:**

Motion: Drosendahl, to approve the agenda

Second: Snowberger

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	Snowberger
Voted AYE	X	X			X	X
Voted NAY						
Not at mtg.			X	X		
Abstain						

**Approval for Consent Agenda:**

Motion: Drosendahl, to approve minutes from March 19, 2019 and April 9, 2019 meetings

Second: Richard

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	Snowberger
Voted AYE	X	X			X	X
Voted NAY						
Not at mtg.			X	X		
Abstain						

**Approval for Agenda Action Items:**

A. Request for Proposal Update

Motion: Drosendahl, to proceed with consideration and evaluation of Ascent Classical Academies homeschooling program proposal

Second: Richard

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	Snowberger
Voted AYE	X	X			X	X
Voted NAY						
Not at mtg.			X	X		
Abstain						

**Approval to Adjourn at 4:56 pm:**

Motion: Snowberger

Second: Richard

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	Snowberger
Voted AYE	X	X	X		X	X
Voted NAY						
Not at mtg.				X		
Abstain						

Minutes Respectfully Submitted by: Annette Ridgway, Acting Secretary



## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** May 21, 2019

**Prepared by:** Ken Witt

**Title of Agenda Item:** (IV. A)  
Request for Proposal Update and Staff Recommendations

**Item Type:**     Action             Information             Discussion

### **Background Information, Description of Need:**

In alignment with the Education reENVISIONED Mission and Vision, an element of being a “welcoming host to innovative, exceptional programs and schools” is to welcome such. An RFP soliciting school proposals for education models which the parents of our community seek was issued in late 2018 and responses were obtained from five schools.

### **Relevant Data and Expected Outcomes:**

RFP responses have been obtained from the following schools: ACA Homeschool Academy, CLLC, CREATE Success Academy, John Dewey Institute, Renaissance Homeschool Academy (withdrawn). Those applications proposing to open schools by Fall of 2020 were reviewed and responses to follow-up questions from the team have been received and reviewed. The requested course of action is proceed with contract negotiations at this time with two applicants, one a homeschooling enrichment program to open Fall 2019 and one a 6-11 grade (growing to K-12) bricks-and-mortar school to open Fall 2020. Dialogue continues with a school proposal for Fall 2021. Other applications are also anticipated for 2021, but no action is requested for 2021 at this time.

(continued on next page)





**Recommended Course of Action/Motions Requested:**

Two motions are requested. The first is to authorize the BOCES to proceed with contract negotiations with ACA Homeschool Academy to open a homeschooling enrichment program in the Fall 2019 in D38. The second is to authorize the BOCES to proceed with contract negotiations with CREATE Success Academy to open a 6-11 in the Fall 2020, pending successful identification and acquisition of a location and facility prior to contract signing.

# John Dewey Institute Executive Summary

**Name** John Dewey Institute, Inc. (hereinafter “JDI”) is a Colorado nonprofit corporation. (See Appendix 2 – JDI Articles of Incorporation.) The applicant is seeking to be a contract school with the Colorado reEnvisioned BOCES.

**Approval of 501(c)(3) status** John Dewey Institute was granted 501(c)(3) status effective from September 13, 2018. JDI was also granted Public Charity Status under 509 (a) (2). (See Appendix 30 – 501(c)(3) Status Approval Letter.)

**Location** The Board of Directors of John Dewey Institute is pleased to present this application to Education reEnvisioned BOCES (hereinafter “BOCES”) to establish the John Dewey Institute (JDI), a public contract school in El Paso County.

**Policies** As a school that is approved by the Education reEnvisioned BOCES, JDI will adhere to and use District 49's policies, which serve as Education reEnvisioned policies when a specific BOCES policy does not exist.

**Mission** The mission of John Dewey Institute (JDI) is to create a five-star K-14 school with a curriculum designed for students on the Autism Spectrum, supported by teachers specially trained in presenting that curriculum, so that all students will graduate with a high school diploma. While students on the autism spectrum will benefit from attending, JDI is inclusive and welcomes all students.

**The JDI School** provides an individualized academic curriculum, using project-based learning to engage students in a curriculum that is focused on sciences, technology, engineering, art, math, and business (STEAM+B) while impacting moral core values to the next generation. The school offers concurrent enrollment courses and certificated career and technical as well as apprenticeship programs that include transitional programs for young people ages 18 to 21.

**The JDI Teacher Education Program, called the JDI Fellows**, offers identification, recruitment, and selection of outstanding non-traditional and traditional education leaders, and specialized training, coaching, mentoring and evaluation of those leaders to further educational achievement of our students. The JDI Teacher Fellows will focus on professional development and training teachers to educate all children, and especially those who are on the autism spectrum. All JDI teachers receive training to qualify them for a Colorado professional teacher license. This makes teaching quality one of the strongest features of the application and one that can improve student learning and achievement.

**Vision** Creating Opportunities for Students on the Autism Spectrum to Become Self Actualized Individuals

**Inclusive Learning Environment** JDI will provide an inclusive learning environment where students with High-Functioning Autism (HFA), <sup>1</sup>including those students who

have been traditionally underserved or unsuccessful in other schools. High-functioning autism (HFA) is an informal term applied to individuals with autism, an IQ of 80 or above, and the ability to speak, read, and write. High-functioning autism may simply refer to autistic people who have normal overall intelligence; that is, are not cognitively challenged. Our goal is to help all students, especially students in the general education population, gain an appreciation and respect for diversity, individual strengths, and increased sense of compassion for others regardless of ability or circumstance.

**Grades Served and Target Student Population and Community** We are requesting a 3-year contract to begin upon approval for 3 operating years, from 2020 through 2024 for grades K-14 for our target student population and community in El Paso County. Please see the projected enrollment and demographics chart.

Our school, John Dewey Institute has been named after one of the most famous champions of experiential education, John Dewey.<sup>2</sup> Experiential education combined with a STEAM+B curriculum creates a vibrant combination for educating students on the autism spectrum. In alignment with our mission statement, students who are not on the autism spectrum will also be welcomed and profit from this educational design. As noted on the chart below, the JDI student population will be comprised of 35% of students who have a diagnosis of Autism Spectrum Disorder, 15% who are twice exceptional (2E), and 50% of a general student population. We believe that all students will benefit from our curriculum and thrive in our school.

	% ELL	% FRL	% SPED	% Autism Spectrum Disorder	% 2E	% General
School Year 1	5%	10%	50%	35%	15%	50%
School Year 2	5%	10%	50%	35%	15%	50%
School Year 3	5%	10%	50%	35%	15%	50%
School Year 4	5%	10%	50%	35%	15%	50%
School Year 5	5%	10%	50%	35%	15%	50%

**Educational Philosophy and Program** JDI provides a “customized” education philosophy for all students including those who are on the autism spectrum. The mission of John Dewey Institute (JDI) is to create a five-star K-14 school with a curriculum designed for students on the Autism Spectrum, supported by teachers specially trained in presenting that curriculum. While students on the autism spectrum will benefit from attending, JDI is inclusive and welcomes all students.

Students at all levels participate in pragmatics (social skills instruction), Applied Behavior Analysis (ABA) Therapy, fine arts, athletics, project-based learning, and hands-on science projects. JDI will provide opportunities for students in Career and Technical Education (CTE) classes such as communications technology, auto body, welding, medical technology, nursing, auto mechanics; participate in Building Trades Pre-Apprenticeship programs; and have access to concurrent enrollment classes for college credit.

The applicant, the John Dewey Institute Steering Committee, has a commitment to support the needs of all students including those exceptional and educationally disadvantaged students on the autism spectrum. The John Dewey Institute Conceptual

Structure and educational philosophy is designed to accommodate the learning style of most students on the autistic spectrum and has six key elements in the conceptual structure which include the following:

1. Alignment to State Standards
2. Curriculum Stages
3. Interactive Technology
4. School-to-Home Engagement
5. Empathetic Support Team and
6. Highly Qualified Educators

The JDI Conceptual Structure is described in detail in Section E. Educational Program and Standards including the badge grading system for all K-8 students, especially those on the autism spectrum. This badge grading system is one of the most innovative features of JDI.

JDI faculty uses standards based, project based learning (PBL). This instructional design is to re- imagine teaching and learning through the use of project based lessons. 1.) PBL is at the heart of the instructional approach and is used across all disciplines and grade levels which is aligned to State Standards. 2.) Our students benefit from a competency-based curriculum learning experience, which combines small learning cohorts and purposeful activities with trained faculty who are educated to understand a student's particular abilities. 3.) JDI implements an innovative approach to instruction and culture through the use of interactive technology together with a school-of-the-future design as envisioned by Corning<sup>3</sup>. 4.) The model provides a culture that promotes trust, respect, and responsibility and demonstrates high levels of student engagement from school-to-home. 5.) JDI will provide an empathetic support team, using Applied Behavior Analysis (ABA) Therapy. 6.) Highly qualified educators will work with each student and parent to provide an individualized, and the most appropriate, educational program. JDI does not guarantee success. It guarantees opportunity. JDI will provide the educational structure for students who have been diagnosed with Autism Spectrum Disorder (ASD), Asperger's, and Twice Exceptional (2e), which make learning in a traditional classroom particularly difficult.

### **Core Components of the Program and Programmatic Features**

- The curriculum will focus on STEAM+B through integrated learning, guest speakers from the community, special programming such as science fairs and assemblies, and real- world internships and mentorship opportunities in related career fields.
- The curriculum will be delivered with a project based learning methodology. Students will learn by doing in activities that make them wrestle with actual scenarios and by working together in teams.
- The whole child will be developed and nurtured through a strong character development program that permeates the entire school day and school year. Some of the character program will be formal, but most of it will be through school-wide expectations and the school culture that will be focused on moral integrity and learning how to make ethical decisions.

- The school will instill a sense of community in its students through community service projects; partnerships with area business, industries and higher education collaborators; and fundraisers for community needs and nonprofit organizations.
- The school culture will embody high expectations for all staff, students, and families. Staff will be selected, in part, by their demonstration of holding high personal expectations for academic achievement. Students will model high expectations for their peers and younger schoolmates. Families will be encouraged to nurture high expectations at home to complement the school's value for challenging all students to reach their highest academic and character potential.
- A Certified Special Education classroom teacher will manage each classroom, with a 1:5 paraprofessional to pupil ratio. The costs for educating students on the autistic spectrum are very high at JDI because of the au STEAM-focused curriculum for students on the autism spectrum.

**John Dewey Institute Fellows, Driven Professional Development** The John Dewey Institute Fellows serves to assist in the management, training, and support through a graduate education program for the teachers, staff, and administration and serve as the school's building corporation. The John Dewey Institute Fellows will focus on training teachers to educate all children and will especially focus in on those who are on the autism spectrum. All JDI teachers received training to qualify them for a Colorado professional teacher license. This makes teaching quality one of the strongest features of the application and one that can improve student learning and achievement. When teachers receive well-designed professional development and training by master teachers they can increase student achievement by as much as 21 percentile points (Yoon, Duncan, Lee, Scarloss, and Shapley 2007).

**School Governance and Leadership** The application team (the JDI Steering Committee) is composed of experienced public school administrators, parents, and community leaders. This application has been prepared in compliance with the Colorado Revised Statutes 22.30.5.101 et. seq, the Colorado Charter Schools Act consistent with the requirements of this Act. Experienced educators will lead the school including the following school governance team and leadership:

**JDI Board President Dr. John Evans** is organizing the JDI application. Dr. Evans is a former Board Member of the State Board of Education and has more than thirty years of experience in school administration and teaching and has written multiple charter applications and established many high-quality charter schools in the State of Colorado. Dr. Evans is a former member of the Colorado State Board of Education and Colorado State Senator. He has left a legacy of education legislation for charter schools, teacher and principal training, and state educational standards. Dr. Evans holds a Ph.D. in Educational Leadership from Georgia State University and a Juris Doctor from Valparaiso University. In addition to his education expertise and experience,

Dr. Evans is an attorney and has his own practice at Evans Legal Group in Parker, Colorado. Because Dr. Evans is the parent of a child who is on the autism spectrum, no one understands the unique needs of students on the autism spectrum better than Dr. Evans. We are honored to introduce Dr. Evans' cutting-edge, innovative educational plan for serving students on the autism spectrum. The vision to open a new school was

conceived when JDI Founder, Dr. John Evans, Esq. discovered the absence of educational options within the educational system for his own son, Evan, who is on the autism spectrum. Necessity is the mother of invention and it became imperative to Dr. Evans that he create a new school with educational opportunities for students on the autism spectrum.

In addition, the John Dewey Charter Institute has the following Board Members: (See Appendix 4 – Board Resumes.)

**Mr. Mark Baisley** served as the initial Board President of the STEM School and Academy until the charter was approved by the Douglas County Board of Education in 2009. Mr. Baisley has a long career in cyber-security, most notably with the firms Enspherics—which worked with electronic funds transfers to the United States Treasury—and Slipglass, Inc.—a firm that aimed to protect information when security was mandated by the federal government. Mr. Baisley is a current candidate for District 39 of the Colorado House of Representatives and was previously the Vice Chair of the Republican Party of Colorado. Mr. Baisley brings an expertise in U.S. Government and American History curriculum to the project as well as a plethora of business and industry partnerships. Mr. Baisley has a Bachelor of Science degree in Computer Information Systems Business Administration from Columbia College.

**Ms. Judy Brannberg, MSc** is the Co-Founder and author of the STEM School and Academy charter in Highlands Ranch, where she served as the Executive Director of STEM Academy. She holds a Master of Science Degree in Curriculum and Instruction in Science Education from the University of Colorado and a Bachelor of Science in Organizational Management Project Management from Colorado Christian University. During the inaugural year at STEM School and Academy Ms. Brannberg fundraised over \$460,000.00 of non-governmental funds. An additional \$1,000,000.00 was raised by Ms. Brannberg to launch the STEM School. Ms. Brannberg is an innovative forerunner in STEM-based education and specializes in writing curriculum/charters, fundraising, and recruiting business and industry partnerships, and higher education collaborators.

**Ms. Meredith Rudolph** has been a full-time Mortgage Loan Originator for the past twenty- five years and is a graduate of Kaplan Financial and Ponderosa High School. Ms. Rudolph is the parent of two children, one who attended Challenge to Excellence Charter School in Douglas County where she was an active volunteer. Ms. Rudolph has worked with groups such as Parent Led Reform and a Douglas County School Choice Task Force to ensure strong schools for all and to guarantee parental rights. Ms. Rudolph and has been called to testify in State Congressional hearings concerning legislation directed towards funding, curriculum and parental rights within our schools. Ms. Rudolph is married to her husband Jeff, who served on the DCSD Long-Range Planning Committee as the Chaparral feeder representative.

**Mr. George Teal** enlisted in the U.S. Army in 1988 as a rifleman and is a veteran of Operation Desert Storm. Paying his way through college on the G.I. Bill, he earned his bachelor's degree in history at the University of Northern Colorado. After college, George returned to active duty, serving as an officer with the Army's 25th Infantry

Division until 1997. George has worked as a software project manager and software business consultant since 1999. He's an Arrow Electronics alumni and entrepreneur who has run his own software consulting business from 2004 to 2016. Mr. Teal serves as a member of the Castle Rock Town Council. The Teals have two children – a daughter who is a PhD candidate (a historian, like her dad) and a son in high school. As a member of Gov. John Hickenlooper's transition team, George served on the Military and Veterans Affairs Committee. He is also active with the Douglas County Republicans as a Precinct Leader. See Appendix 4 – Board Resumes

Because of the innovative nature of the curriculum and highly qualified and experienced faculty, John Dewey Institute expects to take its place among the elite schools for all students and especially those on the autism spectrum in the nation. Our vision is high school graduation and transition to meaningful work. There are no certificates of attendance. The goal is a high school diploma paired with work skills for use after graduation. Our team looks forward to working with Education ReEnvisioned throughout the application process.

# CREATE Executive Summary

Please accept this application for school authorization on behalf of CREATE Success Academy (“CSA”). This application is being submitted by the main founders of CSA: Janet Nace, Kim Skarns, and Colleen Rusch.

The school was named CREATE Success Academy based on a framework of key principles that will be taught to students throughout their education at our school. We believe these principles are the key to students achieving success in education and in life.

- **Communication**-Students can convey information and ideas so that they are received and understood by others.
- **Relating to Others**-Students can successfully interact with others in a range of roles and situations.
- **Enterprise Connections**-Students can develop, implement and learn from experts in specific industries. We reinvent the “trade school” concept by partnering with local Colorado Springs businesses to augment the workforce needs in our local community.
- **Applied Learning**-Students understand and are able to effectively apply their skills to a variety of situations and contexts.
- **Thinking**-Students can process ideas to make reasoned judgements and solve problems.
- **Emotional Intelligence**-Students understand and can manage their own and others’ emotions.

CSA will focus on recruiting students who have been challenged by a traditional school setting and therefore, are struggling to grow as learners and are at risk of dropping out of school or have dropped out of school. We will provide students with an innovative approach to learning by blending individualized education, life skills, internships, post secondary education and/or job placement opportunities. CSA will begin by serving grades six through eleven in August 2020. During year two, CSA will add twelfth grade and aim to add Kindergarten; during year three, CSA will aim to add first grade. The addition of elementary level grades will be based on community need; our on-site Early Learning Center would support the creation of a year two Kindergarten class, a year three first grade class, etc, until a K-12 program is thriving by 2027.

We believe in the phrase “Small School, Big Impact,” which will guide us as we grow. At full build out of grades 6-12, we aim to have one class per grade level, with an ideal number of a maximum of 25 students per secondary class. Enrollment projection for Years 1-5 follows:

	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Total</b>
<b>20-21</b>	25	25	25	25	20	10	0	0	0	0	0	130
<b>21-22</b>	25	25	25	25	25	20	10	22	0	0	0	177
<b>22-23</b>	25	25	25	25	25	25	20	22	22	0	0	214

<b>23-24</b>	25	25	25	25	25	25	25	22	22	22	0	241
<b>24-25</b>	25	25	25	25	25	25	25	22	22	22	22	263

If our community supports the growth of an elementary school component, elementary class sizes will ideally contain up to 22 students, not exceeding 25, as research from Berkeley indicates that smaller class sizes are particularly impactful for elementary students. This would lead to a total of approximately 307-325 students in grades K-12 by 2027 if our community expresses the need for grades K-5 to be included in our program. These numbers would change for grades K-3 if the community does not indicate a need for an elementary school.

CSA's vision is to empower each student to be a role model of confidence, responsibility and respect as students use the CREATE framework to successfully achieve their goals within high school, workplace environments, and life.

CSA's mission is to provide a safe, student-driven environment for students to grow into collaborative, self-aware individuals through intentional social and emotional learning. Using relevant, skills-based instruction and partnerships with the community, students will use critical thinking skills in order to engage with projects and apply new knowledge within school, careers, and life.

Our vision and mission were created after extensive research of other programs worldwide. We have combined several methods to create a comprehensive approach that will best serve the need we see in the Colorado Springs community. We discovered the "CREATE" studio model in the United Kingdom, apprenticeship programs for secondary students in Switzerland, critical thinking and problem solving skills models in Finland, and the positive impact of restorative practices and social/emotional learning on all students, particularly students in underserved and urban environments. With these ideas in mind, we developed a vision and mission that supports the integration of these educational opportunities for individual students.

In order to accomplish its vision and mission, CSA's key programmatic features include:

- Individualized student support through a skills-driven, portfolio model in order to fulfill academic gaps in literacy and math and represent individual student progress, rather than a focus on grade levels;
- Skills development in "CREATE": Communication, Relating to Others, Enterprise, Application of Skills, Thinking Critically, and Emotional Intelligence;
- Apprenticeships and/or career specific programming in connection with the Colorado Springs community;
- Restorative Justice practices of equity, communication, and emotionally aware individuals in support of a positive educational community; and
- Cross-curricular application of content skills within a larger context, project, or unit.

Our school will be more effective than the schools currently serving the targeted student population because of the practices we will be able to sustain in a smaller environment. Particularly, we will be able to work with each individual student in order to focus on both the student's academic learning needs and wants. Simultaneously, we can successfully promote student development within social and emotional learning and practice this learning more effectively than in a larger school environment. A restorative community within academic, behavioral, and cultural aspects of the school will promote meeting the basic needs of students, including, primarily, their need to feel safe and supported in their learning environments.

Overall, students in a small, restorative environment can be taught how to use their voices to communicate their needs and wants in respectful, effective, and equitable ways, which promotes their success individually and as part of the school community.

In addition to our focus on restorative practices within a smaller environment, we are unique in our plan to connect with key partners in the community in order to offer real world career opportunities for students. We have explored connections with Pikes Peak Community College (PPCC) and CareerWise in order to be able to prepare students for the Career Start program at PPCC or for engagement in high-need career industries through CareerWise, which forms partnerships with local Colorado Springs industries and supports apprenticeship programs for interested students. Ideally, upon completion of Career Start or an apprenticeship, students will have industry certificates or college credits that will support them as they integrate into the workforce after graduation.

Demographically, we are aiming to serve students who are not always successful in larger, traditional schools, such as students who have experienced academic learning gaps, poverty, trauma, or placement in foster homes, as well as minor refugees living in Colorado Springs. Geographically, we anticipate that we will attract students from districts 11 and 2, primarily, as both districts have high numbers of students who are under-represented in post-secondary or career readiness settings. Both districts also experience dropout rates that represent a need for a smaller school environment that can focus on support for individual students who are at risk of dropping out.

We first experienced the community need for this school based on the recognition that Colorado Springs has many options for school choice for grades K-6, but not as many options to promote career readiness and social and emotional intelligence for students in grades 6-12. This supported our goal to create a school that would remain small, foster individual growth plans, and prepare students academically, socially, and emotionally to be competent candidates for high-need career industries while still in school and upon graduation.

# ACA Executive Summary

Ascent Classical Academy Homeschool Enrichment Program (ACAH) will offer an American Classical Education enrichment program for homeschool families adapted from Ascent Classical Academy's experience in classical liberal arts education. The program will offer a content-rich experience, similar to the philosophy behind the Core Knowledge, where appropriate. ACAH proposes to open in the Fall 2019.

ACAH expects to be a destination homeschool enrichment program that families throughout the community seek as a choice for children. The program founders will work to promote the program to diverse segments of the community through robust advertisement and public meetings.

## 1. Vision

Ascent Classical Academy Homeschool Enrichment Program will develop in its students the intellectual and personal habits and skills upon which responsible, independent, and productive lives are built, in the firm belief that such lives are the basis of a free and just society.

## 2. Mission

Ascent Classical Academy Homeschool Enrichment Program trains the minds and improves the hearts of young people through a classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue in an orderly, disciplined environment.

The Vision and Mission of Ascent Classical Academy Homeschool Enrichment Program include both the cultivation of wisdom and virtue, to provide its student the foundation that will enable them to flourish and live happy lives.

## 3. Program Philosophy and Features

ACAH is affiliated with Ascent Classical Academies, (ACA) an organization committed to expanding educational opportunity to families, primarily through a classical, liberal arts model. Members of the ACA team have successfully established two K-12 charter public schools and it's excited to partner with families who homeschool their children to offer a home support enrichment option. A well-rounded, liberal-arts curriculum prepares students for self-government, which is the foundation for flourishing in a free society.

ACAH will use the ideas of Core Knowledge sequence to offer a content-rich, cumulative, structured experience. This sequence integrates content across subjects by grade level, and builds on previous learning in successive grades. A solid, specific, sequenced, and shared body of knowledge is necessary for all children to prepare for success in higher levels of education and to become informed, productive citizens and future leaders.

Classical education is language-intensive, based on the idea that, according to great philosophers such as Aristotle, human beings are thinking creatures, and everything they think is expressed through language. Whereas the accomplished speaker and writer will always be able to express ideas to the people around him, the person deficient in language will always be at a disadvantage. To promote the mastery of language first

in reading and spelling, ACAH will use an explicit phonics approach as that offered in the Riggs program to teach reading and literacy, when offering applicable classes. As with literacy, the program will teach explicit grammar such that children will master and be able expressly to identify the parts of speech in increasingly complex sentences.

Classical education is informed by the concept of the Trivium, the idea that learning builds on itself in successive stages of training the mind. The Trivium consists of three stages: Grammar, Logic, and Rhetoric. Grammar establishes the foundational building blocks of early education with its focus on the learning of facts and rules and patterns of knowledge. For all the talk of “critical thinking” these days, no one can think at all without something to think about and rules to guide one’s thought. The Logic stage sets children on the course of examining the “why” questions concerning why human beings and natural phenomena and numbers work the way they do and how these subjects relate to each other. In the Rhetoric stage of learning, children draw upon their foundation of knowledge and practiced logic in order to develop and to express rational, responsible arguments in clear, persuasive, and elegant language.

While the Trivium is traditionally seen as sequential, the Ascent Classical Academy philosophy also understands these stages as iterative. In the high school years, when exposed to a new topic, such as chemistry or calculus, students will learn a new vocabulary, or “grammar,” and then progress through the logic and rhetoric stages within the subject.

ACAH will offer broad options in literature, history, sciences, math, music and art, and physical training, because in the liberal arts all disciplines are related and reinforce each other. A touchstone of that liberal-arts curriculum is the close reading and intensive discussion of the “great books” of our tradition. Students, prompted by the Socratic questioning of their teachers, will study great, compelling stories as though the characters are real and alive, thus gaining irreplaceable insights into the nature of human character and motivation as well as the love of beauty in a story well-told.

The study of history will concentrate on human beings’ efforts to achieve and to preserve the fruits of civilization—liberty, justice, science, security, prosperity, and the like—despite the inherent challenges of life and the outright opposition of the wayward and malevolent. The study of history will often be told through the words of the actors themselves through reading primary sources. Certain indispensable historical figures, such as Washington and Lincoln, and formative moments, such as the American Revolution and the Civil War, will be considered of signal importance. Geography, chronology, and biography—the building blocks of history—will be studied and mastered from the earliest grades.

Mathematics and numeracy is an essential part of a good education. Mathematics acts as universal language in understanding the measurement and order of the physical universe. In addition to the practical aspects of numerical relations, mathematics teaches logic and abstract problem-solving which prepare the human mind for ordered thought. The program will offer various topics in math as determined by parent interest and the ability to do it well in a homeschool enrichment format.

As with mathematics, the sciences will be taught by laying a foundation of fact on which will be built a fortress of conceptual understanding. Students in the elementary school will be taught the rudiments of sciences normally not studied until high school, such as

chemistry and physics, in order to introduce them early on to the workings of the physical universe—thus inspiring both interest and wonder—and to prepare them adequately for those demanding branches of science in high school. Mastering the terminology and processes of science requires a large amount of lecture on the part of knowledgeable teachers, but from the early grades students will be called upon to engage in careful observation and exploration of nature and to reason from those observations.

The fine arts are likewise an integral part of the classical curriculum. In a classical school, not only do the arts have a prominent place, but they are studied in way that fully honors and appreciates their methods and elements, their cultural significance, and their cultivation of that magnificent realm known as the Beautiful.

The cultivation of virtue, coupled with the pursuit of knowledge, in an orderly environment, is essential in developing the hearts and minds of students. The end goal of a classical education is not just the smart man or woman, but the good man and woman. To foster the practice of virtue and the acquisition of good manners and habits, the school will have a uniform dress code, a closed campus, and a robust code of conduct for all students, teachers, administrators, parents, and staff.

The culture of ACAH is shaped by the seriousness of our academic mission. The climate will be one of respect and decorum, which are vital for intellectual development and engagement in the pursuit of truth, beauty, and goodness.

The school is committed to providing an equitable opportunity for all children. With the conviction that a high-quality education should be available to every child, Ascent Classical is not targeting students from a specific demographic but rather is open to all students. Ascent Classical Academy is committed to supporting any student who is willing to work hard and respond to the school's commitment to character. On that same note, ACAH staff will be actively working to reach out and inform families of disadvantages and at-risk students about the program and the benefits of a content-rich curriculum.

The school is targeting the norther El Paso County area to be accessible to homeschool families in Palmer Lake, Monument, Woodmoor, the northern part of the Black Forest area, and other nearby communities.

The program director of ACAH and will hire and train the staff. The program director will be responsible for the academic and operational success of the school.

The program is in the process of identifying a director.

All teachers and instructors will be under the supervision of a licensed educator.

“If you treat an individual as he is, he will remain as he is. But if you treat him as what he ought to be and could be, he will become what he ought to be and could be.” Goethe

## CLLC Executive Summary

The [Colorado Literacy and Learning Center's](#) (CLLC) Reader's First Charter Network will be a Kindergarten through 8th grade [International Multisensory Structured Language Education Council](#) (IMSLEC) accredited and Colorado Literacy and Learning Center operated network of district authorized schools focusing on a personalized blended learning educational solution for struggling readers with an emphasis on supporting students who fit a profile for dyslexia.

[Certified Academic Language Practitioners](#) and [Therapists](#) (CALPs & CALTs) will deliver master literacy instruction to some of our most struggling readers across Colorado. Students will work with highly trained educators who will offer a high level of accommodations and support systems for students who struggle with reading. Each individual academy will deliver both online and face to face classroom instruction in ELA, math, science, and social studies. Various elective opportunities will also be offered where students will be able to further explore and expand the unique gifts that every child possesses. Students will also be able to surround themselves with others who understand their unique learning needs and participate in learning opportunities that teach to these gifts. Ultimately, we will be able to increase not only the quality of life of each student we serve but of each community we become a member within.

The mission of the CLLC is to increase the quality of life in Colorado one community at a time. It is the center's vision that every child in Colorado will be able to reach his or her fullest potential. This mission and vision was originally created by the center's executive director and then adopted by our board members.

Opening Opportunities will be a Kindergarten through 8th-grade public school which intends to open in August of 2021. Initially, the school intends to open as a Kindergarten through 5th grade option, adding 6th-8th grades one grade per year beginning in August of 2022. We are projecting 20 kindergarteners, 25 1st graders, 50 2nd graders, 60 3rd graders, 70 4th graders, and 75 5th graders. As we add 6th through 8th grades we intend to add 100 students more per year. This would put the size of the school at approximately 600 students at build out. Core classes would operate at no more than 25 students per class with reading intervention classes being between 4-6 students depending upon intervention and individualized student need.

Opening Opportunities will have master level professors teaching math, ELA, science, and social studies standards. We will also have CALPs and CALTs offering the highest quality reading intervention available. These certified professionals will be offering students who struggle in reading a systematic high-quality structured language reading intervention targeted to each student's individual academic need. The school will prioritize support for students who fit a profile for dyslexia, but will offer targeted literacy interventions for any student shown to be below grade level in reading. Fostering an innovative spirit in our students is an important focus that will be supported in part through a makerspace format that will allow students to explore science and social studies standards in a more authentic learning environment.

A personal device such as a chrome book or iPad will be utilized to support both with student accommodations as well as the utilization of Google Classroom and related Google Apps to

support a blended learning environment and system of support. We will also include pathfinder courses that will focus on supporting student passions and gifts and will lead to support for future Individualized Career and Academic Plan (ICAP) creation, capstone work, and career explorations in general once students transition to the middle years' program.

### **School Effectiveness**

A prior 2nd through 5th-grade public school model utilizing Opening Opportunities programmatic approach has shown marked success in increasing both student skill levels in reading and, perhaps even more importantly, student self-confidence levels as well. Student behaviors resultant from diagnoses comorbid with dyslexia such as ADD and ADHD were shown to be most impactful to student learning when students first began the programming and then became noticeably improved over the first academic year. This is due to a variety of factors that include building a student's self-confidence by meeting the student where he or she is at, both academically and social-emotionally.

### **Programming Overview**

#### Reading First Reading Interventions

Certified Academic Language Therapists Deliver Take Flight Instruction for Students who Fit a Profile for Dyslexia

Certified Academic Language Therapists Deliver Targeted Reading Interventions to All Students Struggling in Reading

Structured Language Literacy Interventions

Personalized Literacy Plans for Every Student

#### ELA and Math Programming

Adaptive Intelligence Based Personalized Digital Programming

Lexia Core 5 Foundational Literacy Programming Support

Spatial-Temporal Math Programming

Engage New York Core Curriculum

Therapy Level Reading Support

Tutoring Support Available For All Students

#### Science and Social Studies Programming

Labs and Project Based Opportunities

Tutor Support Available to All Students

Delivered Through Makerspace Model

#### Pathfinders

Technology Integration Training

Physical Education and Extracurricular Engagement

Career Interest and Pre Pathway Support

- Interest Exploration, Career Interest Surveys, Expanding our Students Gifts

Passion Projects

Providing Opportunities for Interdisciplinary Authentic Learning Experiences

### **Student Body to Be Served**

Up to 20% of our students may have some form of dyslexia. However, up to 85% of students on Individualized Education Plans (IEP) with a specific learning disability are for language or reading processing concerns. Opening Opportunities will offer targeted reading interventions by certified reading therapists that will finally address these student's needs. The school also intends to support students who struggle with reading who may not be on an IEP.

### **Demographics and Geographic Area**

Opening Opportunities is aiming to focus on supporting students who struggle in reading. These students may or may not have state, federal, or even local documents supporting the student's need for specialized instruction in the area of reading and writing. Opening Opportunities will screen every child for enrollment to ensure the correct academic plan is put into place, regardless of any current plans. We would like to begin our network, and more importantly begin affecting the lives around it, within the area most of us call our homes, El Paso County.

### **Evidence of Need**

Up to 1 in 5 students may have some form of dyslexia. Up to 85% of students on Individualized Education Plans with a specific learning disability are for language or reading processing concerns. (IDA, 2017) Opening Opportunities will offer targeted reading interventions by certified reading therapists that will finally appropriately address these student's needs.

Contact: [Mike Pickering](#) Chief Operating Officer, [CLLC](#)  
Ph: 719-291-3298 \* Email:  
[mpickering@literacynow.org](mailto:mpickering@literacynow.org)



## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** May 21, 2019

**Prepared by:** Ken Witt

**Title of Agenda Item:** (IV. B) K12 Contract Revision Status

**Item Type:**     Action             Information             Discussion

**Background Information, Description of Need:**

The BOCES is contracted with K12 for the operation of four schools (CPA elementary, CPA middle school, CPA High School, and PPOS High School) covered under two current agreements that have been in effect for the past four years, with amendments executed last year.

**Relevant Data and Expected Outcomes:**

The parties have negotiated to revise these agreements, continuing through at least five more years. Budget impact will be presented to the board.

**Recommended Course of Action/Motions Requested:**

A motion may be requested to approve the contracts if they are mutually agreed by K12 and BOCES staff before this meeting on May 21. If not, the contract drafts will be shared with the board for approval in June.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: **May 21, 2019**

Prepared by: **Kindra Whitmyre**

Title of Agenda Item: **School Calendars**

Item Type:       Action       Information       Discussion

Background Information, Description of Need:

**The school calendars were presented to our Board of Directors (BOD) at the April Board meeting for discussion. Nicole Tiley, Head of School for K12, has made the last of any needed edits and additions on the calendars.**

Relevant Data and Expected Outcomes:

**The final version of the school calendars are attached.**

Recommended Course of Action/Motion Requested:

**It is recommended that the school calendars be approved:**

***“I move to approve the Pikes Peak Online School and Colorado Preparatory School Calendars.”***

# K8 CPA 2019-2020 Calendar

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8/5 & 8/6: Staff PD and staff first week back

8/19 – 8/23: Week of Welcome – student Onboarding

8/26: First Day Classes Start

9/2: Holiday - Labor Day – No school

11/1: Staff PD- No School

11/27 – 11/29: Thanksgiving Break – No school

12/23 – 1/3: Winter Break – No school

1/6: Classes Resume

1/16: Last Day of Semester I

1/17: Teacher Work Day – No School

1/20: Holiday – MLK Day – No School

1/21: First Day of Semester II

2/17: Holiday – Presidents Day – No School

3/6: Staff PD- No School

3/23 – 3/27: Spring Break – No School

5/1: Staff PD

5/25: Holiday – Memorial Day – No School

5/22: Last Day of Semester II

5/29: Senior Graduation Ceremony

5/29: Last Day for Staff

Green No School

Pink Important Dates- Students have school

Blue Week of Welcome- Official School Days

# CPA High School 2019-2020 Calendar

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8/5 & 8/6: Staff PD and staff first week back

8/19 – 8/23: Week of Welcome – student Onboarding

8/26: First Day Classes Start

9/2: Holiday - Labor Day – No school

11/1: Staff PD- No School

11/27 – 11/29: Thanksgiving Break – No school

12/20: Last Day of Semester I

1/6: Teacher Work Day- No School

1/7: First Day of Semester II

12/23 – 1/3: Winter Break – No school

1/17: Teacher Work Day – No School

1/20: Holiday – MLK Day – No School

2/17: Holiday – Presidents Day – No School

3/6: Staff PD- No School

3/23 – 3/27: Spring Break – No School

5/1: Staff PD

5/25: Holiday – Memorial Day – No School

5/22: Last Day of Semester II

5/29: Senior Graduation Ceremony

5/29: Last Day for Staff

Green No School

Pink Important Dates- Students have school

Blue Week of Welcome- Official School Days

# PPOS 2019-2020 Calendar

August 2019						
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8/12 Staff return  
8/19 and 8/20: Staff PD

9/2: Holiday - Labor Day – No school  
9/3 – 9/6: Week of Welcome – student Onboarding  
9/9: First Day Classes Start

11/1: Staff PD- No School  
11/11: Holiday - Veterans Day – No school  
11/27 – 11/29: Thanksgiving Break – No school

12/23 – 1/3: Winter Break – No school

1/6: Classes Resume  
1/16: Last Day of Semester I  
1/17: Teacher Work Day – No School  
1/20: Holiday – MLK Day – No School  
1/21: First Day of Semester II

2/17: Holiday – Presidents Day – No School

3/6: Staff PD- No School  
3/18: Parent/Teacher Conferences  
3/23 – 3/27: Spring Break – No School

5/1: Staff PD  
5/25: Holiday – Memorial Day – No School  
5/29: Senior Graduation Ceremony

6/5 Last Day of Semester II  
6/5 Last Day for Teachers

**Green:** No School  
**Pink:** Important Dates- Students have school  
**Blue:** Week of Welcome- Official School Days



## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** May 21, 2019

**Prepared by:** Annette Ridgway

**Title of Agenda Item:** (IV.D.) Board of Directors Meeting Dates

**Item Type:** X Action     Information    Discussion

### **Background Information, Description of Need:**

A board of cooperative services shall meet at least quarterly in accordance with Colorado School Law and the Boards of Cooperative Services Act of 1965 (22-5-104(4)). For the 2018-2019 school year, the Education reEnvisioned Board of Cooperative Educational Services Board of Directors (BOD) meetings were scheduled to occur the third Tuesday of each month from 4-6 p.m.

### **Relevant Data and Expected Outcomes:**

The administration requests the BOD to set a regular meeting schedule for the 2019-2020 school year for planning and consistency purposes.

### **Recommended Course of Action/Motion Requested:**

A motion to approve the proposed 2019-2020 BOD regular meeting schedule.



**Proposed 2019-2020 Education re Envisioned BOCES BOD Regular Meeting Dates**

Tuesday, August 20, 2019
Tuesday, September 17, 2019
Tuesday, October 15, 2019
Tuesday, November 19, 2019
Tuesday, December 17, 2019
Tuesday, January 21, 2020
Tuesday, February 18, 2020
Tuesday, March 17, 2020
Tuesday, April 21, 2020
Tuesday, May 19, 2020
Tuesday, June 16, 2020



## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** May 21, 2019

**Prepared by:** Ken Witt

**Title of Agenda Item:** (IV.E) Executive Director Contractor Action

**Item Type:**  Action  Information  Discussion

### **Background Information, Description of Need:**

The executive director's performance review was conducted in executive session on Jan 19, 2019. The BOCES contract with the executive director is annual, with automatic renewal if no other action is taken. The executive director asks the board to indicate their desire to continue the agreement. The executive director further asks the board, in light of the performance review given, to indicate what performance bonus the board feels was earned, from the \$12000 performance bonus opportunity outlined in the contract, and on what date the board wishes to make payment in this fiscal year.

### **Relevant Data and Expected Outcomes:**

### **Recommended Course of Action/Motion Requested:**

A motion to continue the contract with the executive director, and to pay the earned performance bonus in the amount of \_\_\$\_\_\_\_\_ on \_\_\_\_\_ (date) is requested.



## COLORADO DIGITAL BOCES CONTRACT OF EMPLOYMENT

THIS CONTRACT is made and entered into the 1st day of May, 2018 by and between the Colorado Digital Board of Cooperative Educational Services, hereinafter referred to as "BOCES" and Ken Witt, hereinafter referred to as "Executive Director", and approved by the BOCES' Board of Directors ("Board") at a public meeting held on April 17, 2018, and as found in the minutes of that meeting.

### **A. Employment**

The Board hereby employs Ken Witt, and Ken Witt hereby enters into the employment of the Board as Executive Director of the BOCES. Such employment shall be subject to the terms and conditions of this contract.

### **B. Duties**

Executive Director agrees, during the period of this contract, to faithfully perform his duties as Executive Director of the BOCES as set forth in the job description established for this position, and all obligations in such capacity for the BOCES including, but not limited to, those duties as are, or may be set forth by the Colorado Revised Statutes, as may be amended. He shall operate under the general direction of the Board and shall report directly to the Board. His duties generally shall be all those duties incident to the office of Executive Director and set forth in the job descriptions and Board Policy, as may be applicable; those obligations imposed by the law of the State of Colorado upon the Executive Director; and such other duties from time to time as assigned by the Board. He will faithfully and diligently fulfill all the duties and obligations incumbent upon him. He shall have responsibility within Board policy to manage his departments as well as the responsibility for all personnel matters, including selection, formal annual evaluation of all departmental employees by May 30 of each year, beginning in the 2018/19 fiscal year, (the results to be presented to the Board prior to the Executive Director's evaluation), assignment, transfer, termination of classified personnel and recommendation for non-extension, renewal, nonrenewal and termination of licensed personnel subject to Board approval. These duties may be performed at the BOCES' office or at a remote location subject to the Executive Director's sole discretion.

Specific duties include the following:

1. Cultivate strong relationships with each member organization (including board members) to identify their needs, priorities, and goals related to membership.
2. Cultivate strong relationships with member organization board members to establish the long-term stability of the BOCES.
3. Develop an action plan to ensure that the BOCES is meeting the goals of its member organizations.
4. Prepare and present a "State of the BOCES," made on an annual basis and tailored to each member organization.
5. Identify and pursue potential additional quality member organizations, whose needs may overlap with existing members and whose systemic goals align with the mission and vision of the BOCES.

### **C. Term**

This Contract shall take effect as of May 1, 2018 and continue in force through June 30, 2019, subject, however, to termination as hereafter provided. Any financial commitment on the part of the BOCES contained in this Contract is subject to annual appropriation by the Board based upon the fiscal resources of the BOCES and the parties agree that the Board has no obligation to fund the financial obligations under this Contract other than for the current fiscal year of the contract term and that the BOCES has not irrevocably pledged and held for payment sufficient cash reserves for the payment of salary or benefits herein for the entire term of the Contract. Annual appropriation of the financial commitments contained in this Contract beyond the current year of the contract term shall only be withheld because sufficient funds are not available for budgeting for an Executive Director's position.

In the event that the Board of Directors fails to take action regarding the renewal of this agreement on or before March 15, 2019, the Executive Director shall be authorized to renew this Contract for an additional year upon completion of the Executive Director's evaluation.

### **D. Salary**

1. Base Salary: The BOCES agrees to pay the Executive Director for his services One Hundred and Twenty Eight Thousand Dollars (\$128,000) annually, paid periodically per the policies governing payment of other executive level employees of the BOCES. The BOCES shall pay only the employer-share of PERA contributions.

2. Performance Goals: In the school year 2018/19, goals shall be established as metrics stemming out of the BOCES Strategic Plan. Successful achievement of the goals will be rewarded with up to \$12,000.00 in annual performance bonus.

### **E. Benefits**

The BOCES shall provide the Executive Director with the following benefits:

1. Leave: The Executive Director shall be entitled to twenty (20) days of paid vacation leave and twelve (12) days of paid sick leave per year, in addition to holidays and closures normally given to employees of the BOCES. The Executive Director shall not be entitled to compensation for any unused vacation time at the time this contract is terminated or expires.

2. Reimbursement of Expenses: The Executive Director shall be reimbursed for reasonable out-of-pocket expenses incurred in connection with the performance of his duties. The Board shall have full authority to determine what constitutes "reasonable" for purposes of this paragraph.

3. Auto Allowance: The Executive Director shall receive a monthly auto allowance in the amount of Five Hundred Dollars (\$500) to cover automobile related expenses incurred when traveling within and outside the BOCES, related to BOCES business. The allowance will be paid on each payroll date. The allowance shall be in lieu of actual mileage reimbursement for such automobile usage.

4. Technology: The Executive Director shall be assumed to use a personal cell phone, with all associated costs paid for by the BOCES.

5. Life Insurance: The Executive Director shall be provided a life insurance policy with death benefit equal to his annual salary.

#### **F. Professional Growth and Development**

The Board encourages the continuing professional growth of the Executive Director. The Executive Director may attend professional meetings, seminars and programs at the local and national level. The expenses of the attendance, as well as dues for memberships in appropriate professional organizations, shall be paid from a Professional Development Fund established for the Executive Director in the amount of Two Thousand Four Hundred Dollars (\$2,400) annually. The Executive Director may receive additional funds for professional development on an as-needed basis upon advance approval of the Board. Documentation of the above expenses shall be kept and made immediately available upon the request of any individual Board member.

#### **G. Indemnification**

To the extent permitted by law, and to the applicable limits provided in the Colorado Governmental Immunity Act, C.R.S. § 24-10-101, et seq., the BOCES agrees that it shall defend, hold harmless and indemnify Executive Director from any and all demands, claims, suits, actions and legal proceedings brought against the Executive Director in his individual capacity or in his official capacity as agent and employee of the BOCES, provided the incident arose while Executive Director was acting within the scope of his employment.

#### **H. Termination**

1. Termination for Cause: The Executive Director shall be subject to discharge for good and just cause. If discharged for good and just cause, the Executive Director shall be entitled to no further payments or benefits under this contract, including, but not limited to, severance pay, and any accrued vacation time. No discharge shall be effective until written charges have been served upon him and he has an opportunity for a fair hearing before the Board after ten (10) days' notice in writing. At such hearing, he may have legal counsel at his own expense.

2. Unilateral Termination by the BOCES: The BOCES can only discharge the Executive Director without cause upon written notice of at least thirty (30) days. In the event of such termination, the Executive Director shall be entitled to his contract compensation for ninety (90) days. Such compensation shall be the only benefit to which the Executive Director is entitled and shall satisfy any and all claims that the Executive Director may raise with regard to the Board's contractual obligations pursuant to this Contract.

3. Resignation by the Executive Director: The Executive Director must provide thirty (30) days written notice to the Board if he chooses to resign before the termination of this contract. In the event the Executive Director resigns, he is not eligible for reassignment. The Executive Director agrees to pay damages to the BOCES and the BOCES agrees to collect or withhold damages from compensation due or payable to the Executive Director, with such damages being assessed against the Executive Director if the Executive Director abandons, breaches or otherwise refuses to perform services pursuant to this contract, unless the Executive Director has given the required written notice to the Board and providing further that such damages shall not exceed ordinary and necessary expenses of the BOCES to secure the services of a suitable replacement for the Executive Director.

4. **Death of the Executive Director:** This contract shall automatically terminate upon the death of the Executive Director. Any compensation due and payable to Executive Director at the date of his death shall be paid to his heirs and legal representatives in the event of his death.

**I. Evaluation**

By January 15 of each fiscal year, the Board and the Executive Director shall meet for the purpose of evaluation of the performance of the Executive Director and expressing recommendations and observations on how such performance may be improved. The Executive Director shall be evaluated on the job performance as determined by the Executive Director's job description, the Executive Director's professional goals set by the Board and the Executive Director, and the BOCES' goals and any future goals set for the BOCES by the Board and Executive Director.

**J. Professional Activities**

With prior approval of the Executive Director, the Executive Director may undertake consultative work, speaking engagements, writing and other professional activities for honoraria and expenses, provided such activities do not interfere with the Executive Director's normal duties. If these professional activities take place during available vacation leave the Executive Director is not required to obtain prior approval but he shall report to the Board within 14 days following such activity as to what the activity was. Such activities shall not be considered to be a part of the Executive Director's scope of employment for purposes of Paragraph G, above.

**K. Governing Law**

The interpretation of this contract and any questions arising under it shall be determined exclusively by the law of the State of Colorado.

**L. Merger Clause**

This contract contains the entire agreement between the parties pertaining to the subject matter hereof and supersedes and replaces all prior agreements, understandings, negotiations and discussions, whether oral or written.

**M. Severability**

The provisions of this contract shall be deemed severable, and the invalidity of any portion hereof shall not affect the validity of the remainder.

**N. Amendments**

This contract may be amended by the mutual consent of both parties. Any amendment must be in writing and must be executed by a duly authorized member of the Board. A copy shall be attached hereto.

**O. Waiver**

Any waiver of any provision of this contract shall not be deemed to be a waiver of any other provision or of a subsequent breach, and shall not be construed to be a modification of the terms of the contract.

**P. No Assignment**

This contract is one for personal services to be provided the BOCES only and may not be assigned.

IN WITNESS WHEREOF, the parties hereto have executed this contract as of the day and year set forth above.

*Ken Witt*

[SIGNATURE]

Ken Witt  
Executive Director

*Marie Lavere-Wright*

[SIGNATURE]

Marie Lavere-Wright  
Board President

*Apr 19, 2018*

Date

*4/20/18*

Date



## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** May 21, 2019

**Prepared by:** Annette Ridgway

**Title of Agenda Item:** (IV.A.) Legislative Update

**Item Type:**  Action  Information  Discussion

**Background Information, Description of Need:**

**Relevant Data and Expected Outcomes:**

**Recommended Course of Action/Motion Requested:**



## Education reEnvisioned BOCES 2019 Legislative Session Final Report

Thank you for the opportunity to represent Education reEnvisioned BOCES before the Colorado General Assembly during the 2019 legislative session. I believe we were able to continue to increase Education reEnvisioned profile, advocate on behalf of the BOCES and sound education policy and gain key advocates with members of the General Assembly and education stakeholder groups.

The number one policy priority of this legislative session was [SB19-129, Regulation of Online Schools](#), requiring the Department of Education to report annually the number of students in online schools who withdraw, institute authorizer certification rules for new schools and those deemed by the Department as a successor school, and online schools under performance watch will retain their performance rating if transferring to a new authorizer. A summary of the bill is noted in Appendix A.

Please find below summaries of education legislation priorities for the General Assembly, including education bills that were passed, those which were postponed indefinitely, and new policies to be aware of.

Below is a link to the full list of bills tracked and included in Appendix B. By clicking here, you can find full bill information, legislator votes, and fiscal notes:

<https://www.coloradocapitolwatch.com/bill-tracker-votes/0/1915/2019/0/>

This session was critical for education funding. The K-12 lobby effort focused on improving school funding in the School Finance Act ([SB19-246](#)), which in its final form includes:

- \$6,951.53 base per pupil funding
- \$7,788.13 online per pupil funding
- \$100M buy down of the Budget Stabilization Factor
- \$20M for rural school districts
- \$3.9M for the ASCENT program
- \$22M for additional funding for Tier B Special Education categorical

[HB19-1262, State Funding for Full-day Kindergarten](#), was an important win for school districts and Governor Polis, which provides \$175 million for school districts to implement full

day kindergarten programs. The bill requires districts to submit plans for how they can phase these classes in without charging families extra money. The Governor will sign the bill on May 21, 2019.

The following K-12 education bills were passed:

[\*\*HB19-1008\*\*](#), **Include Career And Technical Education In BEST Program**, allows the Public School Capital Construction Assistance Board to provide grants for equipment, new construction, or the retrofitting of public schools for career and technical education under the BEST program.

[\*\*HB19-1134\*\*](#), **Identification And Interventions For Students With Dyslexia**, creating a dyslexia work group and pilot program in CDE.

[\*\*HB19-1186\*\*](#), **School Employment Background Check Clarification**, expanding options for school employees to obtain fingerprints for criminal history background checks.

[\*\*HB19-1201\*\*](#), **Board Of Education Executive Session Negotiations Strategy**, clarifying that schools boards may discuss negotiation strategies for collective bargaining in executive session.

[\*\*SB19-039\*\*](#), **Interdistrict Transportation Of Students**, restoring the repealed statute that permits a school district to furnish transportation to a student in a geographically adjacent school district, or to reimburse for the cost to transport that student, only if the adjacent school district consents to the transportation of students to the receiving school district.

[\*\*SB19-104\*\*](#), **Elimination Of Duplicate Regulation Of School Building**, creating a commission to identify and address duplicate regulations related to school-based childcare programs.

The following bills were postponed indefinitely in committee or died on the calendar:

[\*\*HB19-1053\*\*](#), **Computer Science Courses Offered In Schools**, that would have required districts to annually report information regarding high school computer science courses.

[\*\*HB19-1094\*\*](#), **Internet Link To Basic Like Skills Ed Courses**, that would have required information in school performance reports regarding the availability of courses covering basic life skills, such as financial literacy, nutrition, etc.

[\*\*HB19-1112\*\*](#), **Child Safety Accounts**, that would have creates a program for children directly affected by a school safety incident to receive funding to attend a nonpublic school or home school.

[\*\*HB19-1116\*\*](#), **Hunter Education Courses In Public Schools**, that would have required all seventh graders to complete a course offered by a hunter education provider if the LEP enters an agreement with the education provider.

[\*\*HB19-1151\*\*](#), **Special Education Opportunity Scholarships**, to provide scholarship money for special education parents to select a LEP of their choosing, including nonpublic schools.

[\*\*HB19-1243\*\*](#), **16-Year Olds Voting School District Elections**, that would have allowed 16 year olds to participate in school district elections.

[\*\*HB19-1249\*\*](#), **Safety & Accountability In School Districts**, which would have put stringent standards on school boards in bidding on contracts for professional services, such as

conducting cost-benefit analyses prior to the RFP, conducting public meetings regarding bids, and allowing current personnel to bid after other proposals have been submitted.

[\*\*SB19-048\*\*](#) **Protect Students From Harmful Material**, that would have required electronic educational materials and portals to include protective software and allow parents to bring civil action against a private entity that violates the requirements.

[\*\*SB19-087\*\*](#) **Students Subjected To A School Safety Incident**, which would have made exceptions to state law for students subjected to school safety incident regarding 529 accounts and public schools of choice.

Education reEnvisioned should be aware of the changes made in the following bills:

[\*\*SB19-094\*\*](#), **Extend School Finance Interim Committee**, extends the interim committee for one additional year.

[\*\*SB19-176\*\*](#), **Expanding Concurrent Enrollment Opportunities**, Beginning in FY 2020-21 LEPs must offer concurrent enrollment to high school students. An administrator may not unreasonably deny a student's request for permission to concurrently enroll, and an LEP may not limit the number of postsecondary courses in which a student may enroll, unless the LEP is unable to provide access for reasons related to technological capacity.

[\*\*SB19-199\*\*](#), **READ Act Implementation Measures**, requires:

- Programming and services be evidence-based and focus on reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.
- If a student's reading skills are below grade-level expectations or the student is identified as having a significant reading deficiency, LEPs must employ multi-tiered systems of support, which at a minimum must include a daily literacy block of research-based instruction.
- LEPs include additional information, including designated curriculum and intervention programs, in the annual READ plan the LEP submits to CDE.

[\*\*HB19-1032\*\*](#), **Comprehensive Human Sexuality Education**, requires schools that receive grants for sex education programs to not teach abstinence only and to include curriculum related to the LGBT community. (The bill was significantly amended and weakened in the last days of session). Appendix B.

[\*\*HB19-1194\*\*](#), **School Discipline For Preschool Through Second Grade**, that limits circumstances in which a student in preschool through 2<sup>nd</sup> grade can be suspended from school.

[\*\*HB19-1192\*\*](#), **Inclusion Of American Minorities In Teaching Civil Government**, requires that schools teach the history, culture and contributions of minority populations.

[\*\*SB19-049\*\*](#), **Statute Of Limitation Failure Report Child Abuse**, increases the statute of limitations for failure to report child abuse from 18 months to 3 years when a mandatory reporter has reasonable cause to know or suspect that a child has been subject to unlawful sexual behavior or who has observed the child being subject to circumstances or conditions that would reasonably result in unlawful sexual behavior.

[\*\*SB19-204\*\*](#), **Public School Local Accountability Systems**, creates the Local Accountability System Grant Program in CDE to support local accountability systems that supplement the state accountability system.

## General Overview

The 2019 Legislative Session ended on May 3<sup>rd</sup> after 120 days per the Colorado Constitution. With control over both chambers and the governorship, Democrats were able to push through many of their top priorities. Major themes included the state budget, education funding, environmental protection and climate change, economic security, health care affordability and election reform.

### The Budget

The Joint Budget Committee (JBC) is a six-member committee with three members from each chamber and the majority reflects the majority in their respective chamber. This session there are four Democrats and two Republicans that sit on the JBC. The JBC meets starting in October and reviews every department to propose a budget for the next fiscal year (July 1, 2019-June 30, 2020). Key highlights in the 2019-20 budget:

- \$300 million for transportation funding (a deal cut by leadership in both parties)
- \$175 million for full day kindergarten
- 1% rate increase for most healthcare providers
- 3% pay hike for all state employees
- Tuition rate freeze for institutions of higher education (except MSU)

### Education

Full-day kindergarten was a major priority for Governor Polis during his first State of the State address. The bill passed with majority support in the House and unanimous consent in the Senate. The bill does not mandate that children must attend full-day classes or that districts must offer them. Instead, the bill requires districts to submit a plan for how they could phase these classes in without charging families extra money. The final appropriation is for \$175 million, roughly \$52 million under the Governor's original request.

The School Finance Act (SB19-246) set the new statewide base per pupil funding at \$6,951.53 (increase of \$182) and paid down the budget stabilization factor by \$100 million. The bill also included an additional \$20 million for rural school districts and \$3.9 million for ASCENT program participants.

### Environment

One of the most contentious bills this session was on oil and gas reform, Senate Bill 181. It gives more control to local governments to approve or deny drilling permits within their jurisdiction. The bill passed despite deep opposition from Republicans and the oil and gas industry. The bill also fundamentally changed the priorities of the Colorado Oil and Gas Conservation Commission (COGCC) to focus on health, safety and the environment first rather than on fostering development.

Democrats also took aim at greenhouse gas emissions. House Bill 1261 sets new statewide targets for reducing greenhouse gas emissions to combat climate change, including an ambitious 50 percent cut by 2030.

House Bill 1313 sought to establish targets for Xcel Energy to reduce carbon dioxide emissions by 80 percent by 2030 and allow other utilities to opt-in to clean energy plans. Utilities may also apply to the PUC for authorization to issue ratepayer-backed securities when closing an electric generating facility. The provisions in House Bill 1313 were ultimately amended into the PUC sunset bill (SB19-236).

## **Business and Employment**

The Equal Pay for Equal Work Act was signed by the Governor and prohibits gender-based wage discrimination and asking for a prospective employee's wage history. The law penalizes employers when gender is found to play a role in wages.

Democrats decided in the final two weeks to forego a proposal to offer a statewide paid family leave (FAMLI) program this legislative session after receiving push back from Colorado business groups. The proposal would have provided up to 12 weeks of leave with up to \$1,000 a week in benefits and job protection. In its new form, Senate Bill 188 directs the Department of Labor and Employment to conduct a study on paid family leave's viability. They're hoping to re-introduce the plan in 2020.

A plan did move forward to allow local governments to set their own minimum wage above the statewide minimum wage. The final version of the bill sets the implementation date back for January 1, 2021, with the possibility for petition before the 2020 election.

## **Health Care Affordability**

Colorado could be the first state in the country to offer state-run health insurance. House Bill 1312 directs state agencies to study the idea of a public health insurance option, and report back to the legislature this fall. The hope is that by competing against private insurers, the state could drive costs down. The bill enjoyed bipartisan support, but it faces a tough challenge from federal regulators, who'd need to sign off on the plan.

Another bipartisan bill, House Bill 1168, will create a reinsurance program to lower health care costs. The state would take on some of the highest medical bills on Colorado's individual market, which would allow some providers to lower premiums for health care. The plan has a \$237 million price tag, but the state will split it with the federal government. Reinsurance was a key campaign promise for Governor Polis.

## **Election Reform**

Colorado became the 13<sup>th</sup> state to join the national agreement to elect the president by national popular vote and the first swing state to do so. The agreement doesn't kick in until enough states join the pact to award a majority of electoral votes to the popular vote winner.

Significant changes were made to Colorado's election code. House Bill 1278 changes procedures regarding voter registration, ballot access requirements, procedures for in-person voting, and extending polling hours on election day. The bill also allows 17-year-olds to participate in primaries if they will be of age in time for the general election.

In addition, Senate Bill 235 sets up a system to automatically register voters. Notably, the new law would register Coloradans to vote when applying for or renewing a driver's license or identification card. The new elector then receives notice that they have been registered to vote and they are given the option to opt-out or affiliate with a party.

## **Buzzworthy**

Several other bills generated a lot of public interest this session resulting in many long nights, packed committee hearings and contentious floor debates.

Democrats successfully passed House Bill 1177, known as the Red Flag Bill. The bill allows a court to issue an order that would require an individual to surrender any firearms if they are deemed an extreme risk. The bill received a lot of backlash from pro-Second Amendment groups.

Anti-vaccination groups came out in full force against House Bill 1312 which would have required additional immunizations for students and makes it more difficult to receive a non-medical or personal exemption. The bill did not survive the Senate.

A bill that would promote comprehensive sexual education in schools was significantly weakened in the final days of session. House Bill 1032 would require schools that receive grants for sex education programs to not teach abstinence only and to include curriculum related to the LGBT community. Conservative groups sent out a call to action early in the session to combat the bill.

## **Referred Measures**

Voters will have their say on a couple referred measures on the 2019 November ballot including measures to:

- Allow the state to keep and spend any revenue surplus over the TABOR cap. The additional funds will be spent evenly between transportation, K-12 schools, and higher education. (HB 1287)

- Levy a tax on decriminalized sports betting revenue and use the funds for the State Water Plan. (HB 1327)
- Governor Polis's late session push for a referred measure to raise taxes on cigarette and tobacco products and establish a new tax on nicotine products (like the popular JUUL) did not pass the Senate. Revenue from the taxes would have been distributed to fund health care and education programs. (HB 1333)

### **Interim Committees**

8 newly formed committees will meet over the interim:

- Committee on PTSD Support for Peace Officers
- Committee on Zero Waste
- Committee on Tax Expenditure Evaluation
- Committee on Investor Owned Utilities Energy Choices
- Committee on Affordable Health Care
- Committee on Making Higher Education Attainable
- Committee on Prison Population Management
- Committee on Health Care Market Competition

8 standing interim committees were reapproved:

- Sales and Use Tax Simplification Task Force
- Early Childhood and School Readiness Commission
- Transportation Legislation Review Committee
- Opioid & Other Substance Use Disorders Study Committee
- Wildfire Matters Review Committee
- Committee on Water Resources
- Committee on Wildfire Matters
- Committee on School Finance

Each interim committee will meet 5-6 times over the coming months and each has been authorized to propose 2-3 bills to the General Assembly for the 2020 session.

## APPENDIX A

## **SB19-129 Regulation of Online Schools**

Sponsors: Sen. Story & Rep. Froelich

Status: Signed by Governor – April 10, 2019 (Safety Clause – Effective Immediately)

### New Reporting Requirements

- Directs the Division of Online Learning to prepare annual report with following information received from online schools concerning students who withdrew from enrollment after pupil enrollment count day:
  - Date on which student withdrew from enrollment
  - Grade level at enrollment and grade level at transfer
  - If known, whether the student during the same school year enrolled in another school.
- The report is submitted to the State Board of Education and education committees of the General Assembly.

### New Program Criteria

- If one or more school districts, BOCES or CSI agrees to become the authorizer for a multi-district online school that previously had a different authorizer, they must apply to the online division for a new certification.
- If an online school is on performance watch and changes authorizers in its original form or as a successor school, the online school (or successor school) remains on performance watch.
- If an online school is closed as a result of lack of performance standards as determined by the state review panel [CSR 22-11-210 (5)], the online school must reapply for certification in its original form or as a successor school regardless if it is under a different authorizer.

### Certification of Multi-District Online Schools

- CDE shall determine whether a newly authorized multi-district school is actually new or a successor to a previously authorized school. (Criteria TBD by Department)
- Decision by Department may be appealed within 30 days.

**HB19-1032 – Comprehensive Human Sexuality Education**  
*(Reps. Lontine and Caraveo; Sens. Todd and Coram)*

**Status:** Waiting for Governor's signature (Safety Clause – Effective Immediately Upon Signature)

**Content Requirements**

- Human sexuality instruction not required, but if it is offered as a course at any public or charter school then the instruction must be comprehensive and meet content requirements including:
  - Medically accurate information about methods to prevent pregnancy, STIs and link between HPV and cancer
  - Methods for use of abstinence, contraception (all FDA approved forms), condoms and taught in a way that students are empowered to decide for themselves which methods to use.
  - Healthy relationships and consent
  - Culturally sensitive and may not exclude health needs of LGBT and intersex groups.
  - Not emphasize abstinence and primary or sole preventative method
  - Discussion of health, moral, ethical or religious values and they pertain to comprehensive human sexuality is not prohibit and is encouraged.
- Comprehensive education does not require instruction on pregnancy outcome options, but if a school chooses to teach it, it must cover all pregnancy outcome options.
- Content requirements do not
- A school shall not engage in instructional services of an organization that is a direct or indirect recipient of money from the federal government

**Grant Program**

- \$1 million appropriated annually
- School may seek grant money to implement human sexuality education content requirements. Compliance with comprehensive requirements is not contingent upon receipt of grant money.
- Grant money must be used for instruction that complies with the content requirements for comprehensive human sexuality education.
- 14-person board to promulgate rules surrounding content requirements, grant program and review applications

## **APPENDIX B**

## Education reEnvision BOCES 2019 Legislative Bill Tracker

Bill #	Title	Status	House Sponsors	Senate Sponsors
<a href="#"><u>HB19-1032</u></a>	Comprehensive Human Sexuality Education	House Considered Senate Amendments - Result was to Concur - Repass (05/03/2019)	S. Lontine (D), Y. Caraveo (D)	N. Todd (D), D. Coram (R)
<a href="#"><u>HB19-1053</u></a>	Computer Science Courses Offered In Schools	House Committee on Education Postpone Indefinitely (02/05/2019)	D. Valdez (D), M. Catlin (R)	D. Coram (R), R. Rodriguez (D)
<a href="#"><u>HB19-1066</u></a>	Counting Special Education In Graduation Rates	Governor Signed (03/07/2019)	B. Buentello (D), C. Kipp (D)	M. Foote (D)
<a href="#"><u>HB19-1134</u></a>	Identification And Interventions For Students With Dyslexia	Senate Third Reading Passed - No Amendments (04/27/2019)	J. Buckner (D), J. Wilson (R)	N. Todd (D)
<a href="#"><u>HB19-1190</u></a>	Repeal Of Mill Levy Equalization Fund	House Committee on Education Postpone Indefinitely (03/05/2019)	C. Kipp (D)	
<a href="#"><u>HB19-1194</u></a>	School Discipline For Preschool Through Second Grade	Governor Signed (05/13/2019)	S. Lontine (D), C. Larson (R)	K. Priola (R), R. Fields (D)
<a href="#"><u>HB19-1257</u></a>	Voter Approval To Retain Revenue For Ed & Transp	Senate Third Reading Passed - No Amendments (04/29/2019)	K. Becker (D), J. McCluskie (D)	L. Court (D), K. Priola (R)
<a href="#"><u>HB19-1258</u></a>	Allocate Voter-approved Revenue For Education & Transportation	Sent to the Governor (05/14/2019)	K. Becker (D), J. McCluskie (D)	L. Court (D), K. Priola (R)
<a href="#"><u>HB19-1262</u></a>	State Funding For Full-day Kindergarten	Sent to the Governor (05/07/2019)	J. Wilson (R), B. McLachlan (D)	J. Bridges (D), R. Fields (D)
<a href="#"><u>SB19-066</u></a>	High-cost Special Education Trust Fund Grants	Sent to the Governor (05/15/2019)	B. Buentello (D)	N. Todd (D)

<u>SB19-094</u>	Extend School Finance Interim Committee	Governor Signed (05/13/2019)	A. Garnett (D)	N. Todd (D), P. Lundeen (R)
<u>SB19-129</u>	Regulation Of Online Schools	Governor Signed (04/10/2019)	M. Froelich (D)	T. Story (D)
<u>SB19-176</u>	Expanding Concurrent Enrollment Opportunities	Sent to the Governor (05/17/2019)	T. Geitner (R), J. McCluskie (D)	P. Lundeen (R), J. Bridges (D)
<u>SB19-188</u>	FAMLI Family Medical Leave Insurance Program	Sent to the Governor (05/16/2019)	M. Gray (D), M. Duran (D)	A. Williams (D), F. Winter (D)
<u>SB19-199</u>	READ Act Implementation Measures	Sent to the Governor (05/07/2019)	J. Wilson (R), J. McCluskie (D)	N. Todd (D), B. Rankin (R)
<u>SB19-204</u>	Public School Local Accountability Systems	Sent to the Governor (05/16/2019)	J. Arndt (D), S. Bird (D)	T. Story (D)
<u>SB19-207</u>	FY 2019-20 Long Bill	Governor Signed (04/18/2019)	D. Esgar (D)	D. Moreno (D)
<u>SB19-246</u>	Public School Finance	Governor Signed (05/10/2019)	J. Wilson (R), B. McLachlan (D)	N. Todd (D), P. Lundeen (R)
<u>SB19-247</u>	Educator Performance Evaluation System Requirements	Senate Committee on Education Postpone Indefinitely (04/25/2019)	J. Arndt (D), S. Bird (D)	T. Story (D)
<u>SB19-255</u>	Gallagher Amendment Residential Assessment Rate	House Third Reading Passed - No Amendments (04/30/2019)	L. Herod (D), D. Esgar (D)	L. Court (D), J. Tate (R)



## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** May 21, 2019

**Prepared by:** Ken Witt

**Title of Agenda Item:** (V. B) Administrative Unit Application Update

**Item Type:**     Action             Information             Discussion

**Background Information, Description of Need:**

In the BOCES Special Meeting on August 30, 2018 the board directed staff to move forward with application for Administrative Unit status with the CDE. In the unanimous resolution dated December 17, 2017, the board resolved that “The CD-BOCES will pursue with resolve Administrative Unit designation from the CDE”.

**Relevant Data and Expected Outcomes:**

Approval of the Education reEnvisioned Administrative Unit was sent by Dr Foster on March 1, 2019. Toby King has been assigned by Dr. Foster to work with the BOCES to ensure smooth implementation of the new Administrative Unit. The only significant cost impact of this transition to date is the requirement to license Enrich for CDE reporting, which is a \$25K cost. The BOCES previously paid \$35K to D49 for AU oversight, so this expense is offset by the AU status change on July 1.

**Recommended Course of Action/Motion Requested:**

No motion requested.





## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** May 21, 2019

**Prepared by:** Annette Ridgway

**Title of Agenda Item:** (V.D.) 2019-2020 Preliminary Budget

**Item Type:**  Action  Information  Discussion

### **Background Information, Description of Need:**

CRS22-44-108c that requires that the Board of Education receive a proposed budget “at least thirty days prior to the beginning of the next fiscal year”.

### **Relevant Data and Expected Outcomes:**

With an anticipated 14% increase in pupil count and a 4% increase in Per-Pupil Revenue, the 2019-2020 Proposed Budget shows an improving Fund Balance position while allowing for Special Projects. The High-Level Financial Trend report including 2019-2020 Proposed Budget, and a detailed 2019-2020 Proposed Budget are included in the Finance Board Report.

### **Recommended Course of Action/Motion Requested:**

Bring any questions to the table and provide any collaborative guidance to staff regarding 2019-2020 Proposed Budget.





view the actual cost for this system and determine if all the special plans are worth the cost. The Enrich system is being set up so we can access it by July 1, 2019.

Alpine- Our Alpine system is also being discussed at this time. BOCES staff is reviewing this contract to compare the Alpine special plan cost vs the special plan cost in the Enrich system. This contract will be established once we are able to determine the more cost effective system and the best accountability for special plans in each system.

EDAC Update- The final Executive Director Accountability Committee (EDAC) meeting has been completed. The BOCES has met all statutory requirements for this 'district' committee.

Induction Program- The BOCES staff is preparing the necessary changes and additions to our approved Induction program at this time. The Induction program was a new task I received during our Executive Director transition. Operating the program this school year revealed some areas of the program that needs improvement. These improvements will be completed by the end of June, so the Induction program will be ready for our next school year by July 1.

RANDA- The state evaluation system, RANDA, is being completed by our school staff. This requirement will be completed by the end of this month.

ESP Evaluation- Our 4<sup>th</sup> quarter scorecards require a completed evaluation on our Education Service Provider, (ESP) rather than just a completed checklist. The evaluation will be completed this month with BOCES staff and a K12 representative.

School Application Process- The school application process for the Spring application cycle is almost complete. Some applicants received extensions due to certain circumstances, so BOCES staff are finishing these applications at this time.



## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** May 21, 2019

**Prepared by:** Annette Ridgway

**Title of Agenda Item:** (VI.B.) Finance Board Report

**Item Type:**  Action  Information  Discussion

### **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:**

The report shows financial results are proceeding according to the Adopted Budget for the 2018/19 fiscal year. 2019-2020 Proposed Budget is included.

**Recommended Course of Action/Motion Requested:** N/A



EDUCATION reENVISIONED (CDBOCES)  
 High-Level Financial Trend  
 General Fund - Fund 10  
 April 30, 2019

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2018/19	2019/20	2018/19	
	Actual	Actual	Actual	Actual	Actual	Original	Approved	Proposed	YTD	
	Results	Results	Results	Results	Results	Adopted	Amended		Results	
Funded Students (sFTE)										
Contract Schools	348	1,649	2,111	1,845	2,170	2,535	2,401	2,736	2,401	
Internal Schools	-	-	199	206	-	-	-	-	-	
Funded Students (sFTE) Total	348	1,649	2,309	2,051	2,170	2,535	2,401	2,736	2,401	
Incr/(Decr) from Prior Year		373%	40%	-11%	6%		11%	14%		
Per-Pupil Revenue (PPR)	\$ 6,070	\$ 6,424	\$ 6,690	\$ 6,795	\$ 7,018	\$ 7,434	\$ 7,455	\$ 7,788	\$ 7,455	
Incr/(Decr) from Prior Year		6%	4%	2%	3%		6%	4%		
Revenue										
Program Revenue										
Contract Schools	\$ 2,115	\$ 10,594	\$ 14,120	\$ 12,536	\$ 15,229	\$ 18,844	\$ 17,899	\$ 21,308	\$ 14,916	
Internal Schools	\$ -	\$ -	\$ 1,328	\$ 1,396	\$ -	\$ -	\$ -	\$ -	\$ -	
Program Revenue Total	\$ 2,115	\$ 10,594	\$ 15,448	\$ 13,932	\$ 15,229	\$ 18,844	\$ 17,899	\$ 21,308	\$ 14,916	
Other Revenue	\$ 83	\$ 313	\$ 243	\$ 129	\$ 316	\$ 350	\$ 377	\$ 531	\$ 89	
Revenue Transfers			\$ (82)	\$ (72)	\$ (72)				\$ -	
Revenue Total	\$ 2,197	\$ 10,907	\$ 15,609	\$ 13,989	\$ 15,473	\$ 19,194	\$ 18,276	\$ 21,839	\$ 15,005	82%
Incr/(Decr) from Prior Year		396%	43%	-10%	11%		18%	19%		
Fund Balance Chg	\$ (128)	\$ (262)	\$ (302)	\$ 126	\$ (67)	\$ (155)	\$ (68)	\$ (575)	\$ (668)	
Fund Balance (+TABOR)	\$ (128)	\$ (390)	\$ (551)	\$ (424)	\$ (560)	\$ (768)	\$ (628)	\$ (1,203)	\$ (1,228)	
Fund Bal % of Gross Rev	5.83%	3.57%	3.51%	3.02%	3.60%	4.00%	3.44%	5.51%	8.18%	
Net Resource Available	\$ 2,069	\$ 10,645	\$ 15,307	\$ 15,380	\$ 15,406	\$ 19,039	\$ 18,208	\$ 21,264	\$ 14,337	
Expense										
Administrative Oversight Fee Spends	\$ -	\$ (290)	\$ (474)	\$ (384)	\$ (414)	\$ (576)	\$ (567)	\$ (704)	\$ (260)	
% of Program Revenue	0%	3%	3%	3%	3%	3%	3%	3%	2%	
School Oversight Fee (OSSC) Spends	\$ (820)	\$ (526)	\$ (892)	\$ (815)	\$ (815)	\$ (887)	\$ (868)	\$ (1,047)	\$ (309)	
% of Program Revenue	39%	5%	6%	6%	5%	5%	5%	5%	2%	
Entity Cost Spends	\$ -	\$ (30)	\$ (60)	\$ (30)	\$ (30)	\$ (30)	\$ (30)	\$ -	\$ -	
Contract School Svcs	\$ (1,249)	\$ (9,799)	\$ (12,663)	\$ (14,069)	\$ (14,069)	\$ (17,546)	\$ (16,743)	\$ (19,514)	\$ (13,768)	
Per Contract School Pupil	\$ 3,586	\$ 5,942	\$ 6,000	\$ 7,626	\$ 6,484	\$ 6,921	\$ 6,973	\$ 7,132		
Internal School Spends	\$ -	\$ -	\$ (1,218)	\$ (81)	\$ (78)	\$ -	\$ -	\$ -	\$ -	
Per Internal School Pupil	\$ -	\$ -	\$ 6,137	\$ 395	\$ -	\$ -	\$ -	\$ -		
Expense Total	\$ (2,069)	\$ (10,645)	\$ (15,307)	\$ (15,380)	\$ (15,406)	\$ (19,039)	\$ (18,208)	\$ (21,264)	\$ (14,337)	79%
Per Pupil	\$ 5,940	\$ 6,455	\$ 6,629	\$ 7,500	\$ 7,100	\$ 7,510	\$ 7,584	\$ 7,772		
Net Resources in Progress	\$ 0	\$ 0	\$ -	\$ -	\$ -	\$ 0	\$ 0	\$ 0	\$ -	
to 3% TABOR floor	\$ 62	\$ 63	\$ 80	\$ 3	\$ 94	\$ 192	\$ 80	\$ 548	\$ 778	

**EDUCATION reENVISIONED (CDBOCES)  
2019-2020 Proposed Budget**

	General Fund 10							General Fund 10 Subsidies				Special Fund 22			Grand Total	
	CPA ES	CPA MS	CPA HS	PPOS HS	Subtotal Schools	Ed reEnv BOCES	OSSC	State ECEA (SPED)	Expelled and At Risk Students (EARS)	School Improvem ent (EASI)	READ Act	Total 10	State Ed Priorities BOCES (1345)	Indiv w/ Disabil Ed Act (IDEA)		Total 22
Funded Students (sFTE)	756	697	518	765	2,736											
Per Pupil Revenue (PPR)	7,788.13	7,788.13	7,788.13	7,788.13												
<b>Revenue</b>																
Program Revenue	5,887,826	5,428,327	4,034,251	5,957,919	21,308,324						21,308,324			-	21,308,324	
Grant/Project Revenue								310,000	107,720	25,686	47,583	490,989	83,741	28,558	112,299	603,288
Earnings on Investments						40,000					40,000				-	40,000
Fund Transfers			58,099	24,900	82,999		(82,999)								-	-
K12 Agreement																
3% Administrative Oversight Fee	(176,635)	(162,850)	(121,028)	(178,738)	(639,250)	639,250									-	-
3% School Oversight Fee (OSSC)	(176,635)	(162,850)	(121,028)	(178,738)	(639,250)		639,250								-	-
Less K12 Fee Retention	-	-	28,000	12,000	40,000	(40,000)									-	-
3% Limited Withholding Credit	(176,635)	(162,850)	(121,028)	(178,738)	(639,250)	639,250									-	-
Total K12 Agreement (Fund Transfer)	(529,904)	(488,549)	(335,083)	(524,213)	(1,877,749)	1,238,499	639,250								-	-
<b>Revenue Total</b>	<b>5,357,922</b>	<b>4,939,777</b>	<b>3,757,268</b>	<b>5,458,606</b>	<b>19,513,573</b>	<b>1,278,499</b>	<b>556,251</b>	<b>310,000</b>	<b>107,720</b>	<b>25,686</b>	<b>47,583</b>	<b>21,839,313</b>	<b>83,741</b>	<b>28,558</b>	<b>112,299</b>	<b>21,951,612</b>
<b>Expense</b>																
Professional-Educational Services	5,357,922	4,939,777	3,699,169	5,433,707	19,430,575							19,430,575			-	19,430,575
Salaries & Benefits			58,099	24,900	82,999	35,813	309,454					428,266			-	428,266
Professional Services					-	224,400						224,400			-	224,400
Grant/Project Funded Services					-			310,000	107,720	25,686	47,583	490,989	83,741	28,558	112,299	603,288
Building Rent, Utilities & Maintenance					-	46,880						46,880			-	46,880
Insurance					-	44,000						44,000			-	44,000
Technical Services					-	33,160						33,160			-	33,160
Special Projects					-	300,000	246,797					546,797			-	546,797
Other					-	19,360						19,360			-	19,360
<b>Expense Total</b>	<b>5,357,922</b>	<b>4,939,777</b>	<b>3,757,268</b>	<b>5,458,606</b>	<b>19,513,573</b>	<b>703,613</b>	<b>556,251</b>	<b>310,000</b>	<b>107,720</b>	<b>25,686</b>	<b>47,583</b>	<b>21,264,426</b>	<b>83,741</b>	<b>28,558</b>	<b>112,299</b>	<b>21,376,725</b>
Change in Fund Balance	-	-	-	-	-	574,887	-	-	-	-	-	574,887	-	-	-	574,887
Add 2018-2019 Ending Fund Balance						628,177						628,177				628,177
2019-2020 Ending Fund Balance						1,203,064						1,203,064				1,203,064
Less Reserves																
Tabor Reserve												655,179				655,179
Other Reserves												273,000				273,000
Assigned Fund Balance												928,179				928,179
% of Revenue												4.25%				4.25%
Unassigned Fund Balance												274,884				274,884
% of Revenue												1%				1%

EDUCATION reENVISIONED (CDBOCES)  
 2018-2019 YTD Actual Results  
 April 30, 2019

		General Fund 10					STEMSCO 13	Govt Designated-Purpose Grants Fund 22					Grand Total
		10	10	10	10	Total 10	13	22	22	22	22	Total 22	Grand Total
		CPA	PPOS	BOCES	OSSC		STEMSCO	BOCES	CPA	iLC	OSSC		
Revenue	Program Revenue	10,859,188	4,056,665	-	-	14,915,852	-	-	-	-	-	-	14,915,852
	Grant/Project Revenue	47,583	-	-	-	47,583	-	203,484	-	6,000	25,686	235,170	282,754
	Earnings on Investments	-	-	36,533	-	36,533	-	-	-	-	-	-	36,533
	Other Revenue	-	-	5,252	-	5,252	-	-	-	-	-	-	5,252
	Fund Transfers	(864,832)	(330,905)	447,476	748,261	-	-	-	-	-	-	-	-
Revenue Total		10,041,939	3,725,759	489,260	748,261	15,005,220	-	203,484	-	6,000	25,686	235,170	15,240,391
Expense	Professional-Educational Services	(10,016,434)	(3,751,182)	(5,540)	-	(13,773,155)	-	-	(28,094)	-	-	(28,094)	(13,801,249)
	Salaries & Benefits	-	-	(59,615)	(304,774)	(364,389)	(25,147)	-	-	-	-	-	(389,537)
	Professional and Technical Services	-	-	(111,398)	(4,250)	(115,648)	-	(76,175)	-	-	-	(76,175)	(191,823)
	Grant/Project Funded Services	-	-	-	-	-	-	-	-	-	-	-	-
	Building Rent, Utilities & Maintenance	-	-	(37,340)	-	(37,340)	-	-	-	-	-	-	(37,340)
	Insurance	-	-	(35,659)	(222)	(35,881)	(120)	-	-	-	-	-	(36,001)
	Special Projects	-	-	-	-	-	-	-	-	-	-	-	-
	Other	-	-	(10,850)	-	(10,850)	-	-	-	-	-	-	(10,850)
Expense Total		(10,016,434)	(3,751,182)	(260,401)	(309,246)	(14,337,263)	(25,267)	(76,175)	(28,094)	-	-	(104,269)	(14,466,799)
Change in Fund Balance		25,506	(25,423)	228,859	439,015	667,957	(25,267)	127,309	(28,094)	6,000	25,686	130,902	773,592

Education reEnvisioned BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: 5/21/2019

Prepared by: Nicole Tiley

Title of Agenda Item: Board Report

Item Type:  Action  Information  Discussion

## Current Enrollment, 5/15/2019

The current enrollment at CPA is 1,642 students. The common withdraw metric is currently 43% which is 1.6% lower compared to last year's withdraw rate of 44.6%.

CPA Enrollment Totals															
	TTL	Previous Total	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Regular Ed	1474	1476	86	83	73	85	86	89	142	148	247	135	123	102	75
Special Ed	168	168	3	5	12	11	11	8	25	29	28	18	7	8	3
<b>Current Approved Totals</b>	<b>1642</b>	<b>1644</b>	<b>89</b>	<b>88</b>	<b>85</b>	<b>96</b>	<b>97</b>	<b>97</b>	<b>167</b>	<b>177</b>	<b>275</b>	<b>153</b>	<b>130</b>	<b>110</b>	<b>78</b>
			552						619			471			
			K-5						6-8			High School			

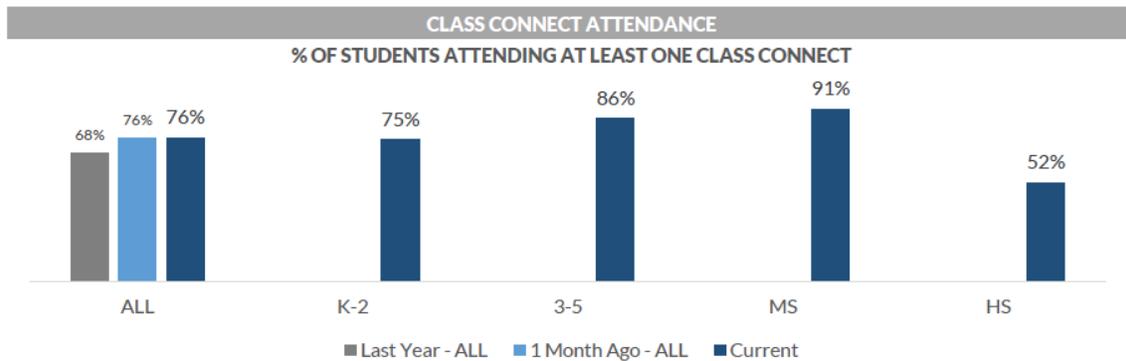
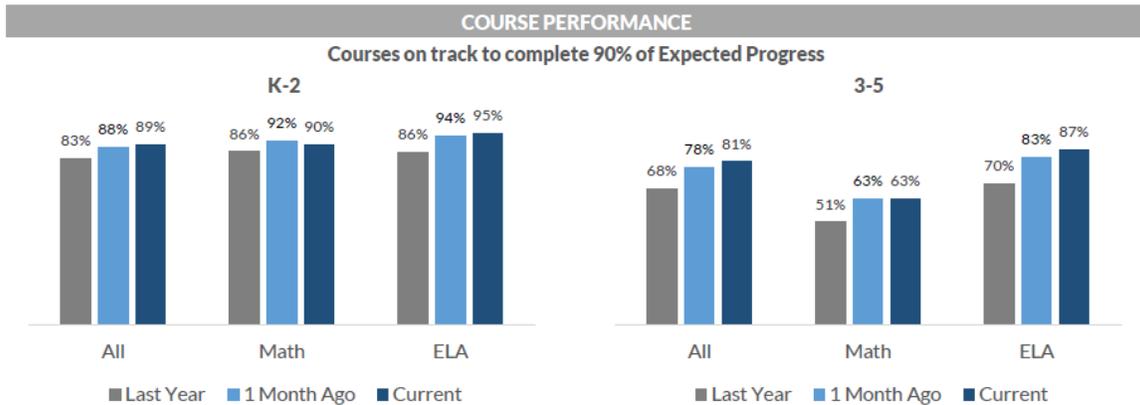
The current enrollment at PPOS is 562 students. The common withdraw metric is currently at 33.5% which is 6.1% lower compared to last year's withdraw rate of 39.6%.

PPOS Enrollment Totals						
	TTL	Previous Week TTL	9th Grade	10th Grade	11th Grade	12th Grade
Regular Ed	432	432	52	68	158	154
Special Ed	130	130	22	33	30	45
<b>Current Approved Totals</b>	<b>562</b>	<b>562</b>	<b>74</b>	<b>101</b>	<b>188</b>	<b>199</b>
			562			
			High School			

## CPA and PPOS Academic Performance

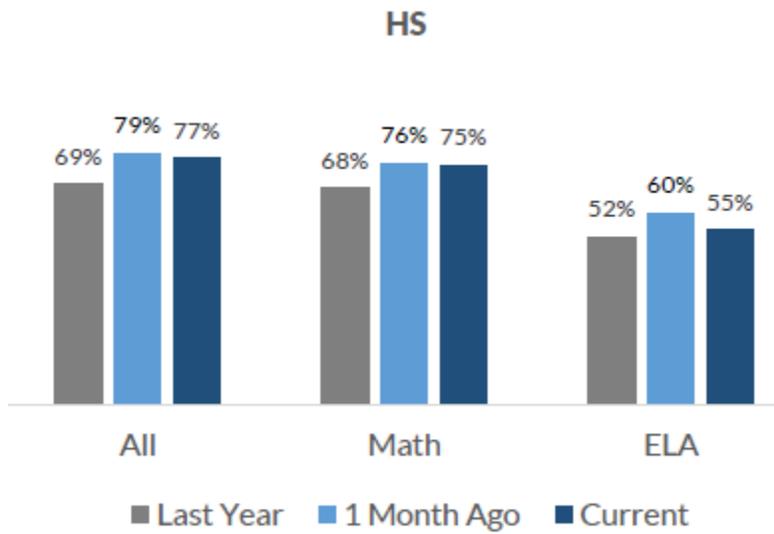
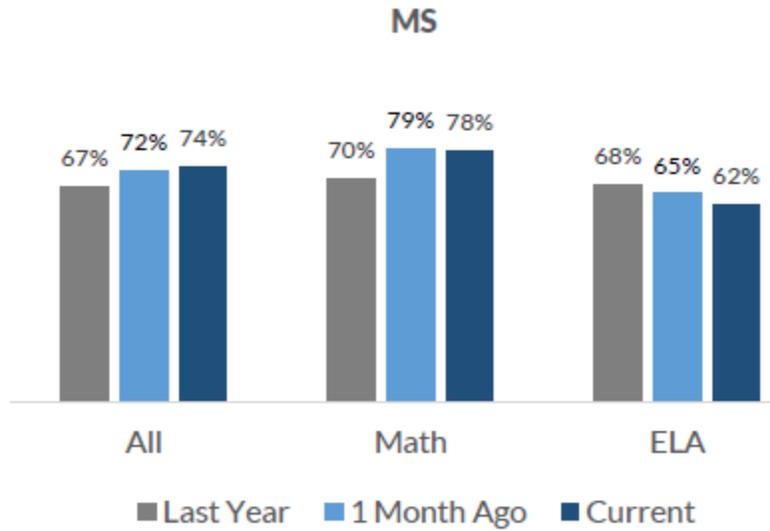
### CPA K-5 Courses on Track to complete 90%

Last school year the K-2 students had 83% of courses on track for end of year completion. This year the K-2 students have 89% of courses on track. Last school year the 3-5 grade students were at 68% for end of year completion. This year the 3-5 students are at 81%. We have 86% of the students in grades 3-5 attending at least one live class with their content teacher. The middle school has 91% of students attending at least one live session with their content teacher.



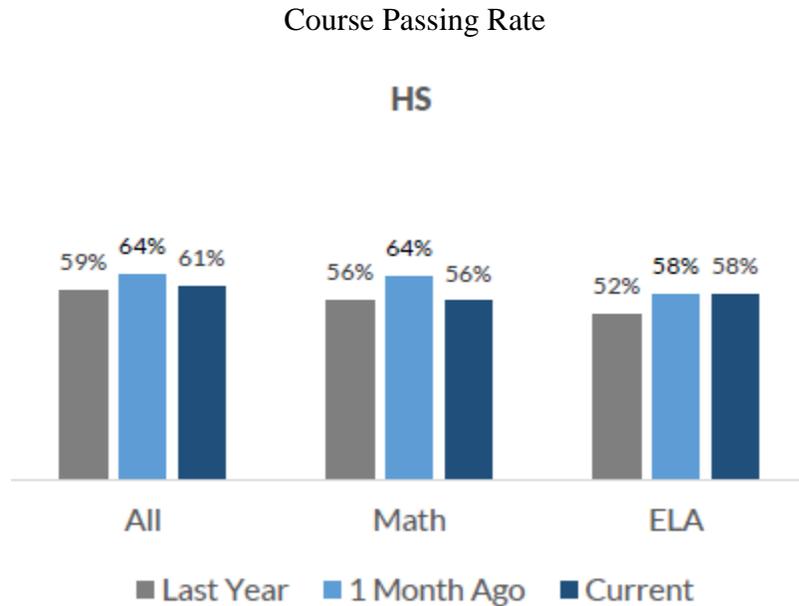
### CPA Middle and High School Passing Rate

CPA middle and high school overall course passing rates are trending higher compared to last school year at this time.



## PPOS High School Passing Rate

The overall passing rate is higher at PPOS compared to last year at this time in overall courses and ELA.



## State Testing, Professional Development, and Community Events

### State Testing

Students in grades 3<sup>rd</sup> through 8<sup>th</sup> took the CMAS assessments in English and math during April. The 9<sup>th</sup> and 10<sup>th</sup> graders took the PSAT and the 11<sup>th</sup> graders took the SAT. The CDE attend % is the number of students who tested and the number of students who submitted an opt-out form. Here are the total numbers for state testing:

<b>3-5 Math/English</b>	
Total	293
Tested	123
% Tested	41.9%
Opt Outs	168
CDE Attend%	<b>99.3%</b>

<b>4 Social Studies</b>	
Total	98
Tested	32
% Tested	32.6%
Opt Outs	66
CDE Attend%	<b>100%</b>

<b>5 Science</b>	
Total	98
Tested	53
% Tested	54%
Opt Outs	45
CDE Attend%	<b>100%</b>

<b>6-8 Math/ English</b>	
Total	619
Tested	292
% Tested	47.1%
Opt Outs	325
CDE Attend%	<b>99.6%</b>

<b>8 Science</b>	
Total	274
Tested	127
% Tested	46.3%

Opt Outs	147
CDE Attend%	<b>100%</b>

<b>9-11 Math/English CPA</b>	
Total	406
Tested	248
% Tested	61%
Opt Outs	148
CDE Attend%	<b>97.5%</b>

<b>11 Science CPA</b>	
Total	110
Tested	56
% Tested	50.9%
Opt Outs	52
CDE Attend%	<b>98.1%</b>

<b>9-11 Math/English PPOS</b>	
Total	377
Tested	162
% Tested	42.9%
Opt Outs	208
CDE Attend%	<b>98.1%</b>

<b>11 Science PPOS</b>	
Total	190
Tested	76
% Tested	40%
Opt Outs	111
CDE Attend%	<b>98.4%</b>

### Professional Development

#### K12 Academic Services Support

K12 teachers now have the opportunity to enroll in an M.Ed. in Online Instruction degree program or one of six specializations through our partnership with Southern New Hampshire University (SNHU). The program offers high-quality training, professional development, and enrichment opportunities. K12 will cover up to 100% of the cost of the program for eligible candidates who enroll. Enrollment is open through June 15.

### Community Newsletter

We are having end of year picnics on May 17, 2019. The below smore has information on our end of year events which included a talent show and prom.

<https://www.smores.com/8ggeb>

I'm pleased to share we placed this segment about CPA student Malaki Lysher-Lovan with Grand Junction's KREX-TV (CBS):

<https://www.westernsloopenow.com/news/local-news/grand-junction-boy-bullied-for-ethnicity-and-appearance/2000613532>

Malaki's story of being a victim of bullying is heartbreaking, but we're glad that CPA has provided him with a safe place to regain his confidence and do well in school.