Board Agenda

October 17, 2017 from 4:00 – 6:00 p.m. 3850 Pony Tracks Drive, Colorado Springs, CO 80922

I. Preliminaries

- A. Call to order
- B. Roll call
- C. Welcome to guests
- D. Pledge of Allegiance
- E. Public Comment
- F. Approval of agenda
- II. Consent Agenda
 - A. Meeting Minutes from September 19, 2017 Board Meeting
 - B. Meeting Minutes from September 25, 2017 Special Board Meeting
 - C. Meeting Minutes from October 4, 2017 Special Board Meeting

III. Discussion Items

- A. Request to Reconsider SPF Update Kindra Whitmyre
- B. Discussion of interim accountability measures for Kindra, Greg, and Becky -
- C. Preliminary Discussion: Challenges and Opportunities identified for CD BOCES - Ken Witt

IV. Action Items

- A. Approval of Policy Section 7 Becky Engasser
- B. Possible Action related to Preliminary Discussion re: Challenges and Opportunities – Ken Witt

V. Information

- A. Action plan review, monthly school review Kindra Whitmyre
- B. School Data Walk Phillip Williams
- C. School historic performance comparison Kindra Whitmyre

VI. Other Business

Α.

VII. Reports, in writing unless there are questions

- A. Executive Director Board Report
- B. Education and Operations Director Board Report
- C. Assessment and Data Coordinator Board Report
- D. Business Director Board Report
- E. Assistant Director of Educational Services
- F. K-12 Board Report (CPA and PPOS)
- G. STEMsCO Board Report

VIII. Adjourn

Board Meeting Notes for September 19, 2017 at 4:01 p.m.

Guests/Staff: Phillip Williams, Maria Walker, Becky Engasser, Anne-Marie Matula, Brett Ridgway, Brad Miller, Greg Wilborn, Kindra Whitmyre, Nicole Tiley, Tina Littlle, Laura Boggs

Guests on Conference Call: none

Via Skype and Google Hangout: none

Note: none

Roll Call:

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Here	х	х	х	х	х
NOT Here					

Approval for the Agenda: Motion: Holloman Second: Franko Motion Passed: 5-0

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	Х	х	х	х	х
Voted NAY					
Not at mtg.					

Approval for Consent Agenda II-A Motion: Holloman Second:Franko Motion Passed: 5-0

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	х	х	Х	х	х
Voted NAY					
Not at mtg.					

Approval for Consent Agenda II-B Motion: Holloman Second:Franko Motion Passed:5-0

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	Х	х	х	х	х
Voted NAY					
Not at mtg.					

Approval to enter into Executive Session at 5:21 p.m.

Motion to enter into executive session: Executive Session pursuant to C.R.S. 24-6-402(4)(b & f) to review and discuss evaluation of Executive Director and to receive legal advice regarding Executive Director's employment.

Motion: Holloman Second:Franko Motion Passed: 5-0

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	X	Х	X	X	X
Voted NAY					
Not at mtg.					

Exit Executive Session

Exiting Executive Session at ____6:57p.m.

Approval for Action Item VI-B.

Motion: Drosendahl: I move not to extend or renew Kim McClelland's employment after the end of September 2017 and to instruct HR and Legal Council to enter into negotiations to provide up to four months severance in exchange for fair settlement and release agreement.

Second: Holloman

Motion Passed: 4-1

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	Х		х	х	х
Voted NAY		х			
Not at mtg.					

Table the discussion items for the next meeting.

Approval to Adjourn at 7:06 p.m. Motion: Harris Second: Drosendahl Motion Passed: 5-0

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	х	х	х	х	х
Voted NAY					
Not at mtg.					

Special Board Meeting Notes for September 25, 2017 at 11:05 a.m.

Guests/Staff: Greg Wilborn, Maria Walker, Becky Engasser, Phillip Williams, Kindra Whitmyre, Nicole Tiley, Anne-Marie Matula, Laura Boggs, Doug Herring (came in late)

Guests on Conference Call: Brad Miller, Andy Franko,

Via Skype and Google Hangout: None

Note: None Roll Call:

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Here	х	х	х	х	х
NOT Here					

Approval for the Agenda: Motion: Holloman Second: Harris Motion Passed: 5-0

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	Х	х	х	х	х
Voted NAY					
Not at mtg.					

Approval to enter into Executive Session at 11:10 a.m.

Motion to enter into executive session:

Motion: Holloman, I move to enter executive session pursuant to CRS 24-6-402(4)(b,c,e, and f) to receive legal advice, to discuss matters intended to be kept confidential under Colorado law and CDE rules, to discuss negotiations and advice to negotiators, and to discuss personnel matters re central administrators, staff and executive director. No adverse action regarding any current employee will be a subject of this meeting.

Second: Harris

Motion Passed: 5-0

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	х	х	х	х	х
Voted NAY					
Not at mtg.					

Approval to exit Executive Session Exiting Executive Session at 12:01p.m.

Approval for Action Item VI - A.

Motion: Holloman, I move to direct a committee of legal council, HR, and a sub Committee of two board members to contact Ken witt for the purpose of negotiating an agreement to serve as interim Executive Director from October 1, 2017 until a date no later than June 30, 2018.

Second: Harris

Motion Passed: 5-0

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	х	х	х	х	х
Voted NAY					
Not at mtg.					

Approval to Adjourn at 12:04 p.m.

Motion: Holloman

Second: Drosendahl

Motion Passed: 5-0

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	Х	Х	х	х	х
Voted NAY					
Not at mtg.					

Special Board Meeting Notes for October 4, 2017 at 12:04 p.m.

Guests/Staff: Maria Walker, Greg Wilborn, Ken Witt, Brad Miller, Josh Miller

Guests on Conference Call: Kindra Whitmyre, Nicole Tiley, Bethany Drosendahl, Chelsey Harris

Via Skype and Google Hangout: None

Note:

Roll Call:

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Here	х		х		х
NOT Here		Х		X	

Approval for the Agenda: Motion: Drosendahl Second: Harris Motion Passed: 3-0

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	Х		х		х
Voted NAY					
Not at mtg.		Х		х	

Approval for Action Item III-A.

Motion: Drosendahl, motion for consideration and ratification of Independent Contractor Agreement between the CD BOCES and Aabren Group.

Second: Harris

Motion Passed: 3-0

	Drosendahl	Franko	Harris	Holloman	Lavere-
					Wright
Voted AYE	Х		х		х
Voted NAY					
Not at mtg.		Х		х	

Approval to Adjourn at 12:08 p.m. Motion: Drosendahl Second: Harris Motion Passed: 3-0

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	Х		х		х
Voted NAY					
Not at mtg.		Х		х	

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 17, 2017

Prepared by: Kindra Whitmyre

Title of Agenda Item: Request to Reconsider Update

Item Type: \Box Action \Box Information **X** Discussion

Background Information, Description of Need:

The final request to reconsider is due on Monday, October 16. My last update to our Board included this information about the request to reconsider:

The CD BOCES is considering submitting a request to reconsider based on the following areas:

- 1. Body of evidence of student performance
 - a. Academic Achievement
 - b. Academic Growth
 - c. Postsecondary and Workforce Readiness
 - d. Drop-out Rates
- 2. Participation Rates
 - a. The number of students that tested in MVV

*At this time the only error we have found is in the second area above, the student participation rates.

Relevant Data and Expected Outcomes:

The request to reconsider update to the information above is that the only errors found are in the participation rates in state assessments. The draft of the request to reconsider was submitted to the Colorado Department of Education (CDE) and we have received their feedback. The feedback was that the CD BOCES staff needed to present errors in the SAT and PSAT student participation numbers in the final request to reconsider, not just

CMAS and PARCC errors. Staff is in the process of completing the final request to reconsider now that CDE has reviewed our draft and we have their feedback.

The Board will be updated on the end result of the final request to reconsider.

Recommended Course of Action/Motion Requested:

No course of action or motion at this time.



Aabren Group PO Box 620235 Littleton, CO 80162

Oct 17, 2017

Presentation to



Ken Witt kwitt@aabren.com

Status of Organizational Review

Interviewed all CD-BOCES employees to understand state of organization and current operations.

Interviewed most board members to hear vision and expectations, in order to identify sufficient commonality to propose a strategy for the CD-BOCES. Will complete board interviews this week.

As internal and governing personnel interviews near completion, I have begun to meet with internal and external partners and stakeholders. These interviews begin this week.

Preliminary Identified Challenges

CD-BOCES has pronounced silos. The organization needs to develop a shared vision and purpose.

- There is confusion among stakeholders and partners concerning the purpose and mission of the CD-BOCES, making partnerships ineffective. On a related note, partnership management is an area for improvement.
- The differentiators of the CD-BOCES from other BOCES are not being leveraged to create a state-wide presence and contribution.

The CD-BOCES needs additional membership.

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Preliminary Opportunities

Pursued opportunities must emanate from the vision. Some opportunities for the CD-BOCES to consider include both previously attempted opportunities from which the CD-BOCES has subsequently redirected:

Administrative Unit designation

Statewide Supplemental Online and Blended Learning Program participation

(and others)

As well as ...

Preliminary Opportunities, cont'd.

In relation to the vision:

- If the CD-BOCES intends to equip and empower online learning state-wide through services, then supplemental online courses, SPED support for online schools and potentially online teacher professional development are all strategically aligned opportunities.
- If the CD-BOCES intends to operate schools to satisfy the anytime, anywhere vision statement, then schools to uniquely address differing segments – online early college, online at risk, online last chance, etc. are all opportunities for the portfolio of schools for this CD-BOCES hybrid district.

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Path to Success

Clearly define the vision, without undue constraints of the present state.

Identify the gaps in the strategy and organization in consideration of the clear vision. Plan steps to address gaps.

Engage a strong leader closely and enthusiastically aligned with the desired state, who articulates a clear, detailed, time-limited understanding of how to seize the opportunities and who manifests the energy to close the gaps and fully realize the vision through a well-defined strategy.



Next Steps

Develop and ratify a consolidated vision.

Detail a strategy that emanates from a clear vision.

Ratify a transition plan, so the organization is clear on what the path forward looks like and ensure the organization is structured in alignment with the plan.

Attract new membership that shares the vision.

Ensure that leadership communicates a shared vision and clear path forward, empowering all staff to engage in the realization.

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 17, 2017

Prepared by: Becky Engasser

Title of Agenda Item: Board Policies Section 7

Item Type: X Action \Box Information \Box Discussion

Background Information, Description of Need:

When the CD BOCES began in 2013 the board adopted the D49 policies as its own. The CD BOCES is embarking on a long-term project to have its own board policies. As CD BOCES board policies are adopted, the D49 policies will become obsolete.

As a starting point, we used the Colorado BOCES Association policies and these policies, pertaining to Human Resources, have been drafted into our own policies to adopt by the CD BOCES Board of Directors. The Colorado BOCES Association policies were drafted by CASB for accuracy.

7. Human Resources		
A. Open Hiring Equal Employment Opportunity	GBA	CBA
B. Sexual Harassment	GBA	CBA
C. Staff Ethics-Conflict of Interest	GBEA	CBA
D. Staff Conduct	GBEB	CBA
E. Staff Dress Code	GBEBA	CBA
F. Alcohol and Drug Free Workplace	GBEC	CBA
G. Staff Use of Internet and E Communications	GBEE	CBA
H. Staff Personal Security and Safety	GBGB	CBA
I. Workers Compensation	GBGD	CBA
J. Staff Sick Leave	GBGG	CBA
K. Staff Military Leave	GBGI	CBA

L. Personnel Records and Files	GBJ	CBA
M. Staff Jury Duty	GBGK	CBA
N. Staff Grievances	GBK	CBA
N-R. Staff Grievances	GBK-R	CBA
O. Support Staff Positions	GDA	CBA
P. Professional Staff Positions	GCA	CBA
Q. Staff Fringe Benefits	GCBD	CBA
R. Staff Vacations and Holidays	GCD	CBA
S. Professional Staff Recruiting	GCE/GCF	CBA
T. Evaluation of Licensed Personnel	GCO	CBA
T-R. Evaluation of Licensed Personnel	GCO-R	CBA
U. Resignation of Professional Staff	GCQC	CBA
U-R. Resignation of Professional Staff	GCQC-R	CBA
V. Discipline Suspension and Dismissal of Professional Staff	GCQF	CBA
V-R. Discipline Suspension and Dismissal of Professional		
Staff	GCQF-R	CBA
W. Support Staff Recruiting	GDE/GDF	CBA
X. Evaluation of Support Staff	GDO	CBA
X-R. Evaluation of Support Staff	GDO-R	CBA
Y. Resignation of Support Staff	GDQB	CBA
Z. Discipline Suspension and Dismissal of Support Staff	GDQD	CBA

Relevant Data and Expected Outcomes:

The CD BOCES Board of Directors will develop its own policies for effective oversight and management of its operations and schools.

Recommended Course of Action/Motion Requested:

Request Board Policies, Section 7 for approval of the board, as presented.

7A. Open Hiring/Equal Employment Opportunity

The Board subscribes to the principles of the dignity of all people and of their labors. It also recognizes that it is both culturally and educationally sound to have persons of diverse backgrounds on the BOCES's staff.

Therefore, the BOCES shall promote and provide for equal opportunity in recruitment, selection, promotion and dismissal of all personnel. Commitment on the part of the BOCES towards equal employment opportunity shall apply to all people without regard to race, color, creed, sex, sexual orientation (which includes transgender), religion, national origin, ancestry, age, genetic information, marital status, disability or conditions related to pregnancy or childbirth.

The BOCES shall ensure that it does not unlawfully discriminate in any area of employment including job advertising, pre-employment requirements, recruitment, compensation, fringe benefits, job classifications, promotion and termination.

(Adoption date)

LEGAL REFS.:	 20 U.S.C. §1681 (Title IX of the Education Amendments of 1972) 29 U.S.C. §201 et seq. (Fair Labor Standards Act) 29 U.S.C. §621 et seq. (Age Discrimination in Employment Act of 1967) 29 U.S.C. §621 et seq. (Age Discrimination Act of 1973) 42 U.S.C. §12101 et seq. (Title II of the Rehabilitation Act of 1973) 42 U.S.C. §12101 et seq. (Title II of the Americans with Disabilities Act) 42 U.S.C. §2000d (Title VI of the Civil Rights Act of 1964) 42 U.S.C. §2000e (Title VII of the Civil Rights Act of 1964) 42 U.S.C. §2000ff et seq. (Genetic Information Nondiscrimination Act of 2008) C.R.S. 2-4-401 (13.5) (definition of sexual orientation, which includes transgender) C.R.S. 22-32-110 (1)(k) (discrimination in employment prohibited) C.R.S. 24-34-301 et seq. (Colorado Civil Rights Division procedures) C.R.S. 24-34-402 et seq. (discriminatory or unfair employment practices) C.R.S. 24-34-402.3 (discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity GBAA, Sexual Harassment

7B. Sexual Harassment

The BOCES is committed to a *learning and* working environment that is free from sexual harassment. Sexual harassment is recognized as a form of sex discrimination and thus a violation of the laws which prohibit sex discrimination.

It shall be a violation of policy for any member of the BOCES staff to harass another staff member or student through conduct or communications of a sexual nature. Any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, shall be presumed to be unwelcome. Sexual harassment committed by a BOCES employee in the course of employment shall be deemed a breach of duty, and as such, shall subject the offending employee to disciplinary action. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of the BOCES.

Sexual harassment prohibited

For purposes of this policy, unwelcome sexual advances, requests for sexual favors, or other unwelcome conduct of a sexual nature constitutes sexual harassment if:

- 1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment *or educational development*.
- 2. Submission to or rejection of such conduct by an individual is used as the basis for employment *or education* decisions affecting such individual.
- 3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work *or educational performance* or creating an intimidating, hostile or offensive working *or educational* environment.

The prohibition against sexual harassment applies whether the harassment is between people of the same or different gender.

Sexual harassment as defined above may include but is not limited to:

- 1. Sex-oriented verbal "kidding," abuse or harassment.
- 2. Pressure for sexual activity.
- 3. Repeated remarks to a person with sexual implications.
- 4. Unwelcome touching, such as patting, pinching or constant brushing against another's body.
- 5. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's *grades*, employment status or similar personal concerns.
- 6. Sexual violence.

Reporting, investigation and sanctions

It is the express desire of the Board to encourage victims of, or witnesses to, sexual harassment to report such claims through the BOCES's complaint process.

Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator or to the BOCES's compliance officer.

All reports of sexual harassment received by any BOCES employee shall be promptly forwarded to the human resources manager. The human resources manager shall ensure that every complaint is promptly investigated and responded to as set forth in the BOCES's complaint and compliance process. No reprisals or retaliation shall be allowed to occur as a result of the good faith reporting of charges of sexual harassment. Requests for confidentiality shall be honored so long as doing so does not preclude the BOCES from responding effectively to the harassment and preventing such conduct in the future.

Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, in accordance with applicable Board policy. *Conduct of a sexual nature directed toward students shall, in appropriate circumstances, be reported as child abuse for investigation by appropriate authorities in conformity with the Board's policy regarding child abuse reporting.*

Filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or affect future employment or work assignments. All matters involving sexual harassment complaints shall remain confidential to the extent possible.

Notice of policy

Notice of this policy shall be circulated to all BOCES schools and departments.

(Adoption date)

LEGAL REFS.: 20 U.S.C. §1681 et seq. (Title IX of the Education Amendments of 1972) 42 U.S.C. §2000e et seq. (Title VII of the Civil Rights Act of 1964) C.R.S. 24-34-301 et seq. (Colorado Civil Rights Division procedures) C.R.S. 24-34-401 et seq. (discrimination or unfair employment practices)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity JLF, Reporting Child Abuse/Child Protection

7C. Staff Ethics/Conflict of Interest

No BOCES employee shall engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his or her duties and responsibilities in the BOCES. Employees are expected to perform the duties of the position to which they are assigned and to observe rules of conduct and ethical principles established by state law and BOCES policies and regulations.

It shall be understood that all confidential information an employee is privy to as a result of BOCES employment shall be kept strictly confidential. In addition, employees shall not utilize information solely available to them through the BOCES to engage in any type of work outside of the BOCES. This includes information concerning potential customers, clients or employers.

An employee shall not sell any books, instructional supplies, musical instruments, equipment or other school supplies to any student or to the parents/guardians of a student unless prior approval has been obtained from the Board or executive director.

Moreover, to avoid a conflict of interest, the BOCES prohibits an employee from exercising supervisory, appointment, dismissal authority, or disciplinary action over a member of the employee's immediate family. For purposes of this policy, an employee's "immediate family" includes his or her spouse, partner in a civil union, children and parents. In addition, an employee may not audit, verify, receive or be entrusted with moneys received or handled by a member of the employee's immediate family. An employee shall not have access to the employer's confidential information concerning a member of the employee's immediate family, including payroll and personnel records.

Conflicts of interest - federally funded transactions

Separate from state law and the Board's policies concerning BOCES employees' standards of conduct and conflict of interest, federal law imposes restrictions on the conduct of BOCES employees whenever the transaction in question is supported by federal funds subject to the Uniform Grant Guidance (UGG).

Under the UGG, a BOCES employee shall not participate in the selection, award or administration of a contract supported by a federal award if the employee has a conflict of interest as defined by the UGG.

A conflict of interest arises under the UGG when the employee, any member of his or her immediate family, his or her business partner, or an organization which employs or is about to employ any of the aforementioned parties has a substantial financial or other interest in or would obtain a substantial tangible personal benefit from a firm considered for a contract.

In addition, the UGG prohibits BOCES employees from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or parties to subcontracts that are federally funded, unless the gift is an unsolicited item of nominal value.

For purposes of this policy section only, "immediate family" means the employee's spouse, partner in a civil union, children and parents. In determining whether a financial or other interest is "substantial," or whether anything solicited or accepted for private benefit is of "nominal value," BOCES employees shall follow the standards of conduct and corresponding definitions applicable to local government employees under state law.

These minimum federal requirements are not waivable in connection with any transaction or contract to which they apply.

An employee who violates the standards of conduct set forth in this policy's section may be subject to disciplinary action, in accordance with applicable law and Board policy.

(Adoption date)

LEGAL REFS.: 2 C.F.R. 200.318(c) (Uniform Grant Guidance – written standards of conduct covering conflicts of interest required concerning the selection, award and administration of contracts supported by federal funds) Constitution of Colorado, Article X, Section 13 (felony to make a profit on public funds)
C.R.S. 14-15-101 et seq. (Colorado Civil Union Act)
C.R.S. 24-18-109 (government rules of conduct)
C.R.S. 24-18-201 (standards of conduct – interests in contracts)
C.R.S. 24-34-402 (1) (discriminatory and unfair employment practices)
C.R.S. 24-34-402 (1)(h) (nepotism provisions)

GCQF, Discipline, Suspension and Dismissal of Professional Staff

GDQD, Discipline, Suspension and Dismissal of Support Staff

7D. Staff Conduct

All staff members have a responsibility to make themselves familiar with and abide by federal and state laws as these affect their work, and the policies and regulations of the BOCES.

As representatives of the BOCES and role models for students, all staff shall demonstrate and uphold high professional, ethical and moral standards. Staff members shall conduct themselves in a manner that is consistent with the mission of the BOCES and shall maintain professional boundaries with students at all times. Interactions between staff members must be based on mutual respect and any disputes will be resolved in a professional manner.

Rules of conduct

Each staff member shall observe the following rules of conduct established in state law. Accordingly, a BOCES employee shall not:

- 1. Disclose or use confidential information acquired in the course of employment to further substantially the employee's personal financial interests.
- 2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position to depart from the faithful and impartial discharge of the staff member's duties, or which the staff member knows or should know is primarily for the purpose of a reward for action taken.
- 3. Engage in a substantial financial transaction for private business purposes with a person whom the staff member supervises.
- 4. Perform an action which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the staff member has a substantial financial interest or is engaged as counsel, consultant, representative or agent.

All staff members shall be expected to carry out their assigned responsibilities with conscientious concern.

It shall not be considered a breach of conduct for a staff member to:

- 1. Use BOCES facilities and equipment to communicate or correspond with constituents, family members or business associates on an occasional basis.
- 2. Accept or receive a benefit as an indirect consequence of transacting BOCES business.

Essential to the success of ongoing BOCES operations and the instructional program are the following specific responsibilities which shall be required of all personnel:

- 1. Faithfulness and promptness in attendance at work.
- 2. Support and enforcement of policies of the Board and regulations of the BOCES administration.

- 3. Diligence in submitting required reports promptly at the times specified.
- 4. Care and protection of BOCES property.
- 5. Concern and attention toward the safety and welfare of students, including the need to ensure that students are appropriately supervised.

Child abuse

All BOCES employees who have reasonable cause to know or suspect that any child is subjected to abuse or to conditions that might result in abuse or neglect must immediately upon receiving such information report such fact in accordance with Board policy and state law.

The executive director is authorized to conduct an internal investigation or to take any other necessary steps if information is received from a county department of social services or a law enforcement agency that a suspected child abuse perpetrator is a BOCES employee. Such information shall remain confidential except that the executive director shall notify the Colorado Department of Education of the child abuse investigation.

Possession of deadly weapons

The provisions of the policy regarding public possession of deadly weapons on BOCES property or in BOCES buildings also shall apply to employees of the BOCES. However, the restrictions shall not apply to employees who are required to carry or use deadly weapons in order to perform their necessary duties and functions.

Felony/misdemeanor convictions

If, subsequent to beginning employment with the BOCES, the BOCES has good cause to believe that any staff member has been convicted of, pled nolo contendere to, or received a deferred or suspended sentence for any felony or misdemeanor other than a misdemeanor traffic offense or infraction, the BOCES shall make inquiries to the Department of Education for purposes of screening the employee.

In addition, the BOCES shall require the employee to submit a complete set of fingerprints taken by a qualified law enforcement agency. Fingerprints must be submitted within 20 days after receipt of written notification. The fingerprints shall be forwarded to the Colorado Bureau of Investigation for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation.

Disciplinary action, which could include dismissal from employment, may be taken against personnel if the results of fingerprint processing provide relevant information. Non-licensed employees shall be terminated if the results of the fingerprint-based criminal history record check disclose a conviction for certain felonies, as provided in law.

Employees shall not be charged fees for processing fingerprints under these circumstances.

Unlawful behavior involving children

The BOCES may make an inquiry with the Department of Education concerning whether any current employee of the BOCES has been convicted of, pled nolo contendere to, or received a deferred or suspended sentence or deferred prosecution for a felony or misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children. Disciplinary action, including termination, may be taken if the inquiry discloses information relevant to the employee's fitness for employment.

Personnel addressing health care treatment for behavior issues

BOCES personnel are prohibited from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used and obtaining prior written permission from the student or from the student's parent/guardian. See the Board's policy concerning survey, assessment, analysis or evaluation of students. BOCES personnel are encouraged to discuss concerns about a student's behavior with the student's parent/guardian and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns BOCES personnel may have.

(Adoption date)

LEGAL REFS.: C.R.S. 18-12-105.5 (unlawful carrying/possession of weapons on school grounds) C.R.S. 18-12-214 (3)(b) (school security officers may carry concealed handgun pursuant to valid permit) C.R.S. 19-3-308 (5.7) (child abuse reporting) C.R.S. 22-32-109 (1)(ee) (school personnel prohibited from recommending certain drugs for students or ordering behavior tests without parent permission) C.R.S. 22-32-109.1 (8) (inquiries upon good cause to department of education for purpose of ongoing screening of employees) C.R.S. 22-32-109.7 (inquiries prior to hiring) C.R.S. 22-32-109.8 (6) (termination of non-licensed employees for certain felony offenses) C.R.S. 22-32-109.9 (licensed personnel – submittal of fingerprints) C.R.S. 22-32-110 (1)(k) (power to adopt conduct rules) C.R.S. 24-18-104 (government employee rules of conduct) C.R.S. 24-18-109 (local government employee rules of conduct) C.R.S. 24-18-110 (voluntary disclosure) CROSS REFS.: JLC, Student Health Services and Records

JLDAC, Student Health Services and Records JLDAC, Screening/Testing of Students JLF, Reporting Child Abuse/Child Protection KFA, Public Conduct on BOCES Property

NOTE 1: The Board may also consider whether additional rules of conduct for off-campus behavior are appropriate. For example, the Board may require that employees charged with any crime involving violence or children report such charge to their supervisor within 24 hours so that BOCES personnel can determine whether it is appropriate for the employee to continue in his or her current position, especially if that position includes direct contact with students. Any such additions to this policy should be made only with the advice of the BOCES's legal counsel. There are legal concerns related to employees' rights that must be considered.

NOTE 2: State law defines "economic benefit tantamount to a gift of substantial value" to include: 1. A loan at a rate of interest substantially lower than the prevailing commercial rate; 2. Compensation received for private services rendered at a rate substantially exceeding the fair market value; and 3. Goods or services for the BOCES employee's personal benefit offered by a person who is at the same time providing goods or services to the BOCES under a contract or other means by which the person receives payment or other compensation from the BOCES. C.R.S. 24-18-104 (2). However, state law permits a BOCES employee to receive such goods or services if the "totality of the circumstances" indicates the transaction is legitimate, the terms are fair to both parties, the transaction is supported by full and adequate consideration, and the employee does not receive any substantial benefit resulting from the employee's status that is unavailable to members of the public generally. C.R.S. 24-18-104 (2)(b).

NOTE 3: State law lists the type of items that are <u>not</u> considered "gifts of substantial value or substantial economic benefit tantamount to a gift of substantial value" and are therefore permissible for a BOCES employee to receive. See, C.R.S. 24-18-104 (3). Such items include campaign contributions or contributions in kind that are reported in accordance with the Fair Campaign Practices Act; an unsolicited item of trivial value (i.e. currently less than \$59), "such as a pen, calendar, plant, book, notepad or similar item;" and an unsolicited token or award of appreciation in the form of a plaque, trophy, desk item, wall memento or similar item. <u>Id.</u>; see also, Colo. Const. Art. XXIX, Section 3.

NOTE 4: The amount of the gift limit (\$59) is identical to the gift limit under section 3 of article XXIX of the state constitution. This amount shall be adjusted for inflation contemporaneously with any adjustment to the constitutional gift limit. C.R.S. 24-6-203 (8). The state constitution requires an adjustment for inflation every four years. The next adjustment must occur in the first quarter of 2019. Colo. Const. Art. XXIX, Section 3 (6).

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7E. Staff Dress Code

Staff members project an image to the community *and to students* about the professionalism of the BOCES. During the workday and at all work-related activities, employees shall adhere to a professional standard of dress. The executive director *or principal* has the final authority to decide what is professional attire.

Unacceptable items

The following items are unprofessional, *are deemed disruptive to the classroom environment or to the maintenance of a safe and orderly school* and are therefore not acceptable in BOCES buildings, on BOCES grounds, or at BOCES activities:

- 1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length
- 2. Sunglasses and/or hats worn inside the building
- 3. Inappropriately sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body.
- 4. Tank tops or other similar clothing with straps narrower than 1.5 inches in width
- 5. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:
 - Refer to drugs, tobacco, alcohol, or weapons
 - Are of a sexual nature
 - By virtue of color, arrangement, trademark, or other attribute denote membership in gangs which advocate drug use, violence, or disruptive behavior
 - Are obscene, profane, vulgar, lewd, or legally libelous
 - Threaten the safety or welfare of any person
 - Promote any activity prohibited by the student code of conduct
 - Otherwise disrupt the teaching-learning process

Exceptions

Appropriate athletic clothing may be worn when teaching or assisting with physical education classes, or when coaching athletic activities.

(Adoption date)

CROSS REFS.: GBEB, Staff Conduct (and Responsibilities) JICA, Student Dress Code

7F. Alcohol and Drug-Free Workplace

The Board recognizes the importance of maintaining a workplace that is free from alcohol and drugs to enhance the safety and welfare of employees *and students* and ensure compliance with applicable law. Accordingly, it shall be a violation of Board policy for any BOCES employee to possess, use or be under the influence of alcohol or illicit drugs on BOCES property, in or on BOCES vehicles, at any BOCES sponsored activity or event, or off BOCES property when the employee is on duty.

For purposes of this policy, "illicit drugs" means narcotics, drugs and controlled substances as defined in law. Although some actions involving marijuana are no longer prohibited by state law, federal law still prohibits the manufacture, sale, distribution, possession and use of marijuana. As a recipient of federal funds, the BOCES has an obligation to maintain a drug-free workplace. Thus, marijuana is an illicit drug for purposes of this policy. "Illicit drugs" also includes any prescription or over-the-counter drug that does not meet the following four criteria: (1) the employee has a current and valid prescription for the drug or the drug is sold over-the-counter; (2) the drug is used or possessed for the purpose for which it was prescribed or sold over-the-counter; (3) the drug is used or possessed at the dosage prescribed or recommended; and (4) the drug is used or possessed consistent with the safe and efficient performance of the employee's job duties.

Observance of this policy is a condition of employment. A violation shall subject the employee to appropriate disciplinary action which may include suspension, termination and referral for prosecution. In appropriate circumstances and at the BOCES's sole discretion, disciplinary sanctions may include the completion of an approved drug or alcohol abuse assistance or rehabilitation program. Any such program shall be at the employee's expense. However, the BOCES is not required to offer rehabilitation in lieu of termination or other discipline to any employee who has violated this policy.

After investigation, the executive director may reinstate an employee who has been suspended if it appears to be in the best interests of the BOCES. The matter shall be reported to the Board.

Drug-Free Workplace Act

Under the federal Drug-Free Workplace Act (the Act), the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in any BOCES workplace. The Act defines "controlled substance" as a controlled substance in schedules I through IV of 21 U.S.C. section 812, which includes but is not limited to marijuana, cocaine, opiates, phencyclidine (PCP) and amphetamines (including methamphetamine).

Pursuant to the Act, any employee who is convicted or pleads *nolo contendere* under any criminal drug statute for a violation occurring in the workplace shall notify the executive director no later than five days after the conviction. The BOCES has an obligation under the Act to notify the appropriate federal agency within 10 days after receiving notice of such conviction if there is a relationship between federal funds received by the BOCES and the convicted employee's work site.

Awareness and prevention program

The executive director shall establish an awareness and prevention program to inform employees about:

- 1. The dangers of drug and alcohol abuse.
- 2. The Board's policy of maintaining an alcohol and drug-free workplace.
- 3. Available drug and alcohol counseling, rehabilitation and employee assistance programs.
- 4. Penalties that may be imposed upon employees for violations of this policy.

The Board shall conduct a periodic review of its awareness and prevention program to determine its effectiveness and implement appropriate changes.

Notification to employees

Information about the standards of conduct required by this policy shall be communicated to employees. All employees shall acknowledge receipt of this policy and related information.

(Adoption date)

LEGAL REFS.: 20 U.S.C. 7101 et seq. (Safe and Drug-Free Schools and Communities Act) 21 U.S.C. 812 (definition of controlled substance) 41 U.S.C. 8101 and 8102 (Drug-Free Workplace Act of 1988) 34 C.F.R. Part 84 (regulations implementing the Drug-Free Workplace Act) Colo. Const. Art. XVIII, Section 16(6) (employers may restrict marijuana use, possession, sale, etc. by employees) C.R.S. 18-18-407 (2) (crime to sell, distribute or possess any controlled substance on or near school grounds or school vehicles) C.R.S. 25-1.5-106 (12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited) C.R.S. 25-14-103.5 (policy required prohibiting use of retail marijuana on school property)

CROSS REFS.: EEAEAA*, Drug And Alcohol Testing For Bus Drivers GCQF, Discipline, Suspension and Dismissal of Professional Staff GDQD, Discipline, Suspension and Dismissal of Support Staff JICH, Drug and Alcohol Use by Students

7G. Staff Use of the Internet and Electronic Communications

The Internet and electronic communications (email, chat rooms and other forms of electronic communication) have vast potential to support curriculum and learning. The Board believes they should be used in schools as a learning resource to educate and to inform.

The Board supports the use of the Internet and electronic communications by BOCES staff to improve teaching and learning through interpersonal communication, access to information, research, training and collaboration and dissemination of successful educational practices, methods and materials.

The Internet and electronic communications are fluid environments in which users may access materials and information from many sources. Staff members shall take responsibility for their own use of BOCES technology devices to avoid contact with material or information that violates this policy. For purposes of this policy, "BOCES technology device" means any BOCES-owned computer, hardware, software, or other technology that is used for instructional or learning purposes and has access to the Internet.

Blocking or filtering obscene, pornographic and harmful information

To protect students from material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board, technology that blocks or filters such material and information has been installed on all BOCES computers having Internet or electronic communications access. Blocking or filtering technology may be disabled by a supervising teacher or BOCES administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by staff members over the age of 18.

No expectation of privacy

BOCES technology devices are owned by the BOCES and are intended for educational purposes and BOCES business at all times. Staff members shall have no expectation of privacy when using BOCES technology devices. The BOCES reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of BOCES technology devices including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through BOCES technology devices shall remain the property of the BOCES.

Public records

Electronic communications sent and received by BOCES employees may be considered a public record subject to public disclosure or inspection under the Colorado Open Records Act. All employee electronic communications shall be monitored to ensure that all public electronic communication records are retained, archived and destroyed in accordance with applicable law.

Unauthorized and unacceptable uses

Staff members shall use BOCES technology devices in a responsible, efficient, ethical and legal manner.

Because technology and ways of using technology are constantly evolving, every unacceptable use of BOCES technology devices cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following. [Note: The Board has discretion to determine which uses are unacceptable. The following list provides examples the Board may wish to consider.]

No staff member shall access, create, transmit, retransmit or forward material or information:

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the BOCES's nondiscrimination policies
- that is not related to BOCES objectives, such as for personal profit, financial gain, advertising, commercial transaction or political purposes
- that plagiarizes the work of another
- that uses inappropriate or profane language likely to be offensive to others in the BOCES community
- that is knowingly false or could be construed as intending to purposely damage another person's reputation
- in violation of any federal or state law or BOCES policy, including but not limited to copyrighted material and material protected by trade secret
- that contains personal information about themselves or others, including information protected by confidentiality laws
- using another individual's Internet or electronic communications account without written permission from that individual
- that impersonates another or transmits through an anonymous remailer
- that accesses fee services without specific permission from the system administrator

Security

Security on BOCES technology devices is a high priority. Staff members who identify a security problem while using BOCES technology devices must immediately notify a system administrator. Staff members should not demonstrate

the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited.

Staff members shall not:

- use another person's password or any other identifier
- gain or attempt to gain unauthorized access to BOCES technology devices
- read, alter, delete or copy, or attempt to do so, electronic communications of other system users

Any staff member identified as a security risk, or as having a history of problems with technology may be denied access to the Internet, electronic communications and/or BOCES technology devices.

Confidentiality

Staff members shall not access, receive, transmit or retransmit material regarding students, parents/guardians, BOCES employees or BOCES affairs that is protected by confidentiality laws unless such access, receipt or transmittal is in accordance with their assigned job responsibilities, applicable law and Board policy. It is imperative that staff members who share confidential student information via electronic communications understand the correct use of the technology, so that confidential records are not inadvertently sent or forwarded to the wrong party. Staff members who use email to disclose student records or other confidential student information in a manner inconsistent with applicable law and Board policy may be subject to disciplinary action.

If material is not legally protected but is of a confidential or sensitive nature, great care shall be taken to ensure that only those with a "need to know" are allowed access to the material. Staff members shall handle all employee, student and BOCES records in accordance with applicable Board policies.

Disclosure of confidential student records, including disclosure via electronic mail or other telecommunication systems, is governed by state and federal law, including the Family Educational Rights and Privacy Act (FERPA).

Use of social media

Staff members may use social media within BOCES guidelines for instructional purposes, including promoting communications with students, parents/guardians and the community concerning school related activities and for purposes of supplementing classroom instruction. As with any other instructional material, the application/platform and content shall be appropriate to the student's age, understanding and range of knowledge.

Staff members are discouraged from communicating with students through personal social media platforms/applications or texting. Staff members are expected to protect the health, safety and emotional well being of students and to preserve the integrity of the learning environment. Online or electronic conduct that distracts or disrupts the learning environment or other conduct in violation of this or related Board policies may form the basis for disciplinary action up to and including termination.

Vandalism

Vandalism shall result in cancellation of privileges and may result in disciplinary action and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the BOCES or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or BOCES technology devices. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

Unauthorized content

Staff members are prohibited from using or possessing any software applications, mobile apps or other content that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees.

Staff member use is a privilege

Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Staff member use of the Internet, electronic communications and BOCES technology devices is a privilege, not a right. Failure to follow the use procedures contained in this policy shall result in the loss of the privilege to use these tools and restitution for costs associated with damages, and may result in disciplinary action and/or legal action. The BOCES may deny, revoke or suspend access to BOCES technology or close accounts at any time.

Staff members shall be required to sign the BOCES's Acceptable Use Agreement annually before Internet or electronic communications accounts shall be issued or access shall be allowed.

BOCES makes no warranties

The BOCES makes no warranties of any kind, whether expressed or implied, related to the use of BOCES technology devices, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the BOCES of the content, nor does the BOCES make any guarantee as to the accuracy or quality of information received. The BOCES shall not be responsible for any damages, losses or costs a staff member suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the staff member's own risk.

(Adoption date)

LEGAL REFS.: 47 U.S.C. 254(h) (Children's Internet Protection Act of 2000) C.R.S. 22-87-101 et seq. (Children's Internet Protection Act) C.R.S. 24-72-204.5 (monitoring electronic communications)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity EGAEA, Electronic Communication

7H. Staff Personal Security and Safety

Offenses against BOCES employees

The following procedures shall be followed in instances of assault, disorderly conduct, harassment, knowingly making a false allegation of child abuse, or any alleged offense under the "Colorado Criminal Code" by a student directed towards a BOCES employee.

These same procedures shall be followed in instances of damage by a student to the personal property of a BOCES employee occurring on BOCES premises.

- 1. The employee shall file a written complaint with the building principal, the executive director and the Board.
- 2. The principal or other BOCES administrator shall, after receipt of the complaint and proof deemed adequate by the principal or administrator, suspend the student for three days in accordance with established procedures.
- 3. The executive director shall initiate procedures for the further suspension or expulsion of the student when injury or property damage has occurred.
- 4. The executive director or designee shall report the incident to the district attorney or the appropriate local law enforcement agency or officer who shall be requested, upon receiving the report, to investigate the incident to determine the appropriateness of filing criminal charges or initiating delinquency proceedings.

Communication of disciplinary information to teachers/counselors

The principal or other BOCES administrator shall communicate disciplinary information concerning any student enrolled in a BOCES school or educational program to all teachers and counselors who have direct contact with that student. Any teacher or counselor who is assigned a student with known serious behavior problems will be informed of the student's behavior record. Any BOCES employee who is provided this information shall maintain its confidentiality and shall not communicate it to any other person.

(Adoption date)

LEGAL REFS.: C.R.S. 22-32-109.1 (3) (offenses against school employees) C.R.S. 22-32-109.1 (9) (immunity provisions in safe schools law) C.R.S. 22-32-126 (5)(a) (communication of disciplinary information)

CROSS REFS.: JK, Student Discipline

JKD/JKE, Suspension/Expulsion of Students

7I. Workers' Compensation

An employee is eligible for workers' compensation leave from the BOCES during the period of time the employee is temporarily disabled as the result of any injury arising out of and in the course of employment which qualifies for an indemnity payment from the workers' compensation division of the Colorado Department of Labor and Employment.

Workers' compensation leave shall be available only to those persons who sustain a temporary total disability and are unable to perform services for the BOCES while disabled.

The primary source of compensation for an employee on workers' compensation leave shall be the indemnity payment from the workers' compensation section of the division of worker's compensation of the Colorado Department of Labor and Employment or insurance carrier as determined by state law. The rate of compensation will be 66 and 2/3% of his/her average weekly wage.

The employee is required to use three days of sick leave after the disability occurs. After that point, the employee will receive compensation from the workers' compensation section of the Colorado Department of Labor and Employment. During this period of compensated leave, the BOCES shall not charge any time from vacation, sick, or personal leave. Likewise, the employee will have no access to vacation, sick or personal leave while eligible for workers' compensation leave. Note: Taxes and PERA are not deducted from Workers' Compensation.

Under no circumstances shall an employee be allowed to receive more than an amount equal to the weekly wage or equivalent when combining the indemnity payment from workers' compensation and BOCES benefits. The employee shall provide any requested documentation to the BOCES to evidence amounts paid by workers' compensation before benefit payments are allowed by the BOCES.

While on workers' compensation leave under a temporary total disability, employees shall continue to have BOCES health, life and disability insurance coverage. The employee shall be responsible for their share of the monthly premium if applicable.

(Adoption date)

LEGAL REFS.: C.R.S. 8-40-101 et seq. (Workers' Compensation Act of Colorado)

CROSS REFS.: GBGG, Staff Sick Leave

GCD, Professional Staff Vacations and Holidays GDD, Support Staff Vacations and Holidays

7J. Staff Sick Leave

The Board recognizes that there may be times when an employee is unable to fulfill the duties of his/her position due to illness. Therefore, paid sick leave is provided for full time employees in accordance with this policy.

Paid sick leave may be accumulated up to 90 days at the rate of 12 days per year. Sick leave may be taken for personal illness, personal medical appointments or for the necessary care and attendance of a member of the employee's immediate family.

For sick leave purposes, the term "immediate family" shall be defined as spouse, partner in a civil union, children and parents. Exceptions may be made by the executive director.

Employees do not cash out unused sick leave upon termination of employment. Sick leave is income protection for active employees.

An employee who is eligible for retirement in accordance with the Public Employees Retirement Association shall be paid \$100.00 for each accrued sick day not taken.

Evidence of illness may be required for approval of sick leave pay.

Sick leave shall not apply during vacation leave, paid holidays or leaves of absence.

(Adoption date)

LEGAL REF.: C.R.S. 14-15-101 et seq. (Colorado Civil Union Act)

CROSS REF.: GBGF, Federally-Mandated Family and Medical Leave

Staff Medical Leave

Medical leave

The Board of Education shall provide a plan for leaves and absences designed to help members of the staff maintain their physical health, take care of family and other personal emergencies.

Such leaves and absences shall be granted per Board policies pertaining to specific types of leaves. A completed leave of absence form may be required for leaves less than five (5) consecutive work days in duration, but in all cases will be required for leaves of five (5) or more days in duration.

The leave provisions in this policy shall apply to all full time employees, allowing up to a total of twelve (12) work weeks of leave in a twelve (12) month period.

Leave may be taken when the employee is needed to care for a child, spouse, or parent who has a serious health condition; when the employee is unable to perform the functions of his/her position because of a serious health condition; any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty"; or twenty-six workweeks of leave during a single twelve (12) month period to care for a covered service member with a serious injury or illness incurred or aggravated in the line of duty on active duty if the eligible employee is the service member's spouse, son, daughter, parent, or next of kin.

Entitlement for childcare leave shall end after the child reaches age one (1) or twelve (12) months after adoption or foster placement. Leave to care for a child shall include leave for a step-parent or person in loco parentis.

If medically necessary for a serious health condition of the employee or the employee's spouse, child, or parent, leave may be taken on an intermittent or reduced leave schedule subject to certain conditions which pertain to instructional employees. The District may require the employee to transfer temporarily to an alternative position, which better accommodates recurring periods of absence or a part-time schedule provided that the position has equivalent pay and benefits.

The BOCES shall maintain coverage under any group health insurance plan for any employee who is granted an approved leave of absence under this policy for the duration of the leave (up to twelve (12) weeks). Such coverage shall be maintained at the same level and under the same conditions as coverage that would have been provided if the employee was not on leave. If the employee is eligible to request a leave extension and needs to take leave time in excess of the twelve (12) weeks leave, all insurance benefits will terminate at the end of the twelve (12) week leave period. The employee will be given the right to continue their insurance coverage, at their cost, under the Consolidated Omnibus Budget Reconciliation Act (COBRA). If the employee returns to their position, they will be eligible to re-enroll in the BOCES health plan at that time. The BOCES reserves the right to seek reimbursement for this benefit at the time it is given, as allowed by law.

Reinstatement shall be determined in accordance with any applicable Board policies. If the employee on leave is a salaried employee and is among the highest

paid 10 percent of BOCES employees and keeping the job open for the employee would result in substantial economic injury to the BOCES, the employee may be denied reinstatement provided the BOCES notifies the employee of its intent to deny reinstatement at the time economic hardship occurs and the employee elects not to return to work after receiving the notice.

Maternity leave

Pursuant to the employee's request, medically necessary sick leave for maternity purposes shall be available to any female employee who becomes pregnant. The leave will be allowed during such period of the pregnancy and a reasonable time immediately following termination of the pregnancy as is medically necessary to safeguard the health of the mother and/or child.

1. Determination of Necessity

The determination and designation of the period of time during which maternity leave is necessary, including the beginning, duration and end of the period, shall be made by the BOCES. Such determination shall be based on information provided by the employee, the employee's physician, the executive director and if deemed necessary, by a physician designated by the BOCES.

2. Reinstatement

An employee who has taken leave in accordance with this policy shall be assured reinstatement following the end of the period of time during which leave is necessary.

3. Notice

An employee who becomes pregnant shall be encouraged to notify the executive director or designee regarding the pregnancy well in advance of the expected leave so that the BOCES may make appropriate staffing decisions. When an employee is no longer pregnant, she shall notify the executive director or designee of this fact.

4. Benefits

An employee on maternity leave for medical necessity as determined by the employee's or the BOCES's physician shall receive pay, insurance and other benefits to the same extent and on the same basis as sick leave used for other purposes. Any additional leave granted by the BOCES for maternity purposes beyond that which is medically necessary shall be without pay or other benefits unless the provisions of the federally-mandated family leave act apply.

Parental leave

The provisions of this section shall apply only after an eligible employee has used any applicable federally-mandated family leave. Any days taken for family leave will be deducted from the total leave period allowed under this policy.

Parental leave of absence without salary and fringe benefits may be granted to staff members for the purpose of child rearing, child care or adoption. Parental leave may be granted for a period of time not to exceed twelve weeks for each employee. The leave need not be taken all at once, but must be taken in increments which coincide with the planning needs of the BOCES.

In determining whether to grant the leave request, the BOCES will consider any special needs of the child, the staffing needs of the BOCES and any other relevant factors. The BOCES will grant parental leave without regard to the sex of the employee.

The request for leave will be made to the executive director. If the parental leave request is refused by the executive director, the staff member may appeal to the Board.

If the leave period is for an entire school year, notice of intent to return from leave must be given to the BOCES before April 1 preceding the school year the employee wishes to return to work. If the leave is for a period less than an entire school year, notice of intent to return shall be given at least three months prior to the date the employee wishes to return to work.

As long as proper notice has been given of the employee's intent to return to work, the BOCES shall reinstate the employee. A teacher being reinstated shall be placed in a teaching position as nearly identical as possible to the position left at the commencement of the leave. In no event shall a teacher be placed in a position for which he or she is not qualified or licensed.

The employee on parental leave may be permitted to substitute at the BOCESapproved substitute rate of pay.

Nothing in this policy shall be construed to limit the powers or duties of the Board or administration to make employment decisions for the BOCES.

(Adoption date)

LEGAL REFS.: 29 U.S.C. 2601 et seq. (Family and Medical Leave Act of 1993) 42 U.S.C. §2000e-2 (Title VII of the Civil Rights Act of 1964) C.R.S. 19-5-211 (adoption statute) C.R.S. 24-34-402.3 (discrimination based on pregnancy, childbirth or related conditions)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity GBA, Open Hiring/Equal Employment Opportunity

7K. Staff Military Leave

Annual military leave

An employee who is a member of a reserve or national guard unit or any other branch of the military organized under state or federal law shall be granted military leave with a right of reinstatement in accordance with state and federal law.

The employee shall receive full salary and benefits during such leave up to a maximum of 15 days annually. The leave year shall be as established by the BOCES. All remaining leave to fulfill the annual military obligation shall be unpaid leave.

An employee who is required by the state or federal government to continue military service beyond the time for which leave with pay is required, shall be granted a leave of absence without pay for all such additional service.

Emergency military leave

Military leave of absence without pay shall be granted to any employee who enlists for military duty with any branch of the United States armed forces or who is called into active military service in time of war or other emergency declared by the proper authority of the state or United States. The employee shall be considered on a leave of absence during military service.

Notice of military service

An employee taking leave under this policy shall provide written or oral notice, as far in advance as possible, of pending military service. Employees on military leave resulting in absence of more than 30 days shall forward a copy of their military orders to the executive director or designee.

Using paid leave in lieu of unpaid military leave

An employee taking leave under this policy may at his or her discretion, but is not required to, use accrued vacation or other paid leave during time of military service.

Hiring substitute

Where necessary to protect the public interest, a substitute employee may be hired by the BOCES to perform the duties of the employee on military leave until such time as the employee returns to work.

Reinstatement after service

Upon completion of military service and in accordance with state and federal law, the employee shall be reinstated in the same or a similar position of like seniority, status and pay if such is available at the same salary and benefits which he or she would have received had leave not been taken and if the employee meets the applicable statutory requirements, including notification to the BOCES of the employee's intent to return to work within the time period set out in law. Upon reinstatement, the employee shall have the same rights with respect to accrued and future vacation, sick leave, public retirement benefits and other benefits as if he or she had actually been employed during the time of such leave.

(Adoption date)

LEGAL REFS.: 38 U.S.C. §4301 *et seq.* (Uniformed Services Employment and Reemployment Rights Act) 20 C.F.R. Part 1002 (regulation) C.R.S. 28-3-601 *et seq.* (annual military leave for public employees)

7L. Personnel Records and Files

The executive director is authorized and directed to develop and implement a comprehensive and efficient system of personnel records under the following guidelines:

- 1. A personnel folder for each employee shall be accurately maintained in the BOCES administrative office. Personnel records shall include home addresses and telephone numbers, financial information, and other information maintained because of the employer-employee relationship.
- All personnel records of individual employees shall be considered confidential except for the information listed below. They shall not be open for public inspection. The executive director and designees shall take the necessary steps to safeguard against unauthorized access or use of all confidential material.
- 3. Employees shall have the right, upon request, to review the contents of their own personnel files, with the exception of references and recommendations provided to the BOCES on a confidential basis by universities, colleges or persons not connected with the BOCES.
- 4. The following information in personnel records and files shall be available for public inspection:
 - a. Applications of past or current employees
 - b. Employment agreements
 - c. Any amount paid or benefit provided incident to termination of employment
 - d. Performance ratings except for evaluations of licensed personnel as noted below
 - e. Any compensation including expense allowances and benefits
- 5. The evaluation report of licensed personnel and all public records used in preparing the evaluation report shall be confidential and available only to those permitted access under state law.
- 6. Employees' home addresses and telephone numbers shall not be released for general public or commercial use.
- 7. Employees' medical records shall be kept in separate files and shall be kept confidential in accordance with applicable law and Board policy.

(Adoption date)

LEGAL REFS.: C.R.S. 22-9-109 (licensed personnel evaluations – exemption from public inspection) C.R.S. 24-19-108 (1)(c) (exceptions to public records) C.R.S. 24-72-201 et seq. (Colorado Open Records Act) CROSS REFS.: GCE/GCF, Professional Staff Recruiting/Hiring KDB, Public's Right to Know/Freedom of Information

7M STAFF JURY DUTY

The Board recognizes the important role citizens play in our legal system, including the obligation to serve as jurors under appropriate circumstances and to appear in proceedings pursuant to subpoena or other court order.

All employees of the BOCES shall be excused for jury duty or when ordered to appear in a proceeding pursuant to subpoena or other court order with no jeopardy to their employment, compensation, annual leave or other leave.

Substitutes, when necessary, for employees shall be obtained in the usual manner and paid by the BOCES.

While state law provides that the BOCES is only responsible for paying employees their regular wages up to \$50 per day for the first three days of jury service, the BOCES believes it should support employees to the full extent of their regular wages while on jury service. Therefore, the BOCES shall pay employees their regular wages for all days of jury service.

Pursuant to state law, after the first three days of jury service, the state pays each juror \$50 per day. Because employees will be receiving their regular wages from the BOCES, which in most instances is more than \$50 per day, all employees shall forward such payment from the state to the BOCES as an offset. If an employee's regular wages are less than \$50 per day, the BOCES will supplement the employee's regular wages to bring the daily wage up to \$50.

The BOCES shall not reimburse employees for expenses or mileage related to jury service. The employee may keep any reimbursement for expenses or mileage received from the state and continue to receive the full extent of his or her regular wages while on jury service.

The executive director shall request that an employee be excused from jury duty service or the service delayed provided the special nature of the employee's qualifications would make it difficult to secure an adequate substitute or if the timing of the proposed jury service affords a threat to the welfare of the BOCES.

(Adoption date)

LEGAL REFS.: C.R.S. 13-71-119 (jury duty deferments and excuses – limitations) C.R.S. 13-71-126 (compensation of employed jurors for first three days of service) C.R.S. 13-71-129 (compensation of employed jurors after first three days of service) C.R.S. 13-71-132 through 13-71-134 (juror's and employer's obligations)

7N. Staff Grievances

It is the Board's desire that procedures for settling differences provide for prompt and equitable resolution at the lowest possible administrative level and that each employee be assured an opportunity for orderly presentation and review of complaints without fear of reprisal.

A "grievance" is defined as an alleged material violation of Board policies or administrative regulations that apply to all employees.

Nothing in this policy shall be construed to imply in any manner the establishment of personal rights not explicitly established by statute or Board policy. Neither shall anything in this policy be construed to establish any condition prerequisite relative to transfer, assignment, dismissal or any other employment decision relating to BOCES personnel.

All employment decisions remain within the sole and continuing discretion of the administration and/or Board, as appropriate, subject only to the conditions and limitations prescribed by Colorado law.

(Adoption date)

7N-R. Staff Grievances

Employee grievance procedure

The employee may choose a person to assist him or her at any step of the grievance procedure. Any costs resulting from such assistance shall be the employee's responsibility.

Individual or group grievances of employees shall be filed within 30 working days of the incident that is the subject of the grievance. Any grievance filed outside of this timeline shall not be considered pursuant to this regulation. A grievance shall be resolved as follows:

- Step 1. The grievance shall first be presented in writing to the persons having direct administrative or supervisory responsibility over the work of the employee involved in the grievance. The written grievance shall: (1) explain the specific incident that is the subject of the grievance in sufficient detail; (2) include a description of prior attempts to resolve the matter and the results of these attempts; and (3) discuss the reasons why the employee(s) is/are not satisfied with the prior results. The supervisor or administrator shall render a written decision within 10 working days.
- Step 2. If the grievance is not solved at Step 1, the employee(s) may present the written grievance to the executive director or designee who shall review the grievance and the report from Step 1 and render a written decision within 10 working days of receipt of the report from Step 1.
- Step 3. If the grievance is not solved at Step 2, the employee(s) may file a written request for review by the Board, which will be held within 20 working days of receipt of the report from Step 2. The Board's review of the grievance may be held in executive session at the request of the employee(s), the executive director or the Board. The decision of the Board shall be final and shall be made in writing within 15 working days of the Board's review.

Notwithstanding the steps of the grievance procedure described above, an employee may discuss any problem at any time with any BOCES supervisor or administrator.

(Approval date)

70. Support Staff Positions

All support staff positions (FLSA Non-exempt) in the BOCES shall be established initially by the Board. Changes in salary structure shall be approved by the Board.

Support staff employees, unless otherwise designated by contract, shall be considered "at will" employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Support staff members shall be employed for such time as the BOCES is in need of or desirous of the services of such employees.

(Adoption date)

LEGAL REFS.: C.R.S. 22-32-109 (1)(f) (board duty to employ all personnel) C.R.S. 22-32-110 (1)(h) (board power to terminate personnel)

CROSS REFS.: GDE/GDF, Support Staff Hiring/Recruiting GDQD, Discipline, Suspension and Dismissal of Support Staff

7P. Professional Staff Positions

All *instructional*, administrative and supervisory positions (FLSA Exempt) in the BOCES shall be established initially by the Board. Changes in salary structure shall be approved by the Board.

Unless otherwise designated by contract, professional staff employees, *including teachers,* shall be considered "at will" employees who serve at the pleasure of the Board and shall only have those rights established by Board policy.

(Adoption date)

LEGAL REFS.: C.R.S. 22-32-109 (1)(f) (board power to employ all personnel) C.R.S. 22-32-110 (1)(h) (board power to terminate employment) C.R.S. 22-60.5-101 et seq. (teacher licensure law)

CROSS REF.: GCQF, Discipline, Suspension and Dismissal of Professional Staff

7Q. Staff Fringe Benefits

Professional Staff

Benefits in addition to basic salary are recognized by the Board as an integral part of the total compensation plan for staff members. The benefits extended to the professional staff shall be designed to promote their present and future economic security and provide incentive for professional development that will be of benefit to the BOCES.

Full-time professional staff members are eligible for the BOCES's health insurance plan. These employees also may participate in the BOCES's tax-sheltered annuity program and are also covered by the BOCES's group life insurance and long-term disability insurance plans.

BOCES employees shall participate in the Public Employees' Retirement Association in which both the employee and the BOCES make monthly contributions.

Support Staff

Support staff members shall receive the same fringe benefits as are provided for professional staff members.

Workers' Compensation

All BOCES employees are covered under the Workers' Compensation Insurance Plan and shall be entitled to all the prescribed benefits.

(Adoption date)

LEGAL REFS.: P.L. 111-148 (Patient Protection and Affordable Care Act) C.R.S. 8-40-101 et seq. through 8-47-101 et seq. (Workers' Compensation Act of Colorado) C.R.S. 22-32-110 (1)(j) (board power to procure group life, health or accident insurance for employees) C.R.S. 24-51-101 et seq. (Public Employees' Retirement Association)

CROSS REF.: GBGD, Workers' Compensation

7R. Staff Vacations and Holidays

Support Staff and Professional/Technical Staff

Vacations

Full-time/full year support and professional/technical shall receive paid vacation on the following basis:

- 1. Personnel who have worked for CDBOCES the equivalent of full time/full year from 1-3 years receive 10 days of vacation each fiscal year.
- 2. Personnel who have worked for CDBOCES the equivalent of full time/full year from 4-10 years receive 15 days of vacation each fiscal year.
- 3. Personnel who have worked for CDBOCES the equivalent of fulltime/full year over 11 years receive 20 days of vacation each fiscal year.

All vacation time earned by all employees in the previous fiscal year shall be taken before June 30 of the following fiscal year.

Vacations shall be scheduled at the convenience of the BOCES and as nearly as possible at the convenience of the employee.

New employees whose term of service is less than one full year shall be entitled to paid vacation in the ratio that their length of service bears to a full year.

Administrative Staff

Vacations

All full-time administrative personnel working 260 days per fiscal year shall be entitled to annual vacation leave of twenty (20) days per year.

Vacation leave for administrative personnel hired after the beginning of the fiscal year will be pro-rated. Vacation leave will be granted at the rate of 1.67 days per month for each month worked during the current fiscal year. Vacation leave must be used by June 30th in the fiscal year given. Administrative personnel forfeit any unused vacation leave remaining at the end of the fiscal year.

Vacations shall be scheduled at the convenience of the BOCES and as nearly as possible at the convenience of the employee.

New employees whose term of service is less than one full year shall be entitled to paid vacation in the ratio that their length of service bears to a full year.

Holidays

The BOCES grants to all full-time (260-day) personnel 15 paid holidays each year. Paid holidays shall include federal holidays and other days as recommended by the administration. The Board-approved calendar shall specify the paid holidays. (Adoption date)

7S. Professional Staff Recruiting/Hiring

Recruiting

It is the responsibility of the executive director, with the assistance of other administrators, to determine the personnel needs of the BOCES and to locate suitable candidates to recommend to the Board for employment. The search for good teachers and other professional personnel shall extend to a wide variety of educational institutions and geographical areas. It shall take into consideration the diverse characteristics of the BOCES and the need for staff members of various backgrounds.

Recruitment procedures shall not overlook the talents and potential of individuals already employed by the BOCES. Any present employee of the BOCES may apply for a position for which he or she is licensed, qualified, and/or meets other stated requirements.

Background checks

Prior to hiring any person, the BOCES shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment.

Hiring

There shall be no discrimination in the hiring process on the basis of race, color, creed, sex, sexual orientation, genetic information, religion, national origin, ancestry, age, marital status or disability.

In all cases where credit information or reports are used in the hiring process, the BOCES shall comply with the Fair Credit Reporting Act and applicable state law.

All candidates shall be considered on the basis of their merits, qualifications and the needs of the BOCES. The Board directs that recruitment procedures will give preference to teacher candidates who meet the NCLB definition of highly qualified.

All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the staff member's selection.

Appointment of candidates

Nominations shall be made at meetings of the Board. *Nominations of teacher candidates who are not highly qualified, as defined by the NCLB, will be accompanied with an explanation as to why a highly qualified teacher candidate was not nominated for the position.* The vote of a majority of the Board shall be necessary to approve the appointment of *teachers or* any professional staff member. If there is a negative vote by the Board, the executive director shall submit a new recommendation to the Board for approval.

Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the BOCES to the appropriate state agency.

(Adoption date)

LEGAL REFS.: 15 U.S.C. 1681 et seq. (Fair Credit Reporting Act) 20 U.S.C. 6319 (teacher requirements under No Child Left Behind Act of 2001) 42 U.S.C. 653 (a) (Personal Responsibility and Work Opportunity Reconciliation Act) 34 C.F.R. 200.55 (federal regulations regarding highly gualified teachers) C.R.S. 8-2-126 (limits employers' use of consumer credit information) C.R.S. 14-14-111.5 (Child Support Enforcement procedures) C.R.S. 22-2-119 (inquiries prior to hiring) C.R.S. 22-32-109 (1)(f) (board duty to employ personnel) C.R.S. 22-32-109.7 (inquiries prior to hiring) C.R.S. 22-60.5-114 (3) (State Board can waive some requirements for initial license applicants upon request of BOCES) C.R.S. 22-60.5-201 (types of teacher licenses issued) C.R.S. 22-61-101 (prohibiting discrimination) C.R.S. 24-5-101 (effect of criminal conviction on employment) C.R.S. 24-34-402 (1) (discriminatory and unfair employment practices) C.R.S. 24-72-202 (4.5) (definition of personnel file in open records law) CROSS REF.: GBA, Open Hiring/Equal Employment Opportunity

7T. Evaluation of Licensed Personnel

This policy and accompanying regulation shall be considered part of the BOCES's licensed personnel performance evaluation system. The BOCES's licensed personnel evaluation system shall be developed and implemented in accordance with state law. The Board shall consult with administrators, teachers, parents and the advisory BOCES licensed personnel performance evaluation council in developing and evaluating the BOCES's evaluation system.

The purposes of the BOCES's licensed personnel evaluation system shall be to serve as a basis for the improvement of instruction, enhance the implementation of curricular programs, and measure the professional growth and development and the level of effectiveness of licensed personnel. The BOCES's licensed personnel performance evaluation system also shall serve as the measurement of satisfactory performance and documentation for dismissal for unsatisfactory performance pursuant to state law, if applicable. For purposes of this policy and the BOCES's licensed personnel performance evaluation system, "unsatisfactory performance" shall be defined as a performance rating of "ineffective."

The BOCES shall conduct all evaluations so as to observe the legal and constitutional rights of licensed personnel. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.

Licensed personnel, unless otherwise designated by contract, shall be considered "at will" employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board policy or contract. Neither shall this policy and/or the evaluation system be deemed or construed to establish any conditions prerequisite relative to transfer, assignment, dismissal or other employment decisions relating to BOCES personnel. The BOCES reserves the right to discipline or terminate a licensed staff member without regard to the outcome of any past or pending evaluation.

Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee's contract status, employment status or assignment under the terms of the employment contract and state law. The content of the evaluation, the rating given and any improvement plan shall not be grievable under the BOCES's formal grievance process.

All employment decisions remain within the sole and continuing discretion of the Board, subject only to the conditions and limitations prescribed by Colorado law.

(Adoption date)

LEGAL REFS.: C.R.S. 22-9-101 et seq. (Licensed Personnel Performance Evaluation Act) 1 CCR 301-87 (State Board of Education rules for administration of a system to evaluate the effectiveness of licensed personnel) CROSS REFS.: BDFA*, BOCES Licensed Personnel Performance Evaluation Council GCOE*, Evaluation of Evaluators GCQF, Discipline, Suspension and Dismissal of Professional Staff

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7T-R. Evaluation of Licensed Personnel

The procedures necessary to administer and implement the policy accompanying this regulation and the BOCES's licensed personnel evaluation system are as follows:

Basic requirements

- All licensed personnel, except those employed for six weeks or less, shall be evaluated by an administrator/supervisor who has a principal or administrator license issued by the Colorado Department of Education and/or such administrator's/supervisor's designee, who has received education and training in evaluation skills approved by the Colorado Department of Education that will enable the evaluator to make fair, professional and credible evaluations of the licensed personnel whom the evaluator is responsible for evaluating.
- 2. The standards for effective performance of licensed personnel and the criteria to be used in determining whether performance meets these standards shall be available in writing to all licensed personnel. Such standards and criteria shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.
- 3. The system shall identify the various methods of evaluation, which shall include but not be limited to direct observations and a process of systematic data-gathering.

Information collection

The evaluator shall directly observe the licensed staff member and gather other data in accordance with the BOCES's evaluation system and state law. No evaluation information shall be gathered by electronic devices without the consent of the licensed staff member. Peer, parent or student input may be obtained from standardized surveys as part of a teacher's evaluation. Each principal's evaluation shall include input from teachers employed at the school and may include input from the students enrolled at the school and their parents.

Frequency and duration

Teachers shall receive the written evaluation report at least two weeks before the last class day of the school year.

Principals shall receive one evaluation that results in a written report each academic year. Administrators in their first year of service in the BOCES will be evaluated once during each year. All other administrators will be evaluated at least once annually. Each evaluation will result in a written report.

Specialized service professionals shall receive one evaluation that results in a written report each academic year. For purposes of this regulation, the term "specialized service professionals" (SSPs) shall be as defined by applicable rules of the State Board of Education.

Variations will be permitted in this evaluation schedule, whether requested by the

evaluator or licensed staff member, when the staff member is notified by the evaluator that an additional evaluation report is necessary for reasons consistent with one or more purposes of the evaluation system.

Minor adjustments and variations in the evaluation process will be allowed in order to ensure that the evaluation process is thorough and that sufficient data is collected in accordance with the BOCES's evaluation system.

Informal evaluations and observations may be made whenever deemed appropriate by the BOCES.

Documentation

The evaluator will prepare a written evaluation report at the conclusion of the evaluation process which will include the following:

- 1. An improvement plan which is specific as to what improvements, if any, are needed in the licensed staff member's performance and which clearly sets forth recommendations for improvements. *If the person evaluated is a teacher or a principal, the plan shall include recommendations for additional education and training during the teacher's or principal's license renewal process.*
- 2. Specific information about the strengths and weaknesses in the licensed staff member's performance.
- 3. Documentation identifying when a direct observation was made.
- 4. Identification of data sources.

The evaluation report will be discussed with the licensed staff member evaluated. Both the evaluator and the licensed staff member will sign the report, and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. If the staff member disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.

Each report will be reviewed and signed by a supervisor of the evaluator.

Ineffective performance

A licensed staff member whose performance is deemed to be ineffective shall receive:

- 1. Written notice that his or her performance evaluation shows a rating of ineffective;
- 2. A copy of the documentation relied upon in measuring the staff member's performance; and
- 3. Identification of deficiencies.

Appeal

The conclusions of the evaluator will not be subject to further review except as otherwise provided in these procedures.

The licensed staff member evaluated may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.

(Approval date)

7U. Resignation of Professional Staff

A professional staff member is encouraged to give at least 30 days written notice to the BOCES prior to resigning employment.

The BOCES shall comply with the reporting requirements concerning allegations of unlawful behavior involving a child and other offenses, in accordance with state law and the regulation accompanying this policy.

(Adoption date)

LEGAL REFS.: C.R.S. 19-3-301 *et seq.* (Child Protection Act of 1987) 1 CCR 301-37, Rules 2260.5-R-15.00 *et seq.* (mandatory reporting requirements)

7U-R. Resignation of Professional Staff

(Mandatory Reporting Requirements)

The following procedures apply to the reporting of allegations against or offenses committed by licensed personnel who resign from the BOCES.

Mandatory reporting requirements – unlawful behavior involving a child

If an employee resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence, the executive director shall notify the Colorado Department of Education (CDE) as soon as possible but no later than ten (10) business days after the employee's resignation. The executive director shall provide any information requested by CDE concerning the circumstances of the resignation. The BOCES also shall notify the employee that information concerning the resignation is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.

If the BOCES learns that a current or past employee has been convicted of, pled *nolo contendere* to, or received a deferred sentence or deferred prosecution for a felony or a misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children, the executive director shall notify CDE.

Mandatory reporting requirements – other offenses

In addition and in accordance with applicable State Board of Education rules, the executive director shall immediately notify CDE whenever acceptance of resignation concerning a licensed employee is based upon the employee's conviction, guilty plea, plea of *nolo contendere*, or deferred sentence for any of the following offenses:

- a. felony child abuse, as specified in C.R.S. 18-6-401;
- b. felony unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9);
- c. a felony offense involving unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9);
- d. a crime of violence, as defined in C.R.S. 18-1.3-406;
- e. indecent exposure, as described in C.R.S. 18-7-302;
- f. contributing to the delinquency of a minor, as described in C.R.S. 18-6-701;
- g. felony domestic violence, as defined in C.R.S. 18-6-800.3;
- h. misdemeanor domestic violence, as described in C.R.S. 18-6-800.3 (1) and such conviction is a second or subsequent conviction for the same offense;
- i. misdemeanor sexual assault, as described in C.R.S. 18-3-402;

- j. misdemeanor unlawful sexual conduct, as described in C.R.S. 18-3-404;
- k. misdemeanor sexual assault on a client by a psychotherapist, as described in C.R.S. 18-3-405.5;
- I. misdemeanor child abuse, as described in C.R.S. 18-6-401;
- m. misdemeanor involving the illegal sale of controlled substances;
- n. physical assault;
- o. battery;
- p. a drug-related offense; or
- q. an offense committed outside of this state, the elements of which are substantially similar to any offense described in items a-m above.

The executive director shall also immediately notify CDE when the BOCES learns:

- a. the resigning employee has forfeited any bail, bond or other security deposited to secure the employee's appearance and the employee is charged with having committed a felony or misdemeanor for any offense described in items a-m above; or
- b. the resigning employee has paid a fine or received a suspended sentence for any offense described in items a-m above.

The executive director shall also notify CDE when:

- a. The county department of social services or the local law enforcement agency reasonably believes that an incident of child abuse or neglect has occurred and the BOCES employee is the suspected perpetrator and was acting in an official capacity as an employee of the BOCES.
- b. The BOCES reasonably believes that an employee is guilty of unethical behavior or professional incompetence.

(Approval date)

7V. Discipline, Suspension and Dismissal of Professional Staff

All BOCES professional staff members, unless otherwise designated by contract, shall be considered "at will" employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Professional staff members shall be employed for such time as the BOCES is in need of or desirous of the services of such employees.

The executive director shall be authorized to suspend with pay or place a professional staff member on unpaid administrative leave as a disciplinary measure and/or pending an internal investigation when a professional staff member is accused of serious misconduct. The executive director shall report all such suspensions to the Board at its next meeting and shall make a recommendation if further disciplinary action is warranted, including but not limited to termination. The Board shall make the final decision regarding the dismissal of any professional staff member.

The BOCES shall comply with the reporting requirements concerning allegations of unlawful behavior involving a child and other offenses, in accordance with state law.

(Adoption date)

- LEGAL REFS.: C.R.S. 19-3-301 *et seq.* (Child Protection Act of 1987) C.R.S. 22-32-110 (1)(h) (power to discharge/terminate employment) 1 CCR 301-37, Rules 2260.5-R-15.00 *et seq.* (reporting requirements)
- CROSS REF.: GCA, Professional Staff Positions

7V-R. Discipline, Suspension and Dismissal of Professional Staff

The following procedures apply to the reporting of allegations against or offenses committed by licensed personnel who are dismissed by the BOCES.

Mandatory reporting requirements – unlawful behavior involving a child

If an employee is dismissed as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence, the executive director shall notify the Colorado Department of Education (CDE) as soon as possible but no later than ten (10) business days after the employee's dismissal. The executive director shall provide any information requested by CDE concerning the circumstances of the dismissal. The BOCES also shall notify the employee that information concerning the dismissal is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.

If the BOCES learns that a current or past employee has been convicted of, pled *nolo contendere* to, or received a deferred sentence or deferred prosecution for a felony or a misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children, the executive director shall notify CDE.

Mandatory reporting requirements – other offenses

In addition and in accordance with applicable State Board of Education rules, the executive director shall immediately notify CDE when a dismissal action concerning a licensed employee is based upon the employee's conviction, guilty plea, plea of *nolo contendere*, or deferred sentence for any of the following offenses:

- a. felony child abuse, as specified in C.R.S. 18-6-401;
- b. felony unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9);
- c. a felony offense involving unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9);
- d. a crime of violence, as defined in C.R.S. 18-1.3-406;
- e. indecent exposure, as described in C.R.S. 18-7-302;
- f. contributing to the delinquency of a minor, as described in C.R.S. 18-6-701;
- g. felony domestic violence, as defined in C.R.S. 18-6-800.3;
- h. misdemeanor domestic violence, as described in C.R.S. 18-6-800.3 (1) and such conviction is a second or subsequent conviction for the same offense;
- i. misdemeanor sexual assault, as described in C.R.S. 18-3-402;
- j. misdemeanor unlawful sexual conduct, as described in C.R.S. 18-3-404;

- k. misdemeanor sexual assault on a client by a psychotherapist, as described in C.R.S. 18-3-405.5;
- I. misdemeanor child abuse, as described in C.R.S. 18-6-401;
- m. misdemeanor involving the illegal sale of controlled substances;
- n. physical assault;
- o. battery;
- p. a drug-related offense; or
- q. an offense committed outside of this state, the elements of which are substantially similar to any offense described in items a-m above.

The executive director shall also immediately notify CDE when the BOCES learns:

- a. the employee has forfeited any bail, bond or other security deposited to secure the employee's appearance and the employee is charged with having committed a felony or misdemeanor for any offense described in items a-m above; or
- b. the employee has paid a fine or received a suspended sentence for any offense described in items a-m above.

The executive director shall also notify CDE when:

- a. The county department of social services or the local law enforcement agency reasonably believes that an incident of child abuse or neglect has occurred and the BOCES employee is the suspected perpetrator and was acting in an official capacity as an employee of the BOCES.
- b. The BOCES reasonably believes that an employee is guilty of unethical behavior or professional incompetence.

(Approval date)

7W. Support Staff Recruiting/Hiring

The Board shall establish and budget for support staff positions in the BOCES on the basis of need and the financial resources of the BOCES.

Recruiting

The recruitment and selection of candidates for these positions shall be the responsibility of the executive director or designee who shall confer with *principals and other* supervisory personnel in making a selection.

All vacancies shall be made known to the present staff. Anyone qualified for a position may submit an application.

Background checks

Prior to hiring any person, the BOCES shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment.

All applicants recommended for a position in the District shall submit a set of fingerprints and a form with information about felony or misdemeanor convictions as required by law. Applicants may be conditionally employed prior to receiving the fingerprint results.

Hiring

There shall be no discrimination in the hiring process on the basis of race, color, creed, sex, sexual orientation, religion, national origin, ancestry, age, genetic information, marital status or disability.

In all cases where credit information or reports are used in the hiring process, the BOCES shall comply with the Fair Credit Reporting Act and applicable state law.

The Board shall officially appoint all employees upon the executive director's recommendation; however, temporary appointments may be made pending Board action.

Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the BOCES to the appropriate state agency.

(Adoption date)

LEGAL REFS.:	15 U.S.C. §1681 et seq. (Fair Credit Reporting Act)
	42 U.S.C. §653 (a) (Personal Responsibility and Work Opportunity
	Reconciliation Act)
	42 U.S.C. 2000ff et seq. (Genetic Information Nondiscrimination Act of
	2008)
	C.R.S. 8-2-126 (limits employers' use of consumer credit information)
	C.R.S. 14-14-111.5 (Child Support Enforcement procedures)
	C.R.S. 22-32-109 (1)(f) (Board duty to employ personnel)
	C.R.S. 22-32-109.7 (inquiries prior to hiring)
	C.R.S. 22-32-109.8 (fingerprinting for non-licensed positions)
	C.R.S. 24-5-101 (effect of criminal conviction on employment)

C.R.S. 24-34-402 (1) (discriminatory and unfair employment practices)

CROSS REFS.: GBA, Open Hiring/Equal Employment Opportunity GDA, Support Staff Positions

7X. Evaluation of Support Staff

The BOCES has adopted an evaluation system designed to ensure the highest quality of services for the BOCES's *students*, staff and community. This system shall assist supervisors and support staff in understanding the evaluation process.

Support staff employees, unless otherwise designated by contract, shall be considered "at will" employees who serve at the pleasure of the BOCES and shall have only those employment rights expressly established by Board policy. Nothing in this policy shall diminish the BOCES's ability to employ support staff members only for such time as the BOCES is in need of or desirous of the services of such employees. The BOCES reserves the right to discipline or terminate the employment of a support staff employee without regard to the outcome of any past or pending evaluation or whether evaluations have been conducted.

The evaluation system is designed to:

- 1. Improve or support teaching and learning
- 2. Enhance implementation of curricular programs
- 3. Measure professional growth, development and performance
- 4. Promote and improve communications between the employee and supervisor
- 5. Provide insight and feedback regarding the employee's performance, including areas of strength, opportunities for growth, and need for improvement
- 6. Provide recognition for outstanding performance
- 7. Ensure that consistent procedures and uniform performance standards are used for the evaluation of all employees who hold the same position
- 8. Explain the responsibilities of the employee and employer in the evaluation process
- 9. Provide additional information that may relate to personnel decisions

(Adoption date)

7X-R. Evaluation of Support Staff

While adherence to the following elements is not required for purposes of making personnel decisions, the following shall be followed to the extent feasible.

Designation of evaluators

Any performance evaluation will be completed by the support staff member's immediate supervisor. Input may be secured from other administrators/supervisors as needed to complete the evaluation.

Schedule of evaluations

During an employee's first year in the position, he or she will be evaluated after three months and annually there after.

Other employees, beginning with the second year of employment, will be evaluated a minimum of one time annually, according to the schedule developed by the immediate supervisor. Any employee who assumes a different position will be evaluated after three months in the new job, and annually moving forward.

Employees whose performance has been rated as less than effective will be placed on probation and evaluated more frequently as indicated in the procedures which follow. Additional evaluations may also be completed at the discretion of the supervisor.

Evaluation criteria

Each support staff member will be evaluated on the performance of the responsibilities listed in his or her position description. The effectiveness of the employee in carrying out duties is assessed on the basis of the performance factors included on the evaluation report. Performance indicators will be established in each of the performance areas to define the BOCES's standard of expected performance.

Observation and ongoing performance feedback

Over the course of the employment year, the supervisor will make observations of the employee's work. The supervisor will maintain a record and sufficient documentation of these observations in order to accurately rate the employee's work on each performance factor.

The supervisor will share observations of the employee's performance on an ongoing basis. When observations reveal performance concerns, the supervisor will communicate with the employee to identify needed improvements and provide assistance as required.

Evaluation report

The supervisor will complete the performance evaluation report for each support staff member according to a specific time schedule. The supervisor will review records, secure additional input as necessary and fill out the appropriate evaluation forms.

Evaluation conference

The supervisor will schedule a conference with the employee to review the evaluation report. The conference will focus on a review of the employee's performance ratings, any relevant documentation, and recommendations.

At the conclusion of the conference, the supervisor and the employee will sign the evaluation report. The employee's signature on the form indicates only that the evaluation report has been reviewed and explained. Signing the form does not indicate that the employee agrees with the content of the evaluation.

The original of the signed report will be directed to the appropriate administrator for review and inclusion in the employee's personnel file. The supervisor will retain a copy of the report and provide a copy to the employee.

The employee may respond to the report in writing within seven working days of the conference. Two copies of the written report are required; one copy is provided to the supervisor and the other copy to the administrator.

Improvement plan

When an employee's overall performance has been rated as "unsatisfactory" or "needs improvement," employment may be terminated or the employee may be placed on probation and re-evaluated on a schedule determined by the supervisor.

If a written improvement plan is developed and implemented, the supervisor will prepare the plan to include identification of the skill deficiency and/or behavior(s) needing improvement, steps to be taken in achieving improvements, and a timeline for review of progress and re-evaluation(s). Employee input into the plan may be secured at the discretion of the supervisor.

Prior to the implementation of the plan, it will be reviewed with the employee, and signed by the employee and the supervisor. The employee's signature indicates that the plan has been reviewed with and explained by the supervisor. Signing the plan does not indicate agreement with the content of the plan.

A copy of the assigned plan will be forwarded to the appropriate administrator. A copy will be retained by the supervisor and a copy will be provided to the employee. Re-evaluations which document insufficient progress toward improvement will result in a recommendation for termination of employment.

"At will" status of support staff

Support staff employees, unless otherwise designated by contract, shall be considered "at will" employees who serve at the pleasure of the BOCES and shall have only those employment rights expressly established by Board policy. Nothing in this regulation shall diminish the BOCES's ability to employ support staff members only for such time as the BOCES is in need of or desirous of the services of such employees. The BOCES reserves the right to discipline or terminate the employment of a support staff employee without regard to the outcome of any past or pending evaluation or whether evaluations have been conducted.

(Approval date)

7Y. Resignation of Support Staff

Support staff employees are encouraged to give two weeks written notice to the BOCES prior to resigning employment.

The BOCES shall comply with the reporting requirements concerning allegations of unlawful behavior involving a child and other offenses, in accordance with state law.

(Adoption date)

LEGAL REF.: C.R.S. 19-3-301 et seq. (Child Protection Act of 1987)

TZ. Discipline, Suspension and Dismissal of Support Staff

Support staff employees, unless otherwise designated by contract, shall be considered "at will" employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Support staff members shall be employed for such time as the BOCES is in need of or desirous of the services of such employees.

The Board delegates to the executive director the authority to dismiss support staff members. The executive director may delegate this authority to other appropriate personnel such as the director of personnel. All dismissals of support staff members shall be reported to the Board at its next regular meeting.

The executive director also may suspend employees from their assignments as a disciplinary measure, with or without pay.

The BOCES shall comply with the reporting requirements concerning allegations of unlawful behavior involving a child and other offenses, in accordance with state law.

(Adoption date)

LEGAL REFS.: C.R.S. 19-3-301 et seq. (Child Protection Act of 1987) C.R.S. 22-32-110 (1)(h) (power to discharge/terminate employment)

CROSS REF.: GDA, Support Staff Positions

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 17, 2017

Prepared by: Kindra Whitmyre

Title of Agenda Item: Action Plan Review

Item Type:
□ Action X Information □ Discussion

Background Information, Description of Need:

The Colorado Preparatory Academy (CPA) in grades K-8 and the Pikes Peak Online School (PPOS) were both required to complete and action plan for this school year. The action plans were presented to the Board at a recent meeting. Progress toward meeting all school goals are reviewed monthly, and the actual action plan goals are reviewed quarterly.

Relevant Data and Expected Outcomes:

The month of September had the first monthly check and the first action plan review for both CPA and PPOS, so I have attached the action plan reviews since they are a more thorough and detailed review. The monthly checks have been added to my regular Board report for our Board to review.

Recommended Course of Action/Motion Requested:

No course of action or motion at this time.

CPA Action Plan Quarterly Review

Action Plan Goal

Data-Driven Instruction Elementary Goals

- 1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of Instruction.
- 2. Increase academic achievement in ELA and math from the 7th percentile in ELA and the 4th in math to the 50th percentile.
- Increase median growth percentile in ELA from 27th to the 50th percentile, and math from the 24th percentile to the 50th percentile.

Q1 Review

- 1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
- 2. Achievement data is below.
- 3. Growth Data will be entered at the end of second quarter.

New Students:

Reading: K-2- 109 students that are below the 50% percentile; 76 students are at or above the 50% percentile. Total new enrollment tested= 191; 6 students have not tested as of yet.

Math: K-2- 149 students are below the 50% percentile; 33 students are at or above the 50% percentile. Total new enrollment tested= 191; 6 students have not tested as of yet.

Writing- K-2- 74 students are below the 50% percentile; 90 students are at or above the 50% percentile. Total new enrollment tested= 191; 6 students have not tested as of yet.

Reading: 3-5-93 students that are below the 50% percentile; 89 students are at or above the 50% percentile. Total new enrollment tested= 182; 6 students have not tested as of yet.

Math- 3-5- 117 students are below the 50% percentile; 63 students are at or above the 50% percentile. Total new enrollment tested= 180; 8 have not tested as of yet.

Writing- 3-5- 117 students are below the 50% percentile; 57 students are at or above the 50% percentile. Total new enrollment tested= 174; 14 not tested as of yet.

Returning Students:

Reading: K-2- 44 students are below the 50% percentile; 51 students are at or above the 50% percentile. Total returning enrollment tested= 93; 3 students have not tested as of yet.

Math: K-2- 55 students are below the 50% percentile; 40 students are at or above the 50% percentile. Total returning enrollment tested= 93; 3 students have not tested as of yet.

Writing: K-2- 56 students are below the 50% percentile; 31 students are at or above the 50% percentile. Total returning enrollment tested= 96; 9 student have not tested as of yet.

Reading: 3-5- 50 students that are below the 50% percentile; 89 students are at or above the 50% percentile. Total returning enrollment tested= 142; 3 students have not tested as of yet.

Math: 3-5- 64 students that are below the 50% percentile; 75 students are at or above the 50% percentile. Total returning enrollment tested= 142; 3 students have not tested as of yet.

Writing- 3-5- 69 students are below the 50% percentile; 68 students are at or above the 50% percentile. Total returning enrollment tested= 137; 5 students have not tested as of yet.

Root Cause Analysis- students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students- let's look at the evidence below:

Evidence- K-2 new to returning reading- 10% lower for new students; K-2 new to returning math- 19% lower for new students; K-2 new to returning writing- 21% lower for returning students; 3-5 new to returning reading- 16% lower for new students; 3-5 new to returning math- 20% lower for new students; 3-5 new to returning writing- 29% lower for new students.

New Root Cause Analysis- students are not meeting grade level expectations- at this time, there is a difference between new students vs returning students, with new students coming in farther behind, in most areas of K-5 then their grade level peers that are returning students.

Action Steps for Q2:

- 1. Reading- Validate all K-5 students that are below the 50% percentile with Dibels; All K-5 students that have two data points below grade level (all students validated) will be put into the intervention program, Burst.
- 2. Math- All students in K-2 that are below the 50% percentile will be placed in a small group for math instruction using the mclass math intervention skill program. All students in 3-5 that are below the 50% percentile will be placed in a small group for math instruction using the iReady math skills program.
- 3. Writing- All students in K-5 that are below the 50% percentile will be placed in a small group for writing instruction using 6-Traits writing skills and interventions.

Q2 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q3

Q3 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q4

Q4 Review

Progress on Action Steps Root Cause Analysis; if Benchmark is not met End of Year Review

Action Plan Goal

Data-Driven Instruction Middle School Goals

- 1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of Instruction.
- 2. Increase academic achievement in ELA and math from the 20th percentile in ELA and the 21th percentile in math to the 50th percentile.
- 3. Increase median growth percentile in ELA from 31th percentile to the 50th percentile, and math from 42th percentile to the 50th percentile.

Q1 Review

- 1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
- 2. Achievement data is below.
- 3. Growth Data will be entered at the end of second quarter.

New Students:

Reading: 6-8- 231 students are below the 50% percentile; 173 students are at or above the 50% percentile. Total new enrollment tested= 404; 35 students have not tested as of yet.

Math: 6-8- 295 students are below the 50% percentile; 115 students are at or above the 50% percentile. Total new enrollment tested= 410; 29 students have not tested as of yet.

Writing- 6-8- 202 students are below the 50% percentile; 144 students are at or above the 50% percentile. Total new enrollment tested= 346; 93 students have not tested as of yet.

Returning Students:

Reading: 6-8-83 students are below the 50% percentile; 73 students are at or above the 50% percentile. Total returning enrollment tested= 156; 1 student has not tested as of yet.

Math: 6-8- 101 students are below the 50% percentile; 55 students are at or above the 50% percentile. Total returning enrollment tested= 156; 1 student has not tested as of yet.

Writing: 6-8- 81 students are below the 50% percentile; 66 students are at or above the 50% percentile. Total returning enrollment tested= 147; 10 students have not tested as of yet.

Root Cause Analysis- students are entering CPA MS significantly below grade level expectationslet's look at the evidence below:

Evidence- 6-8 new to returning reading- 4% lower for new students; 6-8 new to returning math-7% lower for new students; 6-8 new to returning writing- 3% lower for returning students.

New Root Cause Analysis- students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students.

Action Steps for Q2:

- Reading- All 6-8 students that are below the 50% percentile will be put into the iReady intervention program, and will have 4 direct instruction reading lessons a week. MTSS will target students below the 25% percentile and they will have targeted 6 week intervention cycles, interventions are determined by the skills each individual student's needs per the iReady assessment.
- 2. Math- All 6-8 students that are below the 50% percentile will be put into the iReady intervention program, and will have 4 direct instruction math lessons a week. MTSS will target students below the 25% percentile and they will have targeted 6 week intervention cycles, interventions are determined by the skills each individual student's needs per the iReady assessment.
- 3. Writing- All students in 6-8 that are below the 50% percentile will be placed in a small group for writing instruction using 6-Traits writing skills and interventions.

Q2 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q3

Q3 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q4

Q4 Review Progress on Action Steps *Root Cause Analysis; if Benchmark is not met* End of Year Review

Action Plan Goal

Effective Differentiated Instruction Elementary Goals

- 1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of Instruction.
- 2. Increase academic achievement in ELA and math from the 7th percentile in ELA and the 4th percentile in math to the 50th percentile.
- 3. Increase median growth percentile in ELA from 27th to the 50th percentile, and math from the 24th percentile to the 50th percentile.

Q1 Review

- 1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
- 2. Achievement Data is below.
- 3. Growth Data will be entered at the end of second quarter.

New Students:

Reading: K-2- 109 students that are below the 50% percentile; 76 students are at or above the 50% percentile. Total new enrollment tested= 191; 6 students have not tested as of yet.

Math: K-2- 149 students are below the 50% percentile; 33 students are at or above the 50% percentile. Total new enrollment tested= 191; 6 students have not tested as of yet.

Writing- K-2- 74 students are below the 50% percentile; 90 students are at or above the 50% percentile. Total new enrollment tested= 191; 6 students have not tested as of yet.

Reading: 3-5-93 students that are below the 50% percentile; 89 students are at or above the 50% percentile. Total new enrollment tested= 182; 6 students have not tested as of yet.

Math- 3-5- 117 students are below the 50% percentile; 63 students are at or above the 50% percentile. Total new enrollment tested= 180; 8 have not tested as of yet.

Writing- 3-5- 117 students are below the 50% percentile; 57 students are at or above the 50% percentile. Total new enrollment tested= 174; 14 not tested as of yet.

Returning Students:

Reading: K-2- 44 students are below the 50% percentile; 51 students are at or above the 50% percentile. Total returning enrollment tested= 93; 3 students have not tested as of yet.

Math: K-2- 55 students are below the 50% percentile; 40 students are at or above the 50% percentile. Total returning enrollment tested= 93; 3 students have not tested as of yet.

Writing: K-2- 56 students are below the 50% percentile; 31 students are at or above the 50% percentile. Total returning enrollment tested= 96; 9 student have not tested as of yet.

Reading: 3-5- 50 students that are below the 50% percentile; 89 students are at or above the 50% percentile. Total returning enrollment tested= 142; 3 students have not tested as of yet.

Math: 3-5- 64 students that are below the 50% percentile; 75 students are at or above the 50% percentile. Total returning enrollment tested= 142; 3 students have not tested as of yet.

Writing- 3-5- 69 students are below the 50% percentile; 68 students are at or above the 50% percentile. Total returning enrollment tested= 137; 5 students have not tested as of yet.

Root Cause Analysis- students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students-let's look at the evidence below:

Evidence- K-2 new to returning reading- 10% lower for new students; K-2 new to returning math- 19% lower for new students; K-2 new to returning writing- 21% lower for returning students; 3-5 new to returning reading- 16% lower for new students; 3-5 new to returning math- 20% lower for new students; 3-5 new to returning writing- 29% lower for new students.

New Root Cause Analysis- students are not meeting grade level expectations- at this time, there is a difference between new students vs returning students, with new students coming in farther behind, in most areas of K-5, then their grade level peers that are returning students.

Action Items for Q2:

- 1. Reading- Validate all K-5 students that are below the 50% percentile with Dibels; All K-5 students that have the two data points below grade level (all students validated) will be put into the intervention program, Burst.
- 2. Math- All students in K-2 that are below the 50% percentile will be placed in a small group for math instruction using the mclass math intervention skill program. All students in 3-5 that are below the 50% percentile will be placed in a small group for math instruction using the iReady math skills program.

3. Writing- All students in K-5 that are below the 50% percentile will be placed in a small group for writing instruction using 6-Traits writing skills and interventions.

Q2 Review

Progress on Action Steps Root Cause Analysis; if Benchmark is not met Action Items for Q3 Q3 Review Progress on Action Steps Root Cause Analysis; if Benchmark is not met Action Items for Q4 Q4 Review Progress on Action Steps Root Cause Analysis; if Benchmark is not met End of Year Review

Action Plan Goal

Effective Differentiated Instruction Middle School Goals

- 1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of Instruction.
- 2. Increase academic achievement in ELA and math from the 20th percentile in ELA and the 21th percentile in math to the 50th percentile.
- 3. Increase median growth percentile in ELA from 31th percentile to the 50th percentile, and math from 42th percentile to the 50th percentile.

Q1 Review

- 1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
- 2. Achievement data is below.
- 3. Growth Data will be entered at the end of second quarter.

New Students:

Reading: 6-8-231 students that are below the 50% percentile; 173 students are at or above the 50% percentile. Total new enrollment tested= 404; 35 students have not tested as of yet.

Math: 6-8- 295 students are below the 50% percentile; 115 students are at or above the 50% percentile. Total new enrollment tested= 410; 29 students have not tested as of yet.

Writing- 6-8- 202 students are below the 50% percentile; 144 students are at or above the 50% percentile. Total new enrollment tested= 346; 93 students have not tested as of yet.

Returning Students:

Reading: 6-8-83 students are below the 50% percentile; 73 students are at or above the 50% percentile. Total returning enrollment tested= 156; 1 student has not tested as of yet.

Math: 6-8- 101 students are below the 50% percentile; 55 students are at or above the 50% percentile. Total returning enrollment tested= 156; 1 student has not tested as of yet.

Writing: 6-8- 81 students are below the 50% percentile; 66 students are at or above the 50% percentile. Total returning enrollment tested= 147; 10 students have not tested as of yet.

Root Cause Analysis- students are entering CPA MS significantly below grade level expectationslet's look at the evidence below:

Evidence- 6-8 new to returning reading- 4% lower for new students; 6-8 new to returning math-7% lower for new students; 6-8 new to returning writing- 3% lower for returning students.

New Root Cause Analysis- students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students.

Action Steps for Q2:

- Reading- All 6-8 students that are below the 50% percentile will be put into the iReady intervention program, and will have 4 direct instruction reading lessons a week. MTSS will target students below the 25% percentile and they will have targeted 6 week intervention cycles, interventions are determined by the skills each individual student's needs per the iReady assessment.
- 2. Math- All 6-8 students that are below the 50% percentile will be put into the iReady intervention program, and will have 4 direct instruction math lessons a week. MTSS will target students below the 25% percentile and they will have targeted 6 week intervention cycles, interventions are determined by the skills each individual student's needs per the iReady assessment.
- 3. Writing- All students in 6-8 that are below the 50% percentile will be placed in a small group for writing instruction using 6-Traits writing skills and interventions.

Q2 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q3

Q3 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q4

Q4 Review

Progress on Action Steps Root Cause Analysis; if Benchmark is not met End of Year Review

Action Plan Goal

School and Community Culture Elementary and Middle School Goals

- 1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of culture.
- 2. Increase participation in parent surveys.
- 3. Increase attendance at orientation sessions:
- New Student Orientation Session- 85% of new students will attend a live orientation session within the first 10 days of school;
- Returning Students-Welcome Back Session/Assembly- 75% of returning students will attend a welcome back session within the first 10 days of school.

Q1 Review

- 1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
- The first parent survey called a Pulse Check went out on August 18, 2017 and the number of parents that completed the check was 689 out of 1,627. The second Pulse Check went out on September 25, 2017 and the number of parents that completed the check was 408 out of 1,686.
- New Student Orientation Sessions- K-5- 92% attended- total enrollment is 393 new students; 6-8- 91% attended- total enrollment is 447 new students: Returning Student Welcome Back Session- K-5- 91% attended- total enrollment is 237 returning students; 6-8- 95% attended- total enrollment is 157 returning students.

Root Cause Analysis- No root cause needed- goals are met or in process of being met.

9

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Action Items for Q2- none needed.

Q2 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q3

Q3 Review

Progress on Action Steps Root Cause Analysis; if Benchmark is not met Action Items for Q4 Q4 Review Progress on Action Steps Root Cause Analysis; if Benchmark is not met

End of Year Review

Action Plan Goal

Student and Learning Coach Engagement Elementary and Middle School Goals

- 1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of assessment.
- 2. Student participation on assessments will average between 80-94%.

Q1 Review

- 1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
- 2. Assessment Completion: K-5- 95%; 6-8- 91%

Root Cause Analysis- No root cause needed- goals are met or in process of being met.

Action Items for Q2- none needed.

Q2 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q3

Q3 Review

Progress on Action Steps Root Cause Analysis; if Benchmark is not met Action Items for Q4 Q4 Review Progress on Action Steps Root Cause Analysis; if Benchmark is not met End of Year Review

Action Plan Goal

Leadership Elementary and Middle School Goals

- 1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of observation and feedback and data-driven instruction.
- 2. 95% of all activities will be completed according to the mentor teacher policies and procedures.

Q1 Review

- 1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
- 2. All new teachers have been assigned a mentor- this is 5 new teachers in K-8- and, all September mentor/mentee activities have been accomplished.

Root Cause Analysis- No root cause needed- goals are met or in process of being met.

Action Items for Q2- none needed.

Q2 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q3

Q3 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

12

Action Items for Q4

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

PPOS Action Plan Quarterly Review

Action Plan Goal

Data-Driven Instruction Goals

- 1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of instruction.
- 2. Increase academic achievement in ELA and math from the 9th percentile in ELA and the 5th percentile in math to the 50th percentile.
- 3. Increase median growth percentile in ELA from 44th to the 50th percentile, and math from the 37th percentile to the 50th percentile.

Q1 Review

- 1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
- 2. Achievement data is below.
- 3. Growth Data will be entered at the end of second quarter.

New Students:

Reading: 9-12- 332 students that are below the 50% percentile; 88 students are at or above the 50% percentile. Total new enrollment tested = 420; 37 students have not tested as of yet.

Math: 9-12- 288 students are below the 50% percentile; 129 students are at or above the 50% percentile. Total new enrollment tested= 417; 40 students have not tested as of yet.

Writing- 9-12- 234 students are below the 50% percentile; 87 students are at or above the 50% percentile. Total new enrollment tested= 321; 136 students have not tested as of yet.

Returning Students:

Reading: 9-12- 117 students are below the 50% percentile; 39 students are at or above the 50% percentile. Total returning enrollment tested= 156; 6 students have not tested as of yet.

Math: 9-12- 100 students are below the 50% percentile; 54 students are at or above the 50% percentile. Total returning enrollment tested= 154; 8 students have not tested as of yet.

Writing: 9-12-79 students are below the 50% percentile; 43 students are at or above the 50% percentile. Total returning enrollment tested= 122; 40 students have not tested as of yet.

Root Cause Analysis- students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students- let's look at the evidence below:

Evidence- 9-12 new to returning reading- 4% lower for returning students; 9-12 new to returning math- 4% lower for returning students; 9-12 new to returning writing- 8% lower for new students.

New Root Cause Analysis- students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students.

Action Steps for Q2:

- 1. Reading- Students that are identified below the 50% percentile in reading are placed into required small groups that will be instructing them on skills that the STAR assessment has identified as low and/or not grade level 4 times a week.
- 2. Math- Students are tested into their grade level math class, and then students are placed into small required groups to instruct them on their grade level math skills and prerequisite skills that STAR has identified as low or not grade level.
- 3. Writing- All students in 9-12 that are below the 50% percentile will be placed into small, required groups and for direct instruction in their writing class, as well as taught needed skills through the Language Live intervention program.

Q2 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q3

Q3 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q4

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

Action Plan Goal

Effective Differentiated Instruction Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of instruction.

- 2. Increase academic achievement in ELA and math from the 9th percentile in ELA and the 5th percentile in math to the 50th percentile.
- 3. Increase median growth percentile in ELA from 44th to the 50th percentile, and math from the 37th percentile to the 50th percentile.

- 1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
- 2. Achievement data is below.
- 3. Growth Data will be entered at the end of second quarter.

New Students:

Reading: 9-12- 332 students that are below the 50% percentile; 88 students are at or above the 50% percentile. Total new enrollment tested = 420; 37 students have not tested as of yet.

Math: 9-12- 288 students are below the 50% percentile; 129 students are at or above the 50% percentile. Total new enrollment tested= 417; 40 students have not tested as of yet.

Writing- 9-12- 234 students are below the 50% percentile; 87 students are at or above the 50% percentile. Total new enrollment tested= 321; 136 students have not tested as of yet.

Returning Students:

Reading: 9-12- 117 students are below the 50% percentile; 39 students are at or above the 50% percentile. Total returning enrollment tested= 156; 6 students have not tested as of yet.

Math: 9-12- 100 students are below the 50% percentile; 54 students are at or above the 50% percentile. Total returning enrollment tested= 154; 8 students have not tested as of yet.

Writing: 9-12- 79 students are below the 50% percentile; 43 students are at or above the 50% percentile. Total returning enrollment tested= 122; 40 students have not tested as of yet.

Root Cause Analysis- students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students- let's look at the evidence below:

Evidence- 9-12 new to returning reading- 4% lower for returning students; 9-12 new to returning math- 4% lower for returning students; ; 9-12 new to returning writing- 8% lower for new students.

New Root Cause Analysis- students are not meeting grade level expectations-at this time, there is not much of a difference between new students vs returning students.

Action Steps for Q2:

1. Reading- Students that are identified below the 50% percentile in reading are placed into required, small groups that will be instructing them on skills that the STAR assessment has identified as low and/or not grade level 4 times a week.

- 2. Math- Students are tested into their grade level math class, and then students are placed into small required groups to instruct them on their grade level math skills and prerequisite skills that STAR has identified as low or not grade level.
- 3. Writing- All students in 9-12 that are below the 50% percentile will be placed into small, required groups and for direct instruction in their writing class, as well as taught needed skills through the Language Live intervention program.

Q2 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q3

Q3 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q4

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

Action Plan Goal

School and Community Culture Goals

- 1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of culture.
- 2. Increase participation in parent surveys.
- 3. Increase attendance at orientation sessions:

-New Student Orientation Session- 85% of new students will attend a live orientation session within the first 10 days of school;

- Returning Students-Welcome Back Session/Assembly- 75% of returning students will attend a welcome back session within the first 10 days of school.

- 1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
- 2. The first parent survey called a Pulse Check went out on August 28, 2017 and the number of parents that completed the check was 232 out of 486. The second Pulse Check went out on September 18, 2017 and the number of parents that completed the check was 77 out of 586.
- 3. New Student Orientation Sessions- 9-12- 91% attended- total enrollment is 457 new students; Returning Student Welcome Back Session- 9-12- 99% attended- total enrollment is 162 returning students.

Root Cause Analysis- the school has met the student orientation session goal so we are looking at the goal of increasing parent surveys. The 232 completed surveys is an increase; however, the 77 number on the second survey is not.

Action Steps for Q2:

1. The next Pulse Check will go out October 16, 2017 and the school will increase parent communication about completing the next survey. Results will be monitored.

Q2 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q3

Q3 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q4

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

Action Plan Goal

Student Engagement Goals

- 1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of assessment.
- 2. Student participation on assessments will average between 80-94%.

- 1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
- 2. Assessment Completion: 9-12- 84% student participation completing assessments.

Root Cause Analysis- No root cause needed- goals are met or in process of being met.

Action Items for Q2- none needed.

Q2 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q3

Q3 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q4

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

Action Plan Goal

Leadership Goals

- 1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of observation and feedback and data-driven instruction.
- 2. 90% of all PLC teams will meet school-wide expectations, using Rick DeFours four questions:
 - What do students need to know and be able to do?

-How will we know when they have learned it?

-What will we do when they haven't learned it?

-What will we do when they already know it?

- 1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
- 2. PLC teams have completed a Google survey answering the four questions above on all of their students. This process was just introduced within the last week so the questions are answered by grouping students at this time.

Root Cause Analysis- No root cause needed- goals are met or in process of being met.

Action Items for Q2- none needed.

Q2 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q3

Q3 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q4

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 17, 2017

Prepared by: Phil Williams- District Assessment and Data Coordinator

Title of Agenda Item: PARCC/CMAS Data

Item Type:
□ Action X Information □ Discussion

Background Information, Description of Need:

The attached page contains beginning of year (BOY) benchmark assessment data for CPA and PPOS. Each school has one data table broken down by grade level, assessment, and the percent and number of students who scored below, at, and above grade level BOY expectations. Each school also has a graph that shows the percent of students who scored below, at, and above grade level. Another data table compares BOY 2016 benchmark scores with 2017 BOY benchmark scores. Special population BOY benchmark data is also provided for each school. Special population data is also broken down by grade level, assessment, and the percent and number of students who scored below, at, and above grade level BOY expectations.

Relevant Data and Expected Outcomes:

CPA is using a new math assessment for K-1. The assessment mClass was selected because CPA felt it would give them better information about K-1 student proficiencies at the beginning of the year. After analyzing the results, we were concerned because we noticed K-1 math scores were low. We scheduled a meeting with CPA to discuss the assessment, how it was administered, the proficiency cut points, and the accuracy of the data that was reported. The data is in the following attachment.

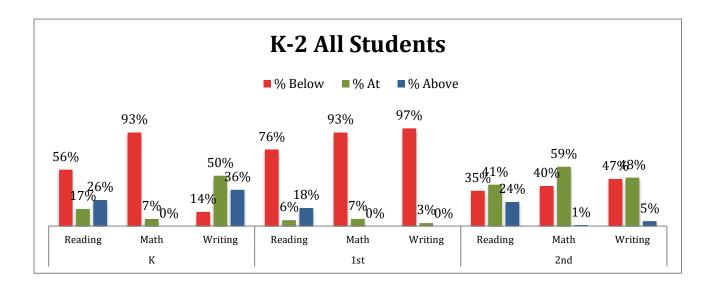
Recommended Course of Action/Motion Requested:

None

BOY Benchmark Data CPA 2017

K-2 All Students Reading, Writing, Math

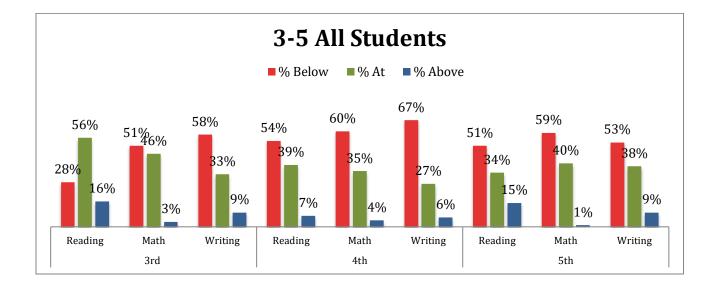
Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
DIBELS	К	87/94	93%	49/87	56%	15/87	17%	23/87	26%
DIBELS	1 st	89/89	100%	68/89	76%	5/89	6%	16/89	18%
iReady	2nd	102/104	98%	36/102	35%	42/102	41%	24/102	24%
mClass	К	87/94	93%	81/87	93%	6/87	7%	0/87	0%
mClass	1 st	89/89	100%	83/89	93%	6/89	7%	0/89	0%
iReady	2nd	101/104	97%	40/101	40%	60/101	59%	1/101	1%
Writing	К	80/94	85%	11/80	14%	40/80	50%	29/80	36%
Writing	1 st	76/89	85%	74/76	97%	2/76	3%	0/76	0%
Writing	2nd	94/104	90%	45/94	48%	44/94	47%	5/94	5%



Test	Grade	2016-2017 # At/ Above	2016-2017 %At/Above	2017-2018 # At/ Above	2017-2018 %At/Above
iReady/Dibels	К	75/97	77%	38/87	44%
iReady/Dibels	1 st	63/96	66%	21/89	24%
iReady	2 nd	69/110	63%	66/102	65%
iReady/mClass	К	67/98	68%	6/87	7%
iReady/mClass	1 st	57/93	61%	6/89	7%
iReady	2 nd	49/95	52%	61/101	60%
Writing	К			69/80	86%
Writing	1 st			2/76	3%
Writing	2 nd	12/59	20%	49/94	52%

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
iReady	3 rd								
Reading		104/108	96%	29/104	28%	58/104	56%	17/104	16%
iReady	4 th								
Reading		115/117	98%	62/115	54%	45/115	39%	8/115	7%
iReady	5 th								
Reading		102/105	97%	52/102	51%	35/102	34%	15/102	15%
iReady	3rd								
Math		104/108	96%	53/104	51%	48/104	46%	3/104	3%
iReady	4 th								
Math		113/117	97%	68/113	60%	40/113	35%	5/113	4%
iReady	5 th								
Math		102/105	97%	60/102	59%	41/102	40%	1/102	1%
Writing	3rd	101/108	94%	59/101	58%	33/101	33%	9/101	9%
Writing	4 th	113/117	97%	76/113	67%	30/113	27%	7/113	6%

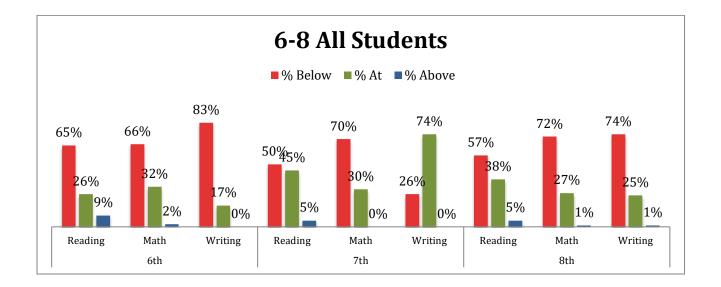
3-5 All Students Reading, Writing, Math



Test	Grade	2016-2017 # At/ Above	2016-2017 %At/Above	2017-2018 # At/ Above	2017-2018 %At/Above
iReady Reading	3 rd	52/87	60%	75/104	72%
iReady Reading	4 th	40/92	43%	53/115	46%
iReady Reading	5 th	46/111	41%	50/102	49%
iReady Math	3rd	27/83	33%	51/104	49%
iReady Math	4 th	41/90	46%	45/113	40%
iReady Math	5 th	46/108	43%	42/102	41%
Writing	3rd	11/68	16%	42/101	42%
Writing	4 th	21/73	29%	37/113	33%

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
iReady	6 th								
Reading		131/136	96%	85/131	65%	34/131	26%	12/131	9%
iReady	7 th								
Reading		215/231	93%	107/215	50%	97/215	45%	11/215	5%
iReady	8 th								
Reading		214/229	93%	122/214	57%	81/214	38%	11/214	5%
iReady	6 th								
Math		128/136	94%	84/128	66%	41/128	32%	3/128	2%
iReady	7 th								
Math		222/231	96%	156/222	70%	66/222	30%	0/222	0%
iReady	8 th								
Math		216/229	94%	156/216	72%	58/216	27%	2/216	1%
Writing	6 th	111/136	82%	92/111	83%	19/111	17%	0/111	0%
Writing	7 th	189/231	82%	49/189	26%	140/189	74%	0/189	0%

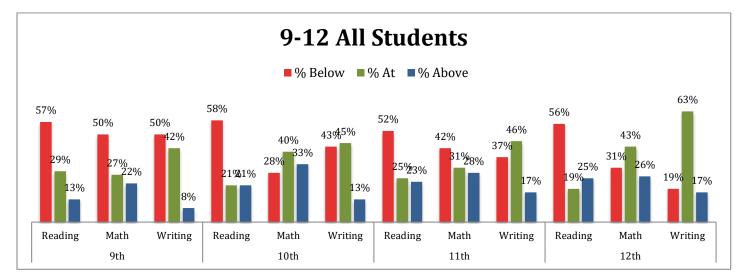
6-8 All Students Reading, Writing, Math



Test	Grade	2016-2017 # At/ Above	2016-2017 %At/Above	2017-2018 # At/ Above	2017-2018 %At/Above
iReady Reading	6 th	54/125	43%	46/131	35%
iReady Reading	7 th	61/144	42%	108/215	50%
iReady Reading	8 th	90/192	47%	92/214	43%
iReady Math	6 th	28/123	23%	44/128	34%
iReady Math	7 th	47/148	32%	66/222	30%
iReady Math	8 th	36/206	17%	60/216	28%
Writing	6 th	25/95	26%	19/111	17%
Writing	7 th	51/125	40%	140/189	74%

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
STAR	9 th								
Reading		134/138	97%	77/134	57%	39/134	29%	18/134	13%
STAR	10 th	120/126	95%	75/129	58%	27/129	21%	27/120	210/
Reading		129/136	95%	75/129	58%	27/129	21%	27/129	21%
STAR Reading	11^{th}	101/107	94%	53/101	52%	25/101	25%	23/101	23%
STAR Reading	12 th	73/83	88%	41/73	56%	14/73	19%	18/73	25%
STAR Math	9 th	135/138	98%	68/135	50%	37/135	27%	30/135	22%
STAR Math	10^{th}	129/136	95%	36/129	28%	51/129	40%	42/129	33%
STAR Math	11 th	98/107	92%	41/98	42%	30/98	31%	27/98	28%
STAR Math	12 th	74/83	89%	23/74	31%	32/74	43%	19/74	26%
Writing	9th	103/138	75%	51/103	50%	43/103	42%	9/103	9%
Writing	10 th	101/136	74%	43/101	43%	45/101	45%	13/101	13%
Writing	11 th	81/107	76%	30/81	37%	37/81	46%	14/81	17%
Writing	12 th	63/83	76%	12/63	19%	40/63	63%	11/63	17%

9-12 All Students Reading, Writing, Math



Test	Grade	2016-2017 # At/ Above	2016-2017 %At/Above	2017-2018 # At/ Above	2017-2018 %At/Above
STAR Reading	9th	37/99	37%	57/134	43%
STAR Reading	10^{th}	42/89	47%	54/129	42%
STAR Reading	11 th	41/82	50%	48/101	48%
STAR Reading	12 th	29/55	53%	32/73	44%
STAR Math	9th	50/96	52%	67/135	50%
STAR Math	10 th	57/84	68%	93/129	72%
STAR Math	11 th	53/79	67%	57/98	58%
STAR Math	12 th	39/52	75%	51/74	69%
Writing	9th	33/62	53%	52/103	50%
Writing	10^{th}	23/50	46%	58/101	57%
Writing	11 th	14/34	41%	51/81	63%
Writing	12 th	4/74	5%	51/63	81%

Special Population Comparison Data

CPA ELL

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
Dibels	К	2/2	100%	0/2	0%	0/2	0%	2/2	100%
Dibels	1 st	2/2	100%	2/2	100%	0/2	0%	0/2	0%
iReady	2 nd	3/3	100%	2/3	67%	1/3	33%	0/3	0%
mClass	К	2/2	100%	1/2	50%	1/2	50%	0/2	0%
mClass	1 st	2/2	100%	2/2	100%	0/2	0%	0/2	0%
iReady	2 nd	3/3	100%	1/3	33%	1/3	33%	1/3	33%
Writing	К	2/2	100%	0/2	0%	2/2	100%	0/2	0%
Writing	1 st								
		0/2	0%	0/0	No Data	0/0	No Data	0/0	No Data
Writing	2 nd	3/3	100%	1/3	33%	2/3	67%	0/3	0%

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
iReadyReading	3rd	7/7	100%	1/7	14%	6/7	86%	0/7	0%
iReadyReading	4 th	3/3	100%	2/3	67%	0/3	0%	1/3	33%
iReadyReading	5 th	6/6	100%	3/6	50%	3/6	50%	0/6	0%
iReady Math	3 rd	7/7	100%	3/7	43%	3/7	43%	1/7	14%
iReady Math	4 th	3/3	100%	2/3	67%	0/3	0%	1/3	33%
iReady Math	5 th	6/6	100%	5/6	83%	1/6	17%	0/6	0%
Writing	3^{rd}	6/7	86%	3/6	50%	3/6	50%	0/6	0%
Writing	4 th	3/3	100%	2/3	67%	1/3	33%	0/3	0%
Writing	5 th	6/6	100%	1/6	17%	3/6	50%	2/6	33%

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
STAR	6 th								
Reading		9/9	100%	7/9	78%	2/9	22%	0/9	0%
STAR	7 th								
Reading		9/9	100%	4/9	44%	5/9	56%	0/9	0%
STAR	8 th								
Reading		7/7	100%	6/7	86%	1/7	14%	0/7	0%
STAR	6 th								
Math		8/9	89%	6/8	75%	2/8	25%	0/8	0%
STAR	7 th								
Math		9/9	100%	7/9	78%	2/9	22%	0/9	0%
STAR	8 th								
Math		7/7	100%	6/7	86%	1/7	14%	0/7	0%
Writing	6 th	8/9	89%	7/8	88%	1/8	13%	0/8	0%
Writing	7 th	8/9	89%	3/8	38%	5/8	63%	0/8	0%
Writing	8 th	4/7	57%	4/4	100%	0/4	0%	0/4	0%

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
STAR	9 th								
Reading		8/9	89%	7/8	88%	1/8	13%	0/8	0%
STAR	10 th								
Reading		5/5	100%	5/5	100%	0/5	0%	0/5	0%
STAR	11 th								
Reading		3/3	100%	3/3	100%	0/3	0%	0/3	0%
STAR	12 th								
Reading		3/4	75%	3/3	100%	0/3	0%	0/3	0%
STAR	9 th								
Math		8/9	89%	4/8	50%	1/8	13%	3/8	38%
STAR	10 th								
Math		5/5	100%	1/5	20%	3/5	60%	1/5	20%
STAR	11 th								
Math		3/3	100%	3/3	100%	0/3	0%	0/3	0%
STAR	12 th								
Math		3/4	75%	2/3	67%	1/3	33%	0/3	0%
Writing	9 th	6/9	67%	3/6	50%	3/6	50%	0/6	0%
Writing	10 th	5/5	100%	2/5	40%	3/5	60%	0/5	0%
Writing	11 th	2/3	67%	1/2	50%	1/2	50%	0/2	0%
Writing	12 th	2/4	50%	0/2	0%	2/2	100%	0/2	0%

CPA FRL

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Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
Dibels	К	8/8	100%	4/8	50%	1/8	13%	3/8	38%
Dibels	1 st	12/12	100%	11/12	92%	0/12	0%	1/12	8%
iReady	2nd	18/18	100%	6/18	33%	5/18	28%	7/18	39%
mClass	К	8/8	100%	7/8	88%	1/8	13%	0/8	0%
mClass	1 st	12/12	100%	12/12	100%	0/12	0%	0/12	0%
iReady	2nd	17/18	94%	8/17	47%	9/17	53%	0/17	0%
Writing	К	8/8	100%	0/8	0%	4/8	50%	4/8	50%
Writing	1 st	9/12	75%	8/9	89%	1/9	11%	0/9	0%
Writing	2 nd	17/18	94%	7/17	41%	8/17	47%	2/17	12%

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
iReadyReading	3rd	14/14	100%	5/14	36%	8/14	57%	1/14	7%
iReadyReading	4 th	14/14	100%	10/14	71%	1/14	7%	3/14	21%
iReadyReading	5 th	10/10	100%	7/10	70%	3/10	30%	0/10	0%
iReady Math	3rd	14/14	100%	10/14	71%	4/14	29%	0/14	0%
iReady Math	4 th	14/14	100%	9/14	64%	4/14	29%	1/14	7%
iReady Math	5 th	10/10	100%	6/10	60%	4/10	40%	0/10	0%
Writing	3rd	14/14	100%	10/14	71%	4/14	29%	0/14	0%
Writing	4 th	14/14	100%	11/14	79%	2/14	14%	1/14	7%
Writing	5^{th}	10/10	100%	6/10	60%	4/10	40%	0/10	0%

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
STAR	6 th	-	-						
Reading		13/14	93%	9/13	69%	4/13	31%	0/13	0%
STAR	7 th								
Reading		26/27	96%	14/26	54%	11/26	42%	1/26	4%
STAR	8 th								
Reading		23/24	96%	10/23	43%	12/23	52%	1/23	4%
STAR Math	6 th	13/14	93%	9/13	69%	4/13	31%	0/13	0%
STAR Math	7^{th}	27/27	100%	18/27	67%	9/27	33%	0/27	0%
STAR Math	8 th	23/24	96%	17/23	74%	6/23	26%	0/23	0%
Writing	6 th	12/14	86%	11/12	92%	1/12	8%	0/12	0%
Writing	7 th	23/27	85%	6/23	26%	17/23	74%	0/23	0%
Writing	8 th	23/24	96%	19/23	83%	4/23	17%	0/23	0%

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
STAR	9th								
Reading	-	9/9	100%	6/9	67%	3/9	33%	0/9	0%
STAR	10 th								
Reading		13/13	100%	6/13	46%	3/13	23%	4/13	31%
STAR	11 th								
Reading		8/9	89%	4/8	50%	1/8	13%	3/8	38%
STAR	12 th								
Reading		9/9	100%	5/9	56%	1/9	11%	3/9	33%
STAR Math	9 th	9/9	100%	4/9	44%	1/9	11%	4/9	44%
STAR Math	10^{th}	13/13	100%	2/13	15%	8/13	62%	3/13	23%
STAR Math	11 th	8/9	89%	2/8	25%	4/8	50%	2/8	25%
STAR Math	12 th	9/9	100%	3/9	33%	3/9	33%	3/9	33%
Writing	9 th	8/9	89%	4/8	50%	4/8	50%	0/8	0%
Writing	10 th	11/13	85%	2/11	18%	5/11	45%	4/11	36%
Writing	11 th	7/9	78%	3/7	43%	3/7	43%	1/7	14%
Writing	12 th	8/9	89%	2/8	25%	6/8	75%	0/8	0%

CPA SPED

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
Dibels	К	2/2	100%	1/2	50%	0/2	0%	1/2	50%
Dibels	1 st	6/6	100%	5/6	83%	0/6	0%	1/6	17%
iReady	2nd	8/8	100%	4/8	50%	3/8	38%	1/8	13%
mClass	К	2/2	100%	2/2	100%	0/2	0%	0/2	0%
mClass	1 st	6/6	100%	6/6	100%	0/6	0%	0/6	0%
iReady	2nd	8/8	100%	4/8	50%	4/8	50%	0/8	0%
Writing	К	2/2	100%	0/2	0%	1/2	50%	1/2	50%
Writing	1 st	6/6	100%	6/6	100%	0/6	0%	0/6	0%
Writing	2 nd	6/8	75%	5/6	83%	1/6	17%	0/6	0%

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
iReadyReading	3rd	13/15	87%	6/13	46%	6/13	46%	1/13	8%
iReadyReading	4 th	11/11	100%	6/11	55%	5/11	45%	0/11	0%
iReadyReading	5 th	17/18	94%	13/17	76%	4/17	24%	0/17	0%
iReady Math	3rd	13/15	87%	9/13	69%	4/13	31%	0/13	0%
iReady Math	4 th	11/11	100%	9/11	82%	2/11	18%	0/11	0%
iReady Math	5 th	17/18	94%	17/17	100%	0/17	0%	0/17	0%
Writing	3rd	13/15	87%	10/13	77%	2/13	15%	1/13	8%
Writing	4 th	11/11	100%	10/11	91%	1/11	9%	0/11	0%
Writing	5 th	14/18	78%	10/14	71%	4/14	29%	0/14	0%

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
STAR	6 th								
Reading		20/21	95%	14/20	70%	5/20	25%	1/20	5%
STAR	7 th								
Reading		15/20	75%	10/15	67%	5/15	33%	0/15	0%
STAR	8 th								
Reading		24/28	86%	21/24	88%	3/24	13%	0/24	0%
STAR Math	6 th	19/21	90%	15/19	79%	4/19	21%	0/19	0%
STAR Math	7 th	16/20	80%	16/16	100%	0/16	0%	0/16	0%
STAR Math	8 th	24/28	86%	22/24	92%	2/24	8%	0/24	0%
Writing	6 th	15/21	71%	14/15	93%	1/15	7%	0/15	0%
Writing	7 th	12/20	60%	3/12	25%	9/12	75%	0/12	0%
Writing	8 th	16/28	57%	13/16	81%	3/16	19%	0/16	0%

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
STAR	9 th								
Reading		15/15	100%	11/15	73%	4/15	27%	0/15	0%
STAR	10 th								
Reading		6/10	60%	5/6	83%	0/6	0%	1/6	17%
STAR	11 th								
Reading		3/6	50%	3/3	100%	0/3	0%	0/3	0%
STAR	12 th								
Reading		3/3	100%	2/3	67%	0/3	0%	1/3	33%
STAR Math	9 th	14/15	93%	12/14	86%	2/14	14%	0/14	0%
STAR Math	10 th	6/10	60%	4/6	67%	1/6	17%	1/6	17%
STAR Math	11 th	3/6	50%	3/3	100%	0/3	0%	0/3	0%
STAR Math	12 th	3/3	100%	1/3	33%	1/3	33%	1/3	33%
Writing	9th	9/15	60%	8/9	89%	1/9	11%	0/9	0%
Writing	10 th	5/10	50%	5/5	100%	0/5	0%	0/5	0%
Writing	11 th	3/6	50%	0/3	0%	3/3	100%	0/3	0%
Writing	12 th	2/3	67%	1/2	50%	1/2	50%	0/2	0%

CPA Minority

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
Dibels	К	20/21	95%	9/20	45%	4/20	20%	7/20	35%
Dibels	1 st	27/27	100%	23/27	85%	1/27	4%	3/27	11%
iReady	2 nd	25/25	100%	10/25	40%	10/25	40%	5/25	20%
mClass	К	20/21	95%	18/20	90%	2/20	10%	0/20	0%
mClass	1 st	27/27	100%	26/27	96%	1/27	4%	0/27	0%
iReady	2nd	24/25	96%	10/24	42%	13/24	54%	1/24	4%
Writing	К	16/21	76%	3/16	19%	9/16	56%	4/16	25%
Writing	1 st	20/27	74%	20/20	100%	0/20	0%	0/20	0%
Writing	2 nd	23/25	92%	10/23	43%	12/23	52%	1/23	4%

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
iReadyReading	3 rd	27/28	96%	7/27	26%	18/27	67%	2/27	7%
iReadyReading	4th	30/30	100%	18/30	60%	10/30	33%	2/30	7%
iReadyReading	5 th	23/24	96%	11/23	48%	8/23	35%	4/23	17%
iReady Math	3rd	26/28	93%	12/26	46%	13/26	50%	1/26	4%
iReady Math	4th	28/30	93%	16/28	57%	11/28	39%	1/28	4%
iReady Math	5 th	23/24	96%	14/23	61%	9/23	39%	0/23	0%
Writing	3rd	25/28	89%	16/25	64%	8/25	32%	1/25	4%
Writing	4th	27/30	90%	19/27	70%	5/27	19%	3/27	11%
Writing	5^{th}	22/24	92%	11/22	50%	9/22	41%	2/22	9%

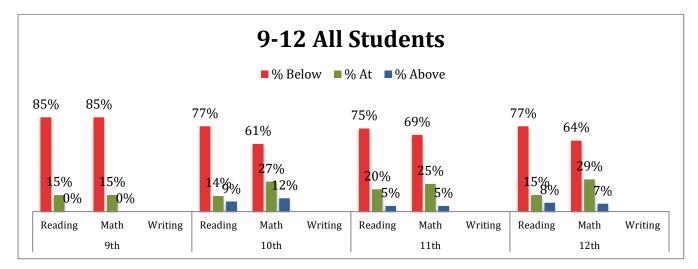
Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
STAR Reading	6 th								
		43/45	96%	36/43	84%	7/43	16%	0/43	0%
STAR Reading	7 th								
		53/59	90%	32/53	60%	19/53	36%	2/53	4%
STAR Reading	8 th								
		57/60	95%	39/57	68%	16/57	28%	2/57	4%
STAR Math	6 th	42/45	93%	34/42	81%	8/42	19%	0/42	0%
STAR Math	7 th	55/59	93%	42/55	76%	13/55	24%	0/55	0%
STAR Math	8 th	58/60	97%	52/58	90%	6/58	10%	0/58	0%
Writing	6 th	33/45	73%	30/33	91%	3/33	9%	0/33	0%
Writing	7 th	44/59	75%	11/44	25%	33/44	75%	0/44	0%
Writing	8 th	46/60	77%	37/46	80%	9/46	20%	0/46	0%

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
STAR Reading	9th	Purticipation #	Purticipation %	Delow #	Delow 78	At #	At 70	Above #	Above //
STAK Keauing		43/45	96%	28/43	65%	8/43	19%	7/43	16%
STAR Reading	10^{th}								
_		27/30	90%	22/27	81%	4/27	15%	1/27	4%
STAR Reading	11 th								
		16/17	94%	7/16	44%	7/16	44%	2/16	13%
STAR Reading	12 th								
		18/19	95%	15/18	83%	1/18	6%	2/18	11%
STAR Math	9^{th}	43/45	96%	21/43	49%	11/43	26%	11/43	26%
STAR Math	10^{th}	27/30	90%	8/27	30%	16/27	59%	3/27	11%
STAR Math	11 th	16/17	94%	5/16	31%	7/16	44%	4/16	25%
STAR Math	12^{th}	18/19	95%	10/18	56%	5/18	28%	3/18	17%
Writing	9^{th}	31/45	69%	15/31	48%	14/31	45%	2/31	6%
Writing	10^{th}	19/30	63%	9/19	47%	10/19	53%	0/19	0%
Writing	11 th	11/17	65%	3/11	27%	6/11	55%	2/11	18%

BOY Benchmark Data PPOS 2017

9-12 All Students Reading, Writing, Math *Not all writing tests have been graded

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
STAR Reading	9 th	39/46	85%	33/39	85%	6/39	15%	0/39	0%
STAR Reading	10 th	126/146	86%	97/126	77%	18/126	14%	11/126	9%
STAR Reading	11 th	167/191	87%	126/167	75%	33/167	20%	8/167	5%
STAR Reading	12 th	213/246	87%	164/213	77%	31/213	15%	18/213	8%
STAR Math	9 th	39/46	85%	33/39	85%	6/39	15%	0/39	0%
STAR Math	10 th	123/146	84%	75/123	61%	33/123	27%	15/123	12%
STAR Math	11 th	165/191	86%	114/165	69%	42/165	25%	9/165	5%
STAR Math	12 th	212/246	86%	136/212	64%	61/212	29%	15/212	7%
Writing	9 th	23/46	50%	6/23	26%	0/23	0%	0/23	0%
Writing	10 th	71/146	49%	20/71	28%	12/71	17%	0/71	0%
Writing	11 th	129/191	68%	82/129	64%	46/129	36%	0/129	0%
Writing	12 th	159/246	65%	96/159	60%	59/159	37%	0/159	0%



Test	Grade	2016-2017 # At/ Above	2016-2017 %At/Above	2017-2018 # At/ Above	2017-2018 %At/Above
STAR ELA	9 th	16/60	27%	6/39	15%
STAR ELA	10 th	46/135	34%	29/126	23%
STAR ELA	11^{th}	42/145	29%	41/167	25%
STAR ELA	12 th	40/152	26%	49/213	23%
STAR Math	9 th	14/56	25%	6/39	15%
STAR Math	10^{th}	61/134	46%	48/123	39%
STAR Math	11 th	53/134	40%	51/165	31%
STAR Math	12 th	51/143	36%	76/212	36%
Writing	9 th	7/25	28%		
Writing	10 th	17/44	39%		
Writing	11 th	16/53	30%		
Writing	12 th	15/48	31%		

Special Population Comparison Data PPOS

PPOS ELL

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
STAR	9 th								
Reading		0/0	No Data	0/0	No Data	0/0	No Data	0/0	No Data
	10^{th}	6/6	100%	5/6	83%	1/6	17%	0/6	0%
	11 th	4/4	100%	2/4	50%	2/4	50%	0/4	0%
	12 th	7/7	100%	6/7	86%	1/7	14%	0/7	0%
STAR Math	9 th	0/0	No Data	0/0	No Data	0/0	No Data	0/0	No Data
	10 th	6/6	100%	2/6	33%	3/6	50%	1/6	17%
	11 th	4/4	100%	3/4	75%	1/4	25%	0/4	0%
	12 th	7/7	100%	5/7	71%	2/7	29%	0/7	0%
Writing	9 th	0/0	No Data	0/0	No Data	0/0	No Data	0/0	No Data
	10 th	4/6	67%	0/4	0%	3/4	75%	0/4	0%
	11 th	4/4	100%	2/4	50%	2/4	50%	0/4	0%
	12 th	5/7	71%	2/5	40%	3/5	60%	0/5	0%

PPOS FRL

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
STAR	9th								
Reading		5/6	83%	5/5	100%	0/5	0%	0/5	0%
	10 th	21/21	100%	14/21	67%	5/21	24%	2/21	10%
	11 th	20/26	77%	13/20	65%	6/20	30%	1/20	5%
	12 th	16/19	84%	12/16	75%	2/16	13%	2/16	13%
STAR Math	9th								
		5/6	83%	5/5	100%	0/5	0%	0/5	0%
	10 th	21/21	100%	10/21	48%	10/21	48%	1/21	5%
	11 th	20/26	77%	11/20	55%	8/20	40%	1/20	5%
	12 th	17/19	89%	12/17	71%	5/17	29%	0/17	0%
Writing	9th	3/6	50%	1/3	33%	0/3	0%	0/3	0%
	10 th	11/21	52%	3/11	27%	3/11	27%	0/11	0%
	11 th	15/26	58%	8/15	53%	7/15	47%	0/15	0%
	12 th	12/19	63%	7/12	58%	4/12	33%	0/12	0%

PPOS SPED

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
STAR	9 th								
Reading		13/17	76%	11/13	85%	2/13	15%	0/13	0%
	10 th	30/34	88%	27/30	90%	2/30	7%	1/30	3%
	11 th	32/38	84%	31/32	97%	1/32	3%	0/32	0%
	12 th	34/40	85%	33/34	97%	0/34	0%	1/34	3%
STAR Math	9 th	13/17	76%	12/13	92%	1/13	8%	0/13	0%
	10^{th}	29/34	85%	22/29	76%	7/29	24%	0/29	0%
	11 th	33/38	87%	32/33	97%	1/33	3%	0/33	0%
	12 th	31/40	78%	29/31	94%	2/31	6%	0/31	0%
Writing	9 th	7/17	41%	6/7	86%	0/7	0%	0/7	0%
	10 th	18/34	53%	11/18	61%	1/18	6%	0/18	0%
	11 th	22/38	58%	21/22	95%	1/22	5%	0/22	0%
	12 th	26/40	65%	23/26	88%	1/26	4%	0/26	0%

PPOS Minority

Test	Grade	Participation #	Participation %	Below #	Below %	At #	At %	Above #	Above %
STAR	9th								
Reading		10/12	83%	10/10	100%	0/10	0%	0/10	0%
	10 th	32/39	82%	25/32	78%	5/32	16%	2/32	6%
	11 th	41/49	84%	32/41	78%	9/41	22%	0/41	0%
	12 th	47/56	84%	37/47	79%	9/47	19%	1/47	2%
STAR Math	9 th	10/12	83%	9/10	90%	1/10	10%	0/10	0%
	10 th	31/39	79%	21/31	68%	7/31	23%	3/31	10%
	11 th	40/49	82%	29/40	73%	8/40	20%	3/40	8%
	12 th	47/56	84%	30/47	64%	14/47	30%	3/47	6%
Writing	9 th	6/12	50%	0/6	0%	0/6	0%	0/6	0%
	10 th	18/39	46%	2/18	11%	2/18	11%	0/18	0%
	11 th	27/49	55%	13/27	48%	13/27	48%	0/27	0%
	12 th	38/56	68%	23/38	61%	14/38	37%	0/38	0%

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 17, 2017

Prepared by: Kindra Whitmyre

Title of Agenda Item: Historical School Performance

Item Type:
□ Action **X** Information
□ Discussion

Background Information, Description of Need:

Colorado Preparatory Academy (CPA) has been in operation since the Colorado Department of Education (CDE) approved the Colorado Digital BOCES (CD BOCES), four years ago, with this 17-18 school year being our fifth year of operation for both the school and the BOCES. Pikes Peak Online School (PPOS) has been in operation for two years, this year will be its third year of operation. The schools both started as new schools and have gone through leadership change during their years in operation.

Relevant Data and Expected Outcomes:

The data in this historical review was not always easily accessible. Below is the information that I was able to compile in the time allotted, as some staff members were out of the office with an illness. I will continue to compile data and add it to this review to be completed by our November Board meeting. This will also allow for our Board to give any feedback or direction on the information they would like added to this review.

Recommended Course of Action/Motion Requested:

No course of action or motion at this time.



Historical School Performance

An Overview of Colorado Digital BOCES Operational Years:

<u>2013-2014-</u> the Colorado Digital BOCES (CD BOCES) started its first operational year. Colorado Preparatory Academy (CPA) started its first operational year. The second semester was focused on writing the Rocky Mountain Digital Academy (RMDA) multi-district school application.

<u>2014-2015-</u> the CD BOCES moved into its second operational year. CPA also started its second operational year. RMDA started its first operational year. The second semester was focused on writing the Pikes Peak Online School (PPOS) multi-district school application, as well as the Mountain View Virtual (MVV) multi-district school application.

<u>2015-2016-</u> the CD BOCES started its third operational year. CPA moved into their third operational year. RMDA started its second operational year. PPOS and MVV started their first operational year. The second semester was focused on transferring RMDA from an ESP operated school to a CD BOCES operated school.

<u>2016-2017-</u> the CD BOCES moved into its fourth operational year. CPA is in their fourth operational year also. RMDA moved into its third operational year, as a CD BOCES operated school. PPOS and MVV both started their second operational year. RMDA and MVV schools were closed.

<u>2017-2018-</u> the CD BOCES is currently its fifth year of operation. CPA is in their fifth year of operation. PPOS is starting their third operational year.

CPA Operational Years-

2013-2014

2014-2015

2015-2016

2016-2017

2017-2018

PPOS Operational Years-

2015-2016

2016-2017

2017-2018

CPA Enrollment-

→ Approximately 500 students in its first operational year. Since that first year, enrollment has landed between 1,300 to 1,600 students.

PPOS Enrollment-

→ Approximately 450 students in it first operational year. Since that first year, enrollment has landed between 500-650 students.

CPA School Performance Framework (SPF)-

- 2014- Improvement Rating: 53.2%- 53.2 points out of 100
- 2016- Priority Improvement Rating: 39.2%- 39.2 points out of 100
- 2017- Priority Improvement: 38.9%- 38.9 points out of 100
- *CDE did not complete a SPF for any schools in 2015.

PPOS School Performance Framework (SPF)-

- 2016- Turnaround Rating: 32.8%- 19.7 points out of 60
- <u>2017-</u> Priority Improvement Rating: 34.7%- 34.7 points out of 100
- *CDE did not complete a SPF for any schools in 2015.

CPA Dropout Rates-

<u>2014-</u> 16.1%

<u>2015-</u> 16.2%

<u>2016-</u> 9.8%

<u> 2017-</u>

PPOS Dropout Rates-

<u>2016-</u> 16.7%

<u>2017-</u>

Dropout Rate Comparison-

Organization Name	School Name / Category (include or exclude alternative schools)	MULTI-DISTRICT ONLINE	Total Pupil Count	Total Dropouts	Total Dropout Rate
MAPLETON 1	ACHIEVE ACADEMY	Y	124	1	0.8%
MAPLETON 1	COLORADO CONNECTIONS ACADEMY	Y	2,567	75	2.9%
BYERS 32J	COLORADO VIRTUAL ACADEMY (COVA)	Y CH	681	10	1.5%
BYERS 32J	ELEVATE ACADEMY	Y CH	500	2	0.4%
BYERS 32J	COLORADO DIGITAL ACADEMY - MIDDLE	Y CH	300	1	0.3%
BOULDER VALLEY RE 2	BOULDER UNIVERSAL	Y	145	3	2.1%
DENVER COUNTY 1	DENVER ONLINE HIGH SCHOOL	Y	382	26	6.8%
DOUGLAS COUNTY RE 1	HOPE ONLINE LEARNING ACADEMY MIDDLE	Y CH	643	10	1.6%
DOUGLAS COUNTY RE 1	HOPE ONLINE LEARNING ACADEMY HIGH SC	Y CH	800	68	8.5%
ACADEMY 20	ACADEMY ONLINE	Y	80	0	0.0%
ACADEMY 20	THE CLASSICAL ACADEMY MIDDLE SCHOOL	Y CH	494	0	0.0%
ACADEMY 20	THE CLASSICAL ACADEMY HIGH SCHOOL	Y CH	671	0	0.0%
ACADEMY 20	ACADEMY CALVERT K-8 ONLINE SCHOOL	Y	41	0	0.0%
FALCON 49	SPRINGS STUDIO FOR ACADEMIC EXCELLENCE	Y	487	1	0.2%
FALCON 49	GOAL ACADEMY	Y CH	4,868	962	19.8%
BRANSON REORGANIZED 82	BRANSON SCHOOL ONLINE	Y	351	5	1.4%
MONTE VISTA C-8	MONTE VISTA ON-LINE ACADEMY	Y	118	3	2.5%
JULESBURG RE-1	INSIGHT SCHOOL OF COLORADO AT JULESBU	Y	495	69	13.9%
SAN JUAN BOCES	SOUTHWEST COLORADO E-SCHOOL	Y	56	1	1.8%
	TOTAL RATE		13,803	1,237	9.0%

CPA Graduation Rates-

<u>2014-</u> 24.1%

<u>2015-</u> 30.8%

<u>2016-</u> 44.1%

<u>2017-</u>

PPOS Graduation Rates-

<u>2016-</u> 37.5%

<u> 2017-</u>

CPA Proficiency Data-

PPOS Proficiency Data-

CPA Growth Data-

PPOS Growth Data-

CPA CMAS Data-

PPOS CMAS Data-

4 113 CPA PARCC Data-

PPOS PARCC Data-

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COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 17, 2017

Prepared by: Kindra Whitmyre

Title of Agenda Item: Board Report

Item Type:

X Information (Report) Discussion

1. Education Service Provider (ESP) contract and accountability was a task that was within the job description of Kim McClelland, in her absence, I have reached out to the K12 higher leadership team. Together we are determining the most effective and efficient process to continue with accountability quarterly meetings. Once this is determined, I will continue to complete these meetings and update the Board accordingly.

Action

2. HB 12-1345 is a legislative appropriation that makes over \$3 million available to BOCES organizations. This is another task that I have quickly added to my schedule since there is a report due soon for the funds used during the 16-17 school year. I have already reached out to D49 personnel, as part of our partnership, they share these funds. We will complete this report together. I will also partner with them to ensure the 17-18 school year funds are being implemented as required. More information about this bill is below:

Background	This anticipated legislative appropriation makes approximately \$3,130,000 available during the 2017-2018 school year statewide to BOCES.
Purpose of Funds	The purpose of these funds is to assist BOCES in working with its participating districts to implement and meet state educational priorities as determined by the Commissioner of Education. These dollars support the implementation of the submitted BOCES plan for the 2017-2018 school year.
	A BOCES may apply for up to the potential amount allocated for 2017-2018 as indicated on the attached draft summary allocation distribution. The draft attachment includes the financial funding formula established in statute as well as the listing of key assumptions made in determining the draft allocations. Because final allocations cannot be determined until applications are received please be aware there may be some adjustments made to the draft allocated amounts.
Eligibility	 The key assumptions for the attached draft allocations are as follows: Every district is participating in a BOCES as a member or a non-member; Every district is assigned to only one BOCES. There is no split funding between BOCES for districts that participate in more than one BOCES. The primary BOCES is indicated on the District and BOCES Listing Tab; Districts' Funded Pupil Count from October 2016 is the basis for the per pupil allocation. Adjustments are made to those districts with CSI schools.
	If a district does not belong to a BOCES, the statute allows for a contiguous BOCES to enter into a MOU with such a district for these funding purposes. A copy of the MOU with each of these eligible contiguous districts (as applicable) must be submitted along with the application for funds.
	If a BOCES elects not to submit an application for funds the district members of that BOCES may form a consortium of districts or form a new BOCES in order to obtain these funds for implementing a plan to meet the state's educational priorities.
	Two or more adjoining BOCES may collaborate regarding the implementation of a plan, but each of the collaborating BOCES will need to submit a copy of the plan.
Use of Funds	 Funds may be used to implement and meet the following state educational priorities: Recruitment, Retention and Development of Educational Staff District / School Accreditation/Accountability Colorado Academic Standards and Assessments Literacy Educator Effectiveness
	A maximum of 10% of these dollars may be used annually for fiscal management and oversight.

3. Stacy Altman, the K12 Director of Special Services, and I have been working on student special plans, which include, Individualized Educational Plans (IEP's), 504's, English Language Plans (ELP's), Advanced Learning Plans (ALP's) and Health Plans. In a recent meeting with the special program department at D49, they expressed some concerns about the student plans being fully compliant last school year. Student records are still being submitted to the K12 schools and as these documents come in, Stacy and I have been updating each student plan. Once all plans have been completed, random selections of student plans will be send to D49 so they can verify compliance.

4. The school and school leader monthly review was completed, as stated in my Action Plan Review Information agenda item. The monthly review is not as detailed and thorough as the quarterly action plan review, but it is a good check to ensure that CPA and PPOS are continuing progress on their school goals each month. The school and school leader checklist is below:



Leadership Team:

BOCES: Kindra Whitmyre Phil Williams K12: Nicole Tiley Sarah Schuchard Kathleen Kearney Sheila Stevens Allison Oswandel Stacy Altman

FIRST SEMESTER

School and School Leader Checklist:

	Sept	Oct	Nov	Dec
Student Engagement:	PPOS:			
 Review engagement percentages 	Orientation			
through the tracker per grade level each	Sessions-			
month	New- 86%			
 Review number of students attending 	Returning-			
class connect sessions- mandatory and	98%;			
volunteer	Engagement			
 Review the school-wide and regional 	Numbers-			
blended learning student opportunities	88%;			
 Review the participation in the school- 	PPOS Advisor			
wide and regional blended learning	Classes- 96%			
opportunities per grade level each	CPA:			
month	Orientation			
	Sessions-			
	New- 93%			
	Returning			
	94%;			
	Engagement			
	Numbers-			
	95%;			
	Advisor			
	Classes: 99%			
Data-driven Instruction:	PPOS- STAR			
 Review the data that teachers are using 	data			
to create lesson for students	CPA- iReady,			
 View random class connect sessions 	Dibels and			
(CPA- Elem, MS, HS & PPOS)	STAR			
Differentiated Instruction:	PPOS-			
 Review instructional strategies that 	CPA-			
teachers are using to instruct students	discussion on			
 View random class connect sessions 	student			
(CPA- Elem, MS, HS & PPOS)	levels			
Capturing Kids Heart's:	PPOS & CPA-			

 View random class connect sessions 	teacher
(CPA- Elem, MS, HS & PPOS)	observation
	checklist and
	teacher data
	sheet
Professional Development & Mentoring:	PPOS & CPA-
 Review the modeing strategies used at 	modeled all
staff development days	beginning of
 Review mentoring strategies used during 	the year
informal observations	processes
Informal Observations:	PPOS & CPA-
 Review number of informal observations 	monthly
completed per teacher each month	observations
 View random class connect sessions 	with all
(CPA- Elem, MS, HS & PPOS)	teachers
Parent Engagement:	Parent
 Review the regional activities for parents 	Engagement
 Review the number of attendee's at the 	at
regional activities for parents	Orientation
 Review the number of school-wide 	PPOS: 69%
activities for parents	CPA:
 Review the number of attendee's at the 	Elem- 95%
school-wide activities for parents	MS- 86%
	83%
Post-secondary & Career:	PPOS- all
Review student ICAP's	done at end
 Review number of students participating 	of first
in CE	semester
 Review number of students participating 	CPA- all done
in other post-secondary opportunities	at end of first
in other post secondary opportanties	semester
	(transcript
	hold up for
	new
	students)
	PPOS- 0
	CPA- CE-42
Discipline & Positive Enforcement:	N/A- too
Review number of students per grade	early
 Review number of students per grade level that have received positive 	carry
enforcement each month	
Attendance & Truancy:	N/A- too
 Review number of students that are in the true of students are in the true of students. 	early
the truancy procedure per grade level	
each month	

The special program checklist is below- it is almost complete; however, Stacy was out of town for the last week and we will finish when she returns:



Leadership Team: BOCES: Kindra Whitmyre Phil Williams K12: Nicole Tiley Stacy Altman

FIRST SEMESTER

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Special Program Checklist:

	Sept
 Student Evaluation: SPED- Review MTSS process and interventions being used with students before testing 504- Review current student 504's to ensure they meet the 504 requirements before updating the 504 for current year 	 Students are included in small groups depending on Tier level. If there is a parent request for a spec ed eval, the student is automatically put in MTSS and interventions/PM implemented. In process, 504 meetings are being scheduled and meetings held
 G/T- Review Benchmark assessment data to identify any students with G/T capabilities and review student records for incoming students that may have an ALP 	 BOE has been reviewed, ALPs being written and additional BOE being requested
 ESL- Review BOY ESL assessment data to identify student needs for instruction and programming & review MOY ESL assessment data to monitor student progress 	Participation in WAPT and students identified in programs K-5 MS CPA HS PPOS Tested 13, 1 NT. Total , Tested 20, NT 5. Total - Tested 21, 5 NT. Total - Tested 23, 8 NT. Total 21 in program, 3 monitor monitor monitor
 Health- Review current Health plans to ensure student needs will be met and review student records for any health issues that may require a current or new Health plan 	 3 students returning that are being reviewed. 45 day screener also being reviewed for students with medical needs
 Special Education Student Service: Review small group and individualized learning opportunities for students Review student participation in small group 	 Small group, 1:1 and push-in services being provided Attending required CC sessions (total offered, spec ed and gen ed)
and individualized learning opportunities per month	K-5 MS CPA HS PPOS 86.70% 83.70% 78.60% 62.70%
Review student mastery of daily lessons per month	Passing rates – in line with rest of school K-5 MS CPA HS PPOS 58.60% 65.10% 42.40% 67%
 Review mastery and quarterly reviews of each students' IEP goals per month 	Quarterly review will take place end of Oct/beg of Nov

E04 64	dent Student Corvice	
504 Stu	dent Student Service:	
•	Review small group and individualized	
	learning opportunities for students	
•	Review student participation in small group	
	and individualized learning opportunities per	
	month	
•	Review student mastery of daily lessons per	
	month	
Gifted 8	& Talented Student Service:	
•	Review gifted and talented opportunities for	
	students	
•	Review the participation of gifted students in	
	opportunities each month	
•	Review student mastery of daily lessons per	
	month	
•	Review mastery and quarterly reviews of	
	each students' ALP goals per month	
ESL Stud	dent Service:	BrainPon is being implemented, small groups are being determined
•	Review small group and individualized	 BrainPop is being implemented, small groups are being determined according to data and started
	learning opportunities for students	according to data and started
•	Review student participation in small group	
	and individualized learning opportunities per	
	month	
•	Review student mastery of daily lessons per	
	month	
•	Review mastery and quarterly reviews of	
	each students' ELD goals per month	Data that is used this month for both of these is for participation in WAPT
•	Review student participation of students in	Screening: K-5 MS CPA HS PPOS
	ESL program	93% 88% 81% 74%
•	Review student progress in ESL program	
Health S	Student Service:	This was one of the questions I had for you - health plans are written purely
•	Review small group and individualized	for medical need (giving medication, etc). If more is needed such as
	learning opportunities for students	accommodations, we would look at eligibility for a 504 plan. What data
•	Review student participation in small group	exactly would you like to me to pull for health plans? We don't have
	and individualized learning opportunities per	academic support targeted for those needs.
	month	
•	Review student mastery of daily lessons per	
	month	
Student	t Engagement:	I need clarification – I am pulling engagement information for each specific
•	Review engagement percentages through the	area above. Do you want me to combine those numbers for overall special
	tracker per grade level each month	services?
	Review number of students attending class	
	connect sessions and blended learning	
	opportunities per grade level each month	
Disciplin	ne & Positive Enforcement:	
- scipili	Review number of students per grade level	
-	that have received positive enforcement each	This will be included in the Principals Kudo calls numbers. This past month
	month	they have focused on connection calls, Kudo calls have now started.
	month	

Attendance & Truancy:	Below are the n	umber of missed spe	ecial education servio	es letters that have
 Review number of students that are in the 	been sent out:			
truancy procedure per grade level each	K-5	MS	CPA HS	PPOS
month	1	3	6	o
	Students in the	FAST process		
	K-5	MS	CPA HS	PPOS
	6	9	7	0

COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: October 17, 2017

Prepared by: Phil Williams

Title of Agenda Item: District Assessment and Data Coordinator Report

Item Type:	\Box Action	X Information	Discussion
		(Report)	

State assessment accommodation trainings were attended on September 18th and 27th. State PARCC/CMAS training was attended on October 4th.

A PARCC/CAMS data walk was conducted with CPA and PPOS school leaders during the September 20th admin meeting in Westminster office. School leaders were able to see proficiency scores broken down by grade level and content area. Comparison scores were from 2015-2016 and 2016-2017 were shared as well as comparison data with other online schools. The same data was presented to the EDAC committee on October 2nd.

Schools completed the beginning of the year assessments. K-1 students completed Dibels and mClass assessments. The Dibels assessment measures early literacy and reading skills and the mClass math assessment is used to measure fundamental math skills. 2-8 students participate in the iReady reading and math benchmark assessments. High school students were administered STAR reading and math benchmark assessments. All students K-12 complete the writing assessment. Students who are identified ELL were administered the W-APT assessment. At this point, CPA has assessed 59 students and PPOS has assessed 31.

COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: 10/17/2017

Prepared by: Nicole Tiley

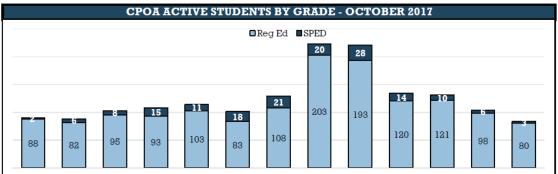
Title of Agenda Item: Board Report

Item Type:

□ Action x Information (Report) Discussion

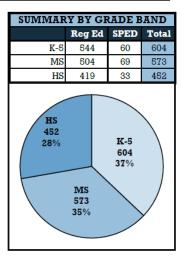
Colorado Preparatory Academy

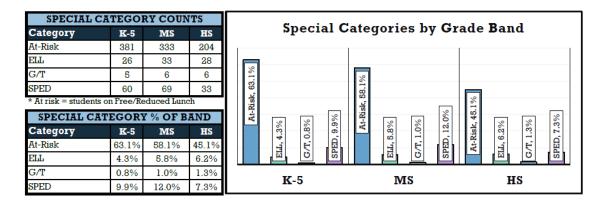
MONTHLY ENROLLMENT SUMMARY - OCTOBER 2017

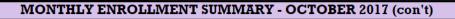


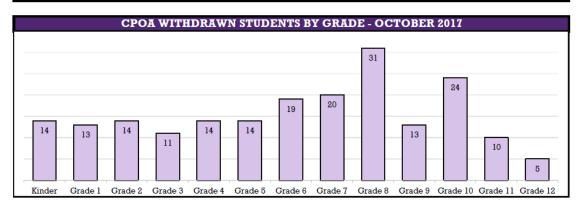
Kinder Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

ACTIVE STUDENTS THIS MONTH								
	COL	JNT			PERC	CENT O	F COLU	MN
GL	Reg Ed	SPED	GL Totals		GL	Reg Ed	SPED	% of To
Kinder	88	2	90		Kinder	6.0%	1.2%	5.5%
Grade 1	82	6	88		Grade 1	5.6%	3.7%	5.4%
Grade 2	95	8	103		Grade 2	6.5%	4.9%	6.3%
Grade 3	93	15	108		Grade 3	6.3%	9.3%	6.6%
Grade 4	103	11	114		Grade 4	7.0%	6.8%	7.0%
Grade 5	83	18	101		Grade 5	5.7%	11.1%	6.2%
Grade 6	108	21	129		Grade 6	7.4%	13.0%	7.9%
Grade 7	203	20	223		Grade 7	13.8%	12.3%	13.7%
Grade 8	193	28	221		Grade 8	13.2%	17.3%	13.6%
Grade 9	120	14	134		Grade 9	8.2%	8.6%	8.2%
Grade 10	121	10	131		Grade 10	8.2%	6.2%	8.0%
Grade 11	98	6	104		Grade 11	6.7%	3.7%	6.4%
Grade 12	80	3	83		Grade 12	5.5%	1.9%	5.1%
TOTAL	1467	162	1629		Percents	90.1%	9.9%	

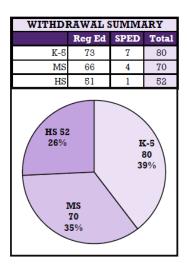




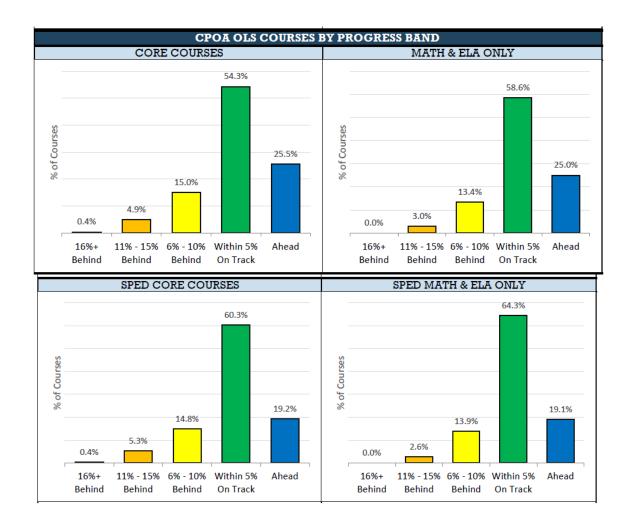


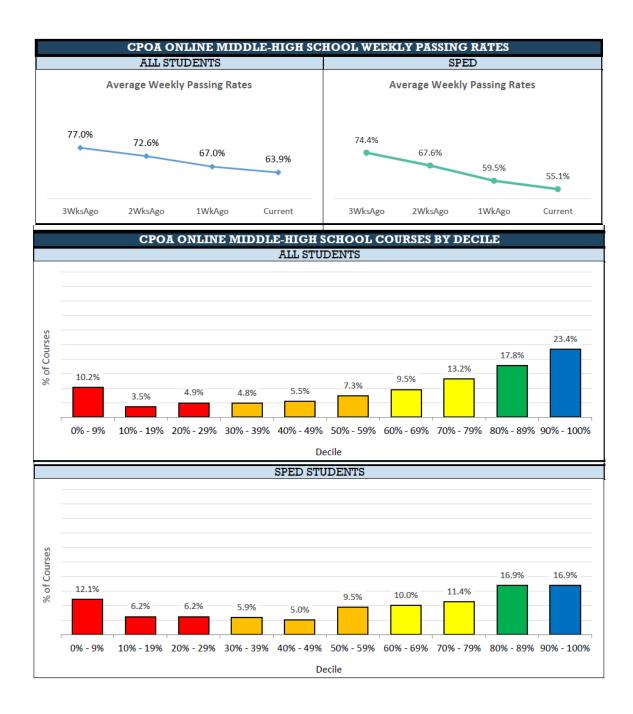


		WITH	RAWN S	ľ	JDENTS T	JDENTS THIS N	JDENTS THIS MONTH	JDENTS THIS MONTH
COUNT				PERC	PERCENT O	PERCENT OF COLU		
GL	Reg Ed	SPED	GL Totals	ĺ	0	GL	GL Reg Ed	GL Reg Ed SPED
Kinder	13	1	14		K	Kinder	Kinder 6.8%	Kinder 6.8% 8.3%
Grade l	13	0	13		Gr	Grade 1	Grade 1 6.8%	Grade 1 6.8% 0.0%
Grade 2	13	1	14		Gr	Grade 2	Grade 2 6.8%	Grade 2 6.8% 8.3%
Grade 3	10	1	11		Gr	Grade 3	Grade 3 5.3%	Grade 3 5.3% 8.3%
Grade 4	12	2	14		Gr	Grade 4	Grade 4 6.3%	Grade 4 6.3% 16.7%
Grade 5	12	2	14		Gr	Grade 5	Grade 5 6.3%	Grade 5 6.3% 16.7%
Grade 6	18	1	19		Gr	Grade 6	Grade 6 9.5%	Grade 6 9.5% 8.3%
Grade 7	18	2	20		Gr	Grade 7	Grade 7 9.5%	Grade 7 9.5% 16.7%
Grade 8	30	1	31		Gr	Grade 8	Grade 8 15.8%	Grade 8 15.8% 8.3%
Grade 9	12	1	13		Gr	Grade 9	Grade 9 6.3%	Grade 9 6.3% 8.3%
Grade 10	24	0	24		Gra	Grade 10	Grade 10 12.6%	Grade 10 12.6% 0.0%
Grade 11	10	0	10		Gra	Grade 11	Grade 11 5.3%	Grade 11 5.3% 0.0%
Grade 12	5	0	5		Gra	Grade 12	Grade 12 2.6%	Grade 12 2.6% 0.0%
TOTAL	190	12	202		Per	Percents	Percents 94.1%	Percents 94.1% 5.9%



Counts by Withdrawal Reason		With downed Bearing Group
Reason	Cnt	Withdrawal Reason Coun
Spot opened at preferred school	36	1 36
Technical issues	25	2 25
Student not motivated to complete work in this environment	16	3 16
Lack of socialization	15	4 15
Moving out of area served by school	15	5 15
Learning coach no longer available	13	6 13
Transferring to another K12 program	12	7 12
Attendance issue withdrawal	10	8 10
Too much time commitment for the learning coach	9	9 9
Time requirement for student being online	9	10 9
Enrollment Process difficult	6	11 6





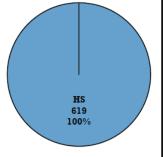
Reg	Ed SPED				
Likeg I	Lu BFLD				
					39
				38	
			33		204
		17	108	151	

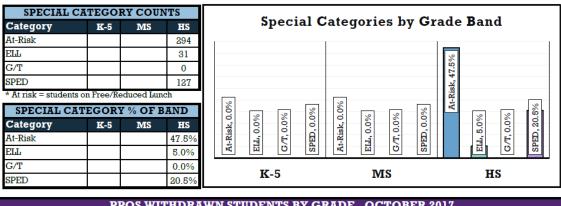
Pikes Peak Online School

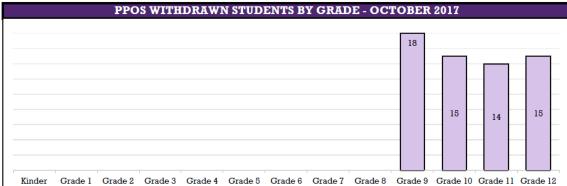
Kinder Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

ACTIVE STUDENTS THIS MONTH								
COUNT				PERCENT OF COLUMN			MN	
GL	Reg Ed	SPED	GL Totals		GL	Reg Ed	SPED	% of Tot
Kinder					Kinder			
Grade 1					Grade 1			
Grade 2					Grade 2			
Grade 3					Grade 3			
Grade 4					Grade 4			
Grade 5					Grade 5			
Grade 6					Grade 6			
Grade 7					Grade 7			
Grade 8					Grade 8			
Grade 9	29	17	46		Grade 9	5.9%	13.4%	7.4%
Grade 10	108	33	141		Grade 10	22.0%	26.0%	22.8%
Grade 11	151	38	189		Grade 11	30.7%	29.9%	30.5%
Grade 12	204	39	243		Grade 12	41.5%	30.7%	39.3%
TOTAL	492	127	619		Percents	79.5%	20.5%	

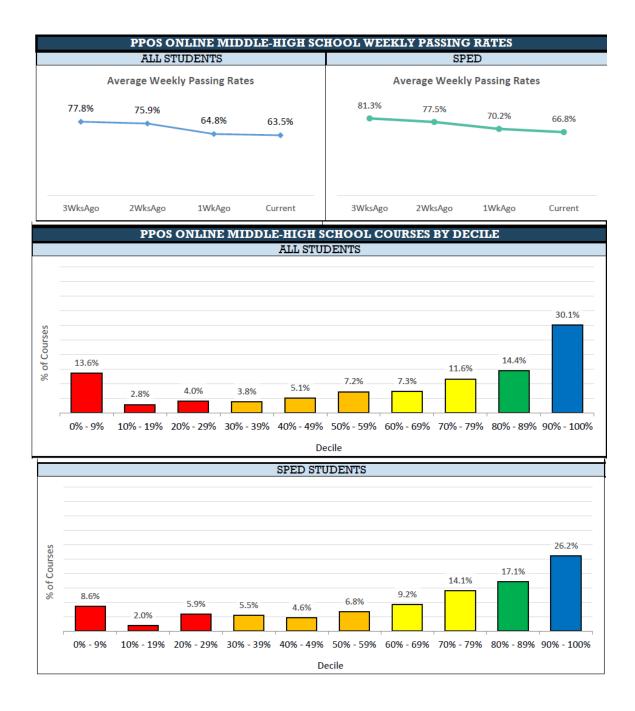
SUMMAR	Y BY GI	RADE B	AND
	Reg Ed	SPED	Total
K-5			
MS			
HS	492	127	619

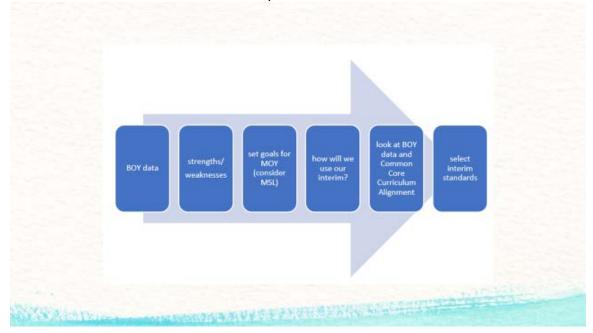






Counts by Withdrawal Reason		Withdrawal Reason Count
Reason	Cnt	Willidiawai Keason Coulit
Transferring to another K12 program	21	21
Z4 - Parent cancellation (Enrollment Team Only)	12	12
Spot opened at preferred school	5	5
Student not motivated to complete work in this environment	4	4
Lack of socialization	3	
Moving out of area served by school	3	
Time requirement for student being online	3	
Enrollment Process difficult	2	
Records request received	2	
Pace of program is too fast for the student	2	
Number of required live Class Connect sessions	2	





CPA Elementary PLC Data Team Review

Grade Level: Reading

- · What do we expect our students to learn?
- · How will we know when they have learned it?
- · How will we respond when they don't learn?
- · How will we respond when they already know it?

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Grade Level: Math

- · What do we expect our students to learn?
- · How will we know when they have learned it?
- · How will we respond when they don't learn?
- · How will we respond when they already know it?

STATES AND INCOMENDATION OF A DESCRIPTION OF A DESCRIPTIO

Paste instructional grouping profile here

Paste instructional

grouping profile here

Grade Level: Smart Goal for Math

Specific:

What will be accomplished?

What actions will you take?

Measurable

What data will measure the goal? (how much, how many, how well?)

Attainable

- Is the skill doable?
- What are the skills and resources needed?

Relevant

- How does the skill align with broader goals?
- Why is the result important?

Time-Bound

 What is the time frame for accomplishing the goal?

Grade Level: Smart Goal for Reading

Specific: • What will be accomplished? • What actions will you take?	
Measurable • What data will measure the goal? (how much, how many, how well?)	
Attainable • Is the skill doable? • What are the skills and resources needed?	
Relevant • How does the skill align with broader goals? • Why is the result important?	
 Time-Bound What is the time frame for accomplishing the goal? 	

Performance by Domain Sug Number of Students Assessed: 98 Total Number of Stadents: 112 Grade Level: BOY PM 16/17 - 08/15/2017 - 09/20/20 Reading Average Scale Score 🕢 · What do we expect our students to learn? Overall Reading Level 515 They need to master phonological awareness in order to understand what they read and comprehend Literature. Phonological Awareness 446 Phonics * 513 How will we know when they have learned it Burst, Dibels, progress monitoring using ^ High-Frequency Words * 487 Vocabulary 521 Burst Comprehension: Literature 516 Interims, MOY Benchmarks Comprehension: Informational Text · How will we respond when they don't learn? 517 Talk to LC, get a gauge on what is going on at home, small group instruction- make more frequent, follow MTSS steps, refer if necessary Sua ober · How will we respond when they already know it? 82 Switch their group for targeted instruction, go onto next level 10 23 STANKAR . A.所以来交流学习》在19月1

Grade Level: Smart Goal for Reading

33

Specific: • What will be accomplished? • What actions will you take?	Students will improve the overall average score in phonological awareness and phonics in iReady by 7 points by MOY so they are on track for 15 point average improvement by end of the year.
Measurable • What data will measure the goal? (how much, how many, how well?)	MOY Reading- iReady
Attainable Is the skill doable? What are the skills and resources needed?	Yes. Small groups, Burst groups, intervention classes, attendance
Relevant How does the skill align with broader goals? Why is the result important? 	Students need to get closer to grade level expectations. These students need to master phonological awareness in order to move into understanding vocabulary. comprehending what they read and reading fluently.
 Time-Bound What is the time frame for accomplishing the goal? 	BOY to MOY year, 12-16 weeks

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Pikes Peak Online School PLC Data Form

PPOS PLC MATH 2017-18

4 Essential Questions to answer each meeting:

- 1. What do we expect our students to learn? (Goals/Expectations)
- 2. How will we know they are learning?
- (Assessment)
- 3. How will we respond when they don't learn? (Intervention)
- 4. How will we respond if they already know it? (Advanced)

1. Team and Particpants

2. Data that we reviewed last week (ex. BOY, quiz, unit test) EQ 1&2:

3. Action Plan we followed/Smart goal we used EQ 3 & 4:

4. Results (Did our plan work? How do we know?):

5. What did we want our students to learn this week? EQ 1:

6. Data that we are reviewing this week (ex. BOY, quiz, unit test) EQ 2:

7. Based on analysis of the results of the assessment, we have identified the following area of areas, we have identified the following area and areas in which students in general struggled.

8. We believe a primary cause of their struggle with this content was:

9. We have identified the following action plan for improving student achievement that we will implement as we teach. EQ 3 & 4:

10. We have established the following SMART goal to improve student success in this area:

11. What steps or activities will be initiated to achieve this goal? Who is responsible? What is the time frame?

12. What outcomes on student learning do we expect? What evidence will we have to show that we are making progress?

COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: October 11, 2017

Prepared by: Michelle Wallace

Title of Agenda Item: Board Report

Item Type:

□ Action X Information (Report) Discussion

OCTOBER REPORT

STEM PROGRAMS

Western Museum of Mining & industry STEM programs proposal

STEMsCO and the WMMI completed the partnering MOU in September. The next steps are to complete a STEM Master Plan and help raise community awareness. To help WMMI understand some of the programs that are out there, and how theirs might augment rather than replicate The MILL hosted a tour of their facility followed up by a demonstration at a D3 Project Lead the Way classroom. Additionally, potential network contacts were exchanged. As a result of this meeting, we have invited CTE educators and students to attend a workshop at WMMI on the morning of Friday, October 13th.









PARTNERS

The Mill

STEMsCO has been working to get the word out for the Widefield/Peyton partnership program – The MILL. The Open House is being held Thursday evening, October 5th at 4450 Foreign Trade Zone Boulevard.



STUDENT PROGRAMS

Colorado School for Deaf and Blind Interns

Michelle Wallace has been coordinating with the Colorado School for the Deaf and Blind (CSDB) to host two interns, on a trial basis. Troy will be assisting STEMsCO with the building of a contacts database, polishing the STEMsCO website and assisting with curriculum development around Spheros and Raspberry Pi. Arturo will also contribute to the database and curriculum development. Both gentlemen are paid through CSDB's, are learning independence through utilizing mass transportation, being prepared to work on time, juggling multiple activities and being part of a productive team. The trial runs from September 5th through October 5th, at which time it will be determined if this program should continue.

D11/D49 Career Fair

STEMsCO will participated in the D11/D49 Career Fair, held September 14th – 15th. At this event we highlighted our internship programs and the work we do with CAMA South. The CSDB interns assisted with the Sphero demonstration. The event was attended by thousands of students, and the contacts collected are being put into a database by the CSDB interns.

Sports ISAO - High School Cyber Internship

STEMsCO worked with the Sports ISAO (Information Sharing and Analysis Organization) and the Cyber Resilience Institute to provide a Cyber Intern program for high school students. Students completed ten podcast seminars with some outstanding guest speakers.



Students showed up for multiple 7-hour shifts at the Sports ISAO, during the 13-day 2017 IAAF World Championships held in London. Students were part of the organization searching for and analyzing cyber-attacks, in real-time. The culminating event went very well. Plus, it exemplified the fact that mastering computer skills is not necessary to have a real impact in the cybersecurity world.









GRANTS

Grant Writing Seminar

Michelle Wallace attended a grant writing seminar at San Diego State University, at the end of September. The \$1,500 price tag was free, as the result of CD BOCES staff being unable to use or receive a refund on the event. Many thanks to CD BOCES for that. While the seminar was definitely geared towards educational facilities with students, many of the pointers can be incorporated into STEMsCO's process. The key concepts were:

- Develop a Grant Writing Team
- Develop a Grant Writing Process
- Prime the Pump of Potential for Grantors
- Market Wins and Positive Activities



OTHER

Ready for Revolution

Michelle attended a presentation by Daktic, a company that specializes in CTE equipment and curriculum. The location, EcoTech Institute in Aurora, was both interesting and informative in itself. This facility specializes in adult CTE training. The equipment is in the medium to high price range, but the beauty of their program is almost any educator c