

NOTICE OF REGULAR MEETING AND AGENDA



April 1, 2015

**Educational Services Center
395 South Pratt Parkway
Longmont, Colorado 80501**

Robert J. Smith, President, Board of Education

Dr. Don Haddad, Superintendent of Schools

DISTRICT VISION STATEMENT

*To be an exemplary school district
which inspires and promotes high
standards of learning and student
well-being in partnership with
parents, guardians and the
community.*

DISTRICT MISSION STATEMENT

*To educate each student in a safe
learning environment so that they
may develop to their highest
potential and become contributing
citizens.*

ESSENTIAL BOARD ROLES

*Guide the superintendent
Engage constituents
Ensure alignment of resources
Monitor effectiveness
Model excellence*

BOARD MEMBERS

*John Ahrens, Member
John Creighton, Member
Debbie Lammers, Secretary
Paula Peairs, Treasurer
Mike Schiers, Asst Secretary
Joie Siegrist, Vice President
Robert J. Smith, President*

1. CALL TO ORDER:

7:00 pm Regular Business Meeting

2. ADDENDUMS/CHANGES TO THE AGENDA:

3. AUDIENCE PARTICIPATION:

4. VISITORS:

5. BOARD/SUPERINTENDENT REPORTS:

6. REPORTS:

1. 2008 Bond Activity Update

7. CONSENT ITEMS:

1. Approval: Staff Terminations/Leaves
2. Approval: Staff Appointments
3. Approval: Approval of Minutes for the March 11, 2015 Regular Meeting, the March 18, 2015 Study Session, and the March 25, 2015 Regular Meeting
4. Approval: First Reading, Adoption, Board Policies JQ – Student Fees, Fines and Charges; JQ-R – Student Fees, Fines and Charges; and JQ-E – Schedule of Student Fees
5. Approval: Approval of Construction Manager/General Contractor (CMGC) for 2015 Portable Classrooms Site & Utilities Project
6. Approval: Approval of Purchase of Apple Technology Products
7. Approval: Approval of Purchase of Lenovo Computer Products
8. Approval: Approval of Purchase of Cisco Router Products
9. Approval: Approval of Purchase of iPad Mini Cases
10. Approval: Approval of Purchase of Computer Monitors

8. ACTION ITEMS:

1. Recommendation: Approval of Recommendation to Hire Frederick High School Assistant Principal/Athletic Director
2. Recommendation: Adoption of Resolution Proclaiming Tribute to Teachers Day, May 8, 2015
3. Recommendation: Adoption of Resolution Proclaiming Teacher/ Substitute Teacher Appreciation Week, May 4-8, 2015

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4. Recommendation: Adoption of District Unified Improvement Plan
5. Recommendation: Approval of School to Work Alliance Program (SWAP) Contract
6. Recommendation: Adoption of Middle School Math Resource
7. Recommendation: Adoption of World Language Resource

9. DISCUSSION ITEMS:

10. ADJOURNMENT:

Board of Education Meetings: Held at 395 South Pratt Parkway, Board Room, unless otherwise noted:

Wednesday, April 15	6:00 – 8:00 pm Study Session- Board Room
Wednesday, April 22	6:30 pm Financials
	7:00 pm Regular Meeting
Wednesday, May 13	7:00 pm Regular Meeting

MEMORANDUM

DATE: April 1, 2015
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: 2008 Bond Activity Update

PURPOSE

To provide the Board of Education with a report of the 2008 Building Bond activities.

Summary:

The Bond team continues to work achieving the objectives identified in the 2008 program. Staff is working or has completed work in 45 of our 52 facilities. The Bond Program is anticipated to be complete by October of 2016.

The original 2008 Bond program was funded at \$189 million dollars. To leverage the Bond efforts, additional scope was added to the Bond projects through the following funding sources:

- **Capital Reserve Funds:** To relieve the State funding shortages in 2012 and 2013, the Bond program absorbed typical CAP Reserve projects. The additional scopes included asphalt repair, roofing, boiler replacements, fire alarm replacements, etc., and allowed the District to save on costs through volume contracting.
- **Bond Interest Dollars:** Creating better learning spaces, in 2009 the Bond team began installing projector and sound systems in every classroom. This effort was funded with interest dollars received above the original 2008-Bond value.
- **BEST Grants:** The Bond team has submitted yearly for matching Best Grant funding from the State of Colorado. The additional funding supported improvements to Thunder Valley K-8, Longmont HS, and Mountain View ES projects.

- **Cash-in-Lieu:** This funding supported the Bond program by adding street and traffic lights, parking lots and street improvements to some of our facilities.
- **FEMA, Insurance and other funds:** This funding included additional scope to repair damages from the recent flooding as well as disaster-related building damages and insurance costs, increases in part to Mountain View ES and security upgrades.
- **General and Mill Levy Funds:** Increased funding supported preschools in facilities not funded by the Bond program. Those facilities included portions of Spark! Discovery Preschool, Burlington ES, Mountain View ES, and Hygiene ES.

Present value of the Bond program with the additional scope increases is over \$206 million. The Bond team presently has open encumbrances of over \$5 million and spent just under \$190 million to date.

The Bond team will be completing the following projects in 2015:

- Rocky Mountain ES Bond Program
- Mountain View ES Phase 2
- Indian Peaks ES Bond Program
- Columbine Bond Program
- CDC Bond Program
- Altona MS Bond Program
- Numerous IT wiring upgrade projects
- Phase one camera systems at middle schools
- New intercoms at 3 schools
- Security door hardware upgrades District-wide
- Additional projector equipment installs at numerous facilities

Success:

To date, the delivery of the 2008 Bond program has been a great success. The following partial list identifies some of the items delivered beyond the original plan:

- Installation of projector and sound systems in every classroom. \$3.2m
- Support of the state under-funded CAP Reserve program. \$3.5m
- Rebuilding portions of Erie MS. \$15.5m total project costs.
- Rebuilding a portion of Mountain View ES. \$3.7m
- Building a portion of Timberline K-8. \$15.2m total project costs.
- Rebuilding of Longmont HS. \$3.4m
- Miscellaneous projects throughout the District. \$3.2m

The economic down-turn is a contributing factor to the success of the 2008 Bond program. Additional factors include:

- Contracting efforts leveraging contractors and available work forces to reduce costs.
- Project management and the hiring of professional construction project managers that understand the educational environment and can manage contracts and contractors to deliver the most cost effective projects.
- Support from the SVVSD educators, students and community was paramount. Construction in schools is difficult due to the nature of the intended education experiences at our facilities. Without support from the staff, students and community the Bond team could only work nights, holidays, weekends, and summers; subsequently, raising costs.
- Embracing the entire facility by the Bond team, examining necessary repairs and leveraging available funding. If a boiler needed replaced, the Bond team included the needed repair in the Bond project rather than creating a separate project. These efforts lowered costs. When the team rebuilt Erie MS, they looked at what needed to be done rather than proceeding with the Bond plan as written. The team developed a better idea that corrected several problems in the middle school building that originally were not funded. When the floods hit, we leveraged contract labor to complete the repairs quickly and leverage those funds at buildings that otherwise were not funded or scheduled for repair. We used the interest dollars from the Bond to install projector equipment in every classroom in the District.

The 2008 Bond program was largely successful by ensuring dollars were spent efficiently and correctly. The team improved preschool, kindergartens, and general classrooms that were originally not funded in the program.

2008 Bond

Project Dollar Balance Sheet

3/18/15 9:29 AM

Funding

Description	2008 Bond Funding (\$\$)	Other Funding (\$\$)
<u>Original 2008 Bond Allocation:</u>	\$ 189,000,000	NA
<u>2008 Bond Carry-Over:</u>	\$ (2,495,826)	NA
<u>2008 Bond Inflation:</u>	\$ (1,750,000)	NA
<u>Equity from Bond Proceeds:</u>	NA	\$ 2,290,080
<u>2008 Bond Environmental Accounts</u>	\$ 2,495,826	NA
<u>Cash-in-lieu:</u>	NA	\$ 1,215,224
<u>2002 Bond:</u>	NA	\$ 2,232,572
<u>Grants:</u>	NA	\$ 2,501,146
<u>CAP Reserve:</u>	\$ 1,750,000	\$ 4,764,417
<u>Other:</u>	NA	\$ 4,500,776
Totals	\$ 189,000,000	\$ 17,504,215
TOTAL Project Value: \$206,504,215		

Greater than Account Con

Expenditures

Description	2008 Bond Expenditures (\$\$)	Other Funding Expenditures (\$\$)
Skyline Feeder	\$31,721,953	\$2,049,235
Silver Creek Feeder	\$1,554,127	\$426,156
Niwot Feeder	\$13,839,668	\$1,764,525
Mead Feeder	\$4,159,452	\$545,360
Lyons Feeder	\$3,890,292	\$258,798
Longmont Feeder	\$24,273,381	\$7,020,560
Frederick Feeder	\$11,794,438	\$1,603,056
Erie Feeder	\$15,517,917	\$4,911,942
District Wide	\$8,468,555	\$569,500
District Growth	\$54,731,898	\$105,082
TOTALS	\$169,951,681	\$19,254,215
TOTAL Expenditures:		\$189,205,895

Feeder Summary

Total Funding:	\$206,504,215
Total Spent:	\$189,205,895
Open Encumbrances to Date:	\$4,850,825
Total Remaining:	\$12,447,494

Skyline HS Feeder

Project Dollar Balance Sheet

Skyline Feeder

3/18/15 9:29 AM

Feeder Funding

Description	2008 Bond Funding (\$\$)	Other Funding (\$\$)
<u>Original 2008 Bond Allocation:</u>	\$ 28,627,714.48	NA
<u>2008 Bond Carry-Over:</u>	\$3,090,642	NA
<u>2008 Bond Inflation:</u>	\$2,500,000	NA
<u>Equity from Bond Proceeds:</u>	NA	\$507,550
<u>2008 Bond Environmental Accounts</u>	\$548,696	
<u>Cash-in-lieu:</u>	NA	\$230,000
<u>2002 Bond:</u>	NA	\$682,383
<u>Grants:</u>	NA	\$0
<u>CAP Reserve:</u>	NA	\$629,302
<u>Other:</u>	NA	\$0
<u>Totals</u>	\$34,767,052	\$2,049,235
TOTAL Project Value: \$36,816,288		

Feeder Expenditures

Description	2008 Bond Expenditures (\$\$)	Other Funding Expenditures (\$\$)
Alpine ES	\$20,165	\$144,348
Fall River ES	\$0	\$0
Loma Linda ES	\$201,845	\$0
Columbine ES	\$487,104	\$25,000
Rocky Mtn ES	\$568,756	\$0
Spangler ES	\$76,835	\$0
Heritage MS	\$14,096,010	\$1,072,383
Trail Ridge MS	\$224,940	\$173,425
Skyline HS	\$16,046,298	\$634,079
TOTALS	\$31,721,953	\$2,049,235
TOTAL Expenditures: \$33,771,188		

Feeder Summary

Total Funding:	\$36,816,288
Total Spent:	\$33,771,188
Total Remaining:	\$3,045,100

Silver Creek HS Feeder

Project Dollar Balance Sheet

Silver Creek Feeder

3/18/15 7:23 AM

Feeder Funding

Description	2008 Bond Funding (\$\$)	Other Funding (\$\$)
<u>Original 2008 Bond Allocation:</u>	\$2,364,867	NA
<u>2008 Bond Carry-Over:</u>	\$65,000	NA
<u>2008 Bond Inflation:</u>	-\$499,971	NA
<u>Equity from Bond Proceeds:</u>	NA	\$113,530
<u>2008 Bond Environmental Accounts</u>	\$0	
<u>Cash-in-lieu:</u>	NA	\$190,000
<u>2002 Bond:</u>	NA	\$0
<u>Grants:</u>	NA	\$0
<u>CAP Reserve:</u>	NA	\$102,500
<u>Other:</u>	NA	\$20,126
<u>Totals</u>	\$1,929,896	\$426,156
TOTAL Project Value: \$2,356,052		

Feeder Expenditures

Description	2008 Bond Expenditures (\$\$)	Other Funding Expenditures (\$\$)
Blue Mtn Elem	\$0	\$0
Eagle Crest Elem	\$1,360	\$0
na	\$0	\$0
Altona MS	\$74,169	\$0
Silver Creek HS	\$1,478,598	\$426,156
	\$0	\$0
	\$0	\$0
	\$0	\$0
	\$0	\$0
TOTALS	\$1,554,127	\$426,156
TOTAL Expenditures: \$1,980,283		

Feeder Summary

Total Funding:	\$2,356,052
Total Spent:	\$1,980,283
Total Remaining:	\$375,769

Niwot HS Feeder

Project Dollar Balance Sheet

Niwot Feeder

3/18/15 7:23 AM

Feeder Funding

Description	2008 Bond Funding (\$)	Other Funding (\$)
<u>Original 2008 Bond Allocation:</u>	\$19,343,225	NA
<u>2008 Bond Carry-Over:</u>	-\$2,587,953	NA
<u>2008 Bond Inflation:</u>	-\$1,500,000	NA
<u>Equity from Bond Proceeds:</u>	NA	\$54,000
<u>2008 Bond Environmental Accounts</u>	\$576,342	
<u>Cash-in-lieu:</u>	NA	\$0
<u>2002 Bond:</u>	NA	\$900,000
<u>Grants:</u>	NA	\$0
<u>CAP Reserve:</u>	NA	\$560,525
<u>Other:</u>	NA	\$250,000
<u>Totals</u>	\$15,831,614	\$1,764,525
TOTAL Project Value: \$17,596,139		

Feeder Expenditures

Description	2008 Bond Expenditures (\$)	Other Funding Expenditures (\$)
Niwot Elem	\$2,179,479	\$74,132
Indian Peaks Elem	\$567,974	\$0
Burlington Elem	\$1,803,826	\$1,204,000
Sunset MS	\$1,311,840	\$176,393
Niwot HS	\$7,976,400	\$310,000
	\$0	\$0
	\$0	\$0
	\$0	\$0
	\$150	\$0
TOTALS	\$13,839,668	\$1,764,525
TOTAL Expenditures: \$15,604,193		

Feeder Summary

Total Funding:	\$17,596,139
Total Spent:	\$15,604,193
Total Remaining:	\$1,991,945

Mead HS Feeder

Project Dollar Balance Sheet

Mead Feeder

3/18/15 7:23 AM

Feeder Funding

Description	2008 Bond Funding (\$)	Other Funding (\$)
<u>Original 2008 Bond Allocation:</u>	\$ 3,847,284	NA
<u>2008 Bond Carry-Over:</u>	\$ 274,600	NA
<u>2008 Bond Inflation:</u>	\$ -	NA
<u>Equity from Bond Proceeds:</u>	NA	\$ 75,000
<u>2008 Bond Environmental Accounts</u>	\$ 72,000	
<u>Cash-in-lieu:</u>	NA	\$ -
<u>2002 Bond:</u>	NA	\$ -
<u>Grants:</u>	NA	\$ -
<u>CAP Reserve:</u>	NA	\$ 464,611
<u>Other:</u>	NA	\$ 5,749
<u>Totals</u>	\$ 4,193,884	\$ 545,360
TOTAL Project Value: \$4,739,244		

Feeder Expenditures

Description	2008 Bond Expenditures (\$)	Other Funding Expenditures (\$)
Mead Elem	\$ 1,345,055	\$ 180,200
Mead MS	\$ 2,814,397	\$ 365,160
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
TOTALS	\$ 4,159,452	\$ 545,360
TOTAL Expenditures: \$ 4,704,812		

Feeder Summary

Total Funding:	\$ 4,739,244
Total Spent:	\$ 4,704,812
Total Remaining:	\$ 34,431

Lyons HS Feeder

Project Dollar Balance Sheet

Lyons Feeder

3/18/15 7:23 AM

Feeder Funding

Description	2008 Bond Funding (\$)	Other Funding (\$)
<u>Original 2008 Bond Allocation:</u>	\$ 4,339,449	NA
<u>2008 Bond Carry-Over:</u>	\$ (32,461)	NA
<u>2008 Bond Inflation:</u>	\$ (500,000)	NA
<u>Equity from Bond Proceeds:</u>	NA	\$ -
<u>2008 Bond Environmental Accounts</u>	\$ 101,600	
<u>Cash-in-lieu:</u>	NA	\$ -
<u>2002 Bond:</u>	NA	\$ -
<u>Grants:</u>	NA	\$ 96,552
<u>CAP Reserve:</u>	NA	\$ 162,246
<u>Other:</u>	NA	\$ -
<u>Totals</u>	\$ 3,908,588	\$ 258,798
TOTAL Project Value: \$4,167,386		

Feeder Expenditures

Description	2008 Bond Expenditures (\$)	Other Funding Expenditures (\$)
Lyons Elem	\$990,550	\$ -
Lyons Middle Senior	\$2,899,742	\$ 258,798.00
	\$0	\$ -
	\$0	\$ -
	\$0	\$ -
	\$0	\$ -
	\$0	\$ -
	\$0	\$ -
	\$0	\$ -
TOTALS	\$3,890,292	\$258,798
TOTAL Expenditures: \$4,149,090		

Feeder Summary

Total Funding:	\$4,167,386
Total Spent:	\$4,149,090
Total Remaining:	\$18,297

Longmont HS Feeder

Project Dollar Balance Sheet

Longmont Feeder

3/18/15 7:23 AM

Feeder Funding

Description	2008 Bond Funding (\$)	Other Funding (\$)
<u>Original 2008 Bond Allocation:</u>	\$ 23,473,886	NA
<u>2008 Bond Carry-Over:</u>	\$ 1,356,574	NA
<u>2008 Bond Inflation:</u>	\$ (2,050,029)	NA
<u>Equity from Bond Proceeds:</u>	NA	\$ 608,000
<u>2008 Bond Environmental Accounts</u>	\$ 3,334,316	
<u>Cash-in-lieu:</u>	NA	\$ 795,224
<u>2002 Bond:</u>	NA	\$ 461,262
<u>Grants:</u>	NA	\$ 1,847,000
<u>CAP Reserve:</u>	NA	\$ 2,015,674
<u>Other:</u>	NA	\$ 1,293,400
<u>Totals</u>	\$ 26,114,747	\$ 7,020,560
TOTAL Project Value: \$33,135,307		

Feeder Expenditures

Description	2008 Bond Expenditures (\$)	Other Funding Expenditures (\$)
Northridge Elem	\$1,243,632	\$ 2,293
Hygiene Elem	\$991,137	\$ 545,224
Sanborn Elem	\$1,599,826	\$ 52,000
Central Elem	\$1,173,773	\$ 370,000
Mountain View Elem	\$2,274,967	\$ 3,718,100
Longs Peak MS	\$2,332,851	\$ 200,510
Westview MS	\$2,737,317	\$ 109,504
Longmont High	\$10,309,738	\$ 2,074,662
Long Estates Elem	\$1,610,140	\$ (51,733)
TOTALS	\$24,273,381	\$7,020,560
TOTAL Expenditures:		\$31,293,941

Feeder Summary

Total Funding:	\$33,135,307
Total Spent:	\$31,293,941
Total Remaining:	\$1,841,366

Frederick HS Feeder

Project Dollar Balance Sheet

Frederick Feeder

3/18/15 7:23 AM

Feeder Funding

Description	2008 Bond Funding (\$\$)	Other Funding (\$\$)
<u>Original 2008 Bond Allocation:</u>	\$ 8,759,828	NA
<u>2008 Bond Carry-Over:</u>	\$ 2,545,628	NA
<u>2008 Bond Inflation:</u>	\$ 500,000	NA
<u>Equity from Bond Proceeds:</u>	NA	\$ 228,000
<u>2008 Bond Environmental Accounts</u>	\$ 272,000	
<u>Cash-in-lieu:</u>	NA	\$ -
<u>2002 Bond:</u>	NA	\$ -
<u>Grants:</u>	NA	\$ 557,594
<u>CAP Reserve:</u>	NA	\$ 367,462
<u>Other:</u>	NA	\$ 450,000
<u>Totals</u>	\$ 12,077,456	\$ 1,603,056
TOTAL Project Value: \$13,680,512		

Feeder Expenditures

Description	2008 Bond Expenditures (\$\$)	Other Funding Expenditures (\$\$)
Legacy Elem	\$8,820	\$ -
Centennial Elem	\$0	\$ -
Prairie Ridge Elem	\$0	\$ -
Frederick Elem	\$160,386	\$ 450,000
Coal Ridge MS	\$101,294	\$ -
Frederick HS	\$11,523,938	\$ 1,153,056
	\$0	\$ -
	\$0	\$ -
	\$0	\$ -
TOTALS	\$11,794,438	\$1,603,056
TOTAL Expenditures: \$13,397,495		

Feeder Summary

Total Funding:	\$13,680,512
Total Spent:	\$13,397,495
Total Remaining:	\$283,018

Erie HS Feeder

Project Dollar Balance Sheet

Erie Feeder

3/18/15 7:23 AM

Feeder Funding

Description	2008 Bond Funding (\$)	Other Funding (\$)
<u>Original 2008 Bond Allocation:</u>	\$ 5,235,893	NA
<u>2008 Bond Carry-Over:</u>	\$ 3,512,007	NA
<u>2008 Bond Inflation:</u>	\$ 6,800,000	NA
<u>Equity from Bond Proceeds:</u>	NA	\$ 194,000
<u>2008 Bond Environmental Accounts</u>	\$ 905,269	
<u>Cash-in-lieu:</u>	NA	\$ -
<u>2002 Bond:</u>	NA	\$ 188,926
<u>Grants:</u>	NA	\$ -
<u>CAP Reserve:</u>	NA	\$ 2,212,097
<u>Other:</u>	NA	\$ 2,316,919
<u>Totals</u>	\$ 16,453,169	\$ 4,911,942
TOTAL Project Value: \$21,365,110		

Feeder Expenditures

Description	2008 Bond Expenditures (\$)	Other Funding Expenditures (\$)
Erie Elem	\$2,098,891	\$ 25,000
Erie MS	\$13,378,677	\$ 2,128,942
Erie HS	\$40,349	\$ 2,758,000
	\$0	\$ -
	\$0	\$ -
	\$0	\$ -
	\$0	\$ -
	\$0	\$ -
	\$0	\$ -
TOTALS	\$15,517,917	\$4,911,942
TOTAL Expenditures: \$20,429,859		

Feeder Summary

Total Funding:	\$21,365,110.41
Total Spent:	\$20,429,858.88
Total Remaining:	\$935,251.53

District Wide

Project Dollar Balance Sheet

District Wide

3/18/15 7:23 AM

Feeder Funding

Description	2008 Bond Funding (\$\$)	Other Funding (\$\$)
<u>Original 2008 Bond Allocation:</u>	\$ 20,201,993	NA
<u>2008 Bond Carry-Over:</u>	\$ (2,401,372)	NA
<u>2008 Bond Inflation:</u>	\$ 1,100,000	NA
<u>Equity from Bond Proceeds:</u>	NA	\$ 510,000
<u>2008 Bond Environmental Accounts</u>	\$ (3,314,397)	
<u>Cash-in-lieu:</u>	NA	\$ -
<u>2002 Bond:</u>	NA	\$ -
<u>Grants:</u>	NA	\$ -
<u>CAP Reserve:</u>	NA	\$ -
<u>Other:</u>	NA	\$ 59,500
<u>Totals</u>	\$ 15,586,224	\$ 569,500
TOTAL Project Value: \$16,155,724		

Feeder Expenditures

Description	2008 Bond Expenditures (\$\$)	Other Funding Expenditures (\$\$)
Clover Basin	\$438,710	\$ 510,000
CDC	\$293,587	\$ -
Bus Facility	\$0	\$ 59,500
ESC	\$0	\$ -
LSC	\$0	\$ -
Lincoln	\$308,708	\$ -
Satellite Bus Facility	\$319,313	\$ -
Main Street	\$390,796	\$ -
OC HS	\$13,187	\$ -
Enviro/Soil	\$1,639,265	\$ -
Bond Management	\$5,064,989	\$ -
DW Environmental	\$0	\$ -
	\$0	\$ -
TOTALS	\$8,468,555	\$ 569,500
TOTAL Expenditures: \$9,038,055		

Feeder Summary

Total Funding:	\$16,155,724.04
Total Spent:	\$9,038,054.90
Total Remaining:	\$7,117,669.14

District Wide Growth

Project Dollar Balance Sheet

District Wide Growth

3/18/15 7:23 AM

District Wide Growth Funding

Description	2008 Bond Funding (\$\$)	Other Funding (\$\$)
<u>Original 2008 Bond Allocation:</u>	\$ 72,805,862	NA
<u>2008 Bond Carry-Over:</u>	\$ (8,318,491)	NA
<u>2008 Bond Inflation:</u>	\$ (8,100,000)	NA
<u>Equity from Bond Proceeds:</u>	NA	\$ -
<u>2008 Bond Environmental Accounts</u>	\$ -	
<u>Cash-in-lieu:</u>	NA	\$ -
<u>2002 Bond:</u>	NA	\$ -
<u>Grants:</u>	NA	\$ -
<u>CAP Reserve:</u>	NA	\$ -
<u>Other:</u>	NA	\$ 105,082
<u>Totals</u>	\$ 56,387,371	\$ 105,082
TOTAL Project Value: \$56,492,453		

District Wide Growth Expenditures

Description	2008 Bond Expenditures (\$\$)	Other Funding Expenditures (\$\$)
Black Rock Elem	\$876,770	\$ -
ES26	\$13,752,161	\$ -
HS8	\$40,102,966	\$ 105,082
	\$0	\$ -
	\$0	\$ -
	\$0	\$ -
	\$0	\$ -
	\$0	\$ -
	\$0	\$ -
TOTALS	\$54,731,898	\$ 105,082
TOTAL Expenditures: \$54,836,980		

District Wide Growth Feeder Summary

Total Funding:	\$56,492,453
Total Spent:	\$54,836,980
Total Remaining:	\$1,655,473

April 1, 2015
Terminations/Leaves of Absence

7.1

EFFECTIVE	NAME	POSITION/LOCATION	FMLA	NON-FMLA	PERSONAL	EXTENDED	RESIGNED	RETIRED	COMMENTS
	ADMINISTRATIVE/PROFESSIONAL/TECHNICAL								
	LICENSED								
3/30/2015	Bennett, Sarah	3rd Grade Teacher / Rocky Mountain ES	X						
2/23/2015	Brett, Keith	4th Grade Teacher / Indian Peaks ES					X		
3/9/2015	Cooper, Shayna	Preschool Teacher / Columbine ES	X						
3/27/2015	Crill, Jennifer	5th Grade Teacher / Timberline PK-8	X						
5/22/2015	Dalby, Peter	Math Teacher / Silver Creek HS					X		
3/5/2015	Gauthier, Traci	Art Teacher / Skyline HS					X		
5/22/2015	Iwanicki, Elizabeth	Preschool Teacher / Burlington ES						X	7 Years
2/23/2015	Jacobs, Kimberly	Counselor / Erie MS					X		
4/3/2015	Law, Holly	Music Teacher / Central ES							
5/22/2015	Messier, Carol	Speech/Language Pathologist / Student Services					X		
5/22/2015	Miller, Pamela	Music Teacher / Burlington ES						X	17 Years
5/22/2015	Morrison, Janet	ESL Teacher / Niwot ES / Indian Peaks ES						X	14 Years
3/9/2015	Niss, Gayle	Instructional Program Consultant / Student Services	X						
4/6/2015	Rickman, Chelsea	1st Grade Teacher / Longmont Estates ES	X						
2/11/2015	Sargent, Amanda	Kindergarten Teacher / Centennial ES					X		
2/25/2015	Smedes, Dana	2nd Grade Teacher / Sanborn ES					X		
3/6/2015	Smedes, Jonathan	Science Teacher / Skyline HS					X		
2/23/2015	Tally, Nancy	Math Teacher / Longs Peak MS					X		
	CLASSIFIED								
3/20/2015	Armendariz, Jose	Paraeducator, Instructional / Indian Peaks ES					X		
3/15/2015	Barajas, Joe	Custodian / Altona MS					X		
3/12/2015	Billmaier, Thomas	Campus Supervisor / Thunder Valley K-8	X						
2/13/2015	Brower, Mary Ann	Nutrition Services Worker / Frederick HS						X	9 Years
3/2/2015	Burch, Cindi	Health Clerk / Altona MS					X		
3/13/2015	Dickey-DiGesualdo, Susan	Paraeducator, SE / Prairie Ridge ES					X		
3/13/2015	Gissen, Denise	Nutrition Services Worker / Niwot HS					X		
6/5/2015	Hauck, Debra	Secretary, School / Niwot HS						X	18 Years
3/13/2015	Judson, Stacy	Secretary, Executive Director / Learning Services	X						
5/15/2015	Lusche, Helen	Secretary, Principal / CDC						X	24 Years
3/4/2015	Moore, Eric	Groundskeeper / Operations & Maintenance					X		
3/13/2015	Nielsen, Daryl	Custodian / Longs Peak MS					X		
3/6/2015	Ochoa Avila, Maria	Child Care Group Leader/ Burlington ES					X		
3/2/2015	Raasch, Janet	Paraeducator, Preschool / Timberline PK-8					X		
6/12/2015	Smith, Mary T.	Attendance Clerk / Sanborn ES						X	9 Years
2/19/2015	Thompson, Byron	Paraeducator, SE / Westview MS					X		

*Will work a 110 Day Contract for 2015-16

7.1

April 1, 2015
Terminations/Leaves of Absence

[illegible]

*Will work a 110 Day Contract for 2015-16

Staff Appointments

7.2

[illegible]

MEMORANDUM

DATE: April 1, 2015
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Approval of Board of Education Meeting Minutes

RECOMMENDATION

That the Board of Education approve the minutes from the March Board Meetings.

BACKGROUND

The Board will be asked to approve the minutes of the March 11, 2015 Regular Meeting, the March 18, 2015 Study Session, and the March 25, 2015 Regular Meeting.

MEMORANDUM

DATE: April 1, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: First Reading, Adoption, Board Policies JQ – Student Fees, Fines and Charges; JQ-R – Student Fees, Fines and Charges; JQ-E – Schedule of Student Fees

RECOMMENDATION

That the Board of Education approve revisions to Board Policies JQ – Student Fees, Fines and Charges; JQ-R – Student Fees, Fines and Charges; JQ-E – Schedule of Student Fees.

BACKGROUND

As part of the ongoing collaborative Board Policy Review Committee process, the policy owner, District legal counsel and Committee members recommended updates to the above Board Policies and regulations.

Recommendations for fees to be charged for various courses provided within the District are suggested by building administrators annually. These fees are to be used for consumable products necessary for the success of the students enrolled in those particular courses.

STRATEGIC PLAN CORRELATION

Focus Areas – All
Category - All

Student Fees, Fines and Charges

Students shall not be charged an instructional fee as a condition of enrollment in ~~any St. Vrain~~ school or as a condition of attendance in any class that is considered part of the academic portion of the district's educational program except tuition when allowed by law. However, the district may require students ~~may be required~~ to pay textbook fees, fees for consumableexpendable materials and other miscellaneous fees as more fully set forth in this policy.

All student fees and charges shall be adopted by the Board. Any fees added must be submitted for Board approval prior to the fee being charged. The fees shall remain in place until modified or removed by Board resolution. All student fees adopted by the Board shall be used for the purposes set forth in the motion and shall not be spent for any other purpose.

~~When publicizing any information concerning any fee authorized to be collected by this policy, the school shall specify whether the fee is mandatory or optional and the specific activity from which the student will be excluded if the fee is not paid.~~ Fees attached to courses required for graduation may be waived upon request. Any ~~optional~~ fee not waived or not paid ~~will~~ may exclude a student from that activity. Participation in courses, activities and acquisition of miscellaneous items may either be required or elective depending on individual student choice and academic pathway towards graduation. Fees related to courses, activities and miscellaneous items are required when a student's choice is elective or there are no additional options available for completion of a graduation requirement.

Adopted February 13, 1984

Revised August 13, 1986

Revised ~~to conform with practice~~ June 8, 1994

Revised March 22, 1995

Revised February 14, 1996

Revised November 10, 1999

Revised March 12, 2003

LEGAL REFS.: C.R.S. 22-32-109 (1)(u) (free textbooks to indigent students without loss/damage deposit)

C.R.S. 22-32-110~~(1)(j)~~(1)(o) (textbooks for free or reasonable rental fee)

C.R.S. 22-32-~~446.5~~110 (1)(j) (sanctions for failing to return textbooks and library resources)

C.R.S. 22-32-113 (5) (transportation of pupils and imposition of fee for excess transportation costs)

C.R.S. 22-32-117 (fees)

C.R.S. 22-32-118 (summer school fees)

C.R.S. 22-32-138 (7) (waiver of fees for students in out-of-home placements)

C.R.S. 22-45-104 (disposition of moneys collected from fines and fees)

CROSS REF.: EEA, Student Transportation

EFC, Free and Reduced Price Food Services

IHAIA, Work Experience Opportunities

JF-R, Admission and Denial of Admission (Procedures for Students in Out-of-Home Placements)

JJ, Student Activities

JJJ, Extra-Curricular Activity Eligibility

JJF, Student Activity Funds

JJF-R, Student Activity Funds

St. Vrain Valley School District RE-1J, Longmont, Colorado

Student Fees, Fines and Charges

Fees fFor uUse oOf tTextbooks aAnd iltems wWhich aAre sSchool pProperty

School property, **such as textbooks**, is often loaned to students. No fee will be assessed for this property. However, it is expected that students shall return school property to the school in good condition. ~~except for ordinary wear.~~

Students shall be assessed fines for lost or damaged school property.

In computing textbook fines, replacement costs shall be 100 percent for books one to three years old. Replacement costs in the fourth year, and each consecutive year, shall be reduced by ten percent from the original cost, with minimum replacement costs of 60 percent of the original cost. Library books, materials and equipment lost or rendered unusable shall be charged at current replacement costs.

For damaged technology equipment, the fee shall be 100 percent of the cost of repair. If a device is lost or rendered unrepairable, the fee shall be the current cost of replacement.

~~Specifically, in computing textbook or technology fines, replacement cost would **shall** be one hundred **100** percent for books and devices one to three years old. Replacement cost in the fourth year, and each consecutive year, would **shall** be reduced by ten percent from the original cost, with a minimum replacement cost being of sixty **60** percent of the original cost. Library books, materials, equipment, technology, and computer software lost or rendered unusable shall be charged at current replacement costs.~~

If the school district has made a reasonable effort to obtain payment for lost or damaged school property to no avail, the district may then withhold the diploma, transcript, or grades of any student who fails to return or replace such property at the end of the semester or school year. If a student is graduating, the ~~d~~District may deny the privilege of participation in the graduation ceremony if the student has failed to return or replace this property by the date of the ceremony. Alternative payment methods, such as installment plans or school service, shall apply to students who are unable to pay.

Fees fFor cConsumable sSupplies aAnd mMaterials

Teachers shall select instructional activities for each course that are based on ~~d~~District standards. Students may be charged a fee for consumable supplies and materials used in the course. Fees attached to courses required for graduation may be waived upon request. Fees for consumable supplies and materials shall relate directly to the actual cost of providing these materials to the individual student. When fees are used for supplies and materials, those items shall contribute to a project that becomes the property of the student. Fees shall correlate with a specific course in the school year for which they are collected. In addition, students may be required to pay for optional materials they select for class projects that are above the basic requirements for the course and are to be retained by the student.

Participation fFees

Students participating in athletic, intramural, cheerleading and forensic programs shall pay a participation fee. Any participation fee collected shall be used to fund the particular activity for which it is charged and not for any other purpose. The participation fee shall be paid prior to a student being involved in the activity. Fees may be waived if there is financial need. Participants who are cut or who quit an activity up to and including the 15th calendar day from their first day of practice shall be reimbursed the full amount of the fee.

Requests for reimbursement shall be made no later than 25 calendar days after the beginning date.

A coach will not allow a student to participate in any practice or game without the signed form from the school office. This form shall act as receipt of fees.

Fees will be deposited by the recipient school; the deposit slip and receipt will be forwarded to the **district's** office of ~~f~~Financial ~~s~~Services no later than 30 days after the beginning of the athletic or forensics season. Fees will be deposited in a ~~d~~District-wide student activities account using current deposit procedures. Fees collected for cheerleading participation will be deposited in the school's cheerleading activities account.

A listing of participants will be sent to the ~~d~~Director of ~~a~~Athletics and ~~a~~Activities Executive ~~Director of Athletics, Activities and Fine Arts~~ listing names, amount of collections, waivers and reimbursements no later than 30 calendar days after the beginning of the season.

Miscellaneous fFees

Students may be asked to pay miscellaneous fees as a condition of voluntary participation in or attendance at school-sponsored activities or programs not within the academic portion of the educational program. ~~Miscellaneous fees may include, but are not limited to, athletic participation fees, uniforms, performance attire, or school dances.~~ Extracurricular, co-curricular activities and student organizations may collect fees to cover the cost of specific activities and/or events.

Students participating in activities which are not required by the teacher or used in the determination of a grade may be required to pay charges covering the cost of the activity. Students may be required to pay for such charges ~~and may include~~ **including** but not be limited to all or part of field trip costs, admission or entrance fees, food costs, and lodging. However, it is incumbent upon the teacher and principal to make ~~every~~ **reasonable** efforts to be sure no student is denied the ~~right~~ **ability** to participate in trips or other enrichment activities because of lack of funds.

There shall be no admission charge for students for any program given at school during the school day. Students may be charged admission for programs and events held after school hours.

Student activity passes shall be available to all secondary students at a reasonable price to encourage school-wide participation in activities. The cost of activity passes shall be set at each school based on regular season league prices. Activity passes shall admit students to selected student activities. Activity passes shall not be transferable. CHSAA sponsored, post-season, playoff games do not allow the use of these activity passes. Post-season tickets are sold separately. ~~Holding an activity ticket shall not entitle a student to an annual/yearbook.~~

Waiver oOf fFees

Fees attached to courses required for graduation may be waived upon request. Any optional fee not waived or not paid ~~will~~ **may** exclude a student from that activity. Students requiring financial assistance and/or who are eligible for free and reduced lunch (under federal guidelines) can request a waiver or scholarship through school administration. (Extreme hardship situations not meeting this minimum may be considered by the principal.) Notification of how a student may request a scholarship or access a waiver shall be published in course description books.

Fees for textbooks, consumable supplies and materials, and miscellaneous fees shall be waived for students in out-of-home placements, as that term is defined by C.R.S. 22-32-138 (1)(e).

Fee sSchedule

A complete list of student fees and their purposes shall be maintained by building principals and made available upon request. Parents shall be informed of the fee schedule or otherwise how to apply for a waiver of fees. Students qualifying for a fee waiver will receive it without unnecessary embarrassment or public exposure of their need.

A list of all fees will be submitted to the Board on an annual basis and coincide with the publication of course description books at each school. Prior to submission to the Board of Education, fee lists will be reviewed and approved by building principals, ~~program directors and level directors~~ **and the Department of Learning Services**.

Notification of fees and what they purchase will ~~will~~ **shall** be included in course description books. In addition, notification ~~could~~ **may** be included in but not limited to: newsletters, summer letters, and course syllabi.

Students may be requested to bring specific, necessary supplies for their own use in the classroom. This list shall be prepared by the teacher, approved by the principal, and provided to the parent. Schools may not ~~request~~ **require** students to bring supplies to the class to be "pooled" or for shared use by the other students. ~~Items voluntarily shared would~~ **shall** be considered a donation. **Donations voluntarily shared will be considered optional.**

Fee cChanges

Any changes to fees must be reviewed and approved by building principals, ~~program directors and level directors~~ **and the Department of Learning Services** and then approved by the Board. Approval shall be obtained prior to the fees being changed and charged.

Additional pProgram fFees

The Board may approve fees recommended by the ~~s~~Superintendent for programs offered during that period of the calendar year not embraced within the regular school year. Examples could include but are not limited to: continuation programs, part-time programs, evening programs, ~~vocational~~ **career and technical** programs, ~~programs for aliens,~~ community educational programs, cultural, recreational, social and other "opportunity programs."

Adopted: March 12, 2003

Revised: December 11, 2013

Revised: date of manual revision

Schedule of Student Fees (2015-2016)

Participation in courses, activities and acquisition of miscellaneous items may either be required or elective depending on individual student choice and academic pathway towards graduation. Fees related to courses, activities and miscellaneous items are required when a student's choice is elective or there are no additional options available for completion of a graduation requirement.

ELEMENTARY LEVEL

Students may be requested to bring specific, necessary supplies for their own use in the classroom. A district-wide common supply list will be provided to the parent. Schools may not require students to bring supplies to the class to be "pooled" or for shared use by the other students. Donations voluntarily shared will be considered optional.

Course/Activities/Miscellaneous Fees	Cost	Description
Full Day Kindergarten	\$145	Registration for program
Materials Fees	\$10	School-specific, hard-to-find expendable items and non-standard classroom materials
100 Mile Club	\$10	Incentive package for optional participation

MIDDLE SCHOOL LEVEL

Students may be requested to bring specific, necessary supplies for their own use in the classroom. A district-wide common supply list will be provided to the parent. Schools may not require students to bring supplies to the class to be "pooled" or for shared use by the other students. Donations voluntarily shared will be considered optional.

Course/Activities/Miscellaneous Fees	Cost	Description
<u>COURSES</u>		
Art Courses	\$15	Supplies and Materials
Family and Consumer Science Courses	\$20	Supplies and Materials
Math Courses	\$10	Workbooks
Music Courses	\$20	Supplies, Materials and Parts Replacement
Physical Education Courses	\$15	Uniform
Science Courses	\$10	Supplies, Materials and Lab Fees (Consumable Experiment Items)
World Language Courses	\$12	Workbooks
<u>ACTIVITIES</u>		
Athletics	\$55	Per sport – Intramurals

		Participation
<u>MISCELLANEOUS</u> 1:1 Technology Insurance	\$15 \$35 \$17.50	Supplies and Materials Full Year – Optional insurance fee Semester – Optional insurance fee
Photo ID Replacement	Not to Exceed \$4	Lost/Stolen Replacement (Original no cost)
Planners	\$7	Assignment Notebooks

HIGH SCHOOL LEVEL

Schools may not require students to bring supplies to class to be “pooled” or for shared use by other students. Donations voluntarily shared will be considered optional.

Advanced Placement (AP), International Baccalaureate (IB), STEM and other focus program courses may incur additional costs that will vary.

Testing-Related Costs for activities such as AP, SAT, ACT, PSAT, etc. may incur costs for materials and administration. Actual costs will vary.

Course/Activities/Miscellaneous Fees	Cost	Description
<u>COURSES</u>		
Arts (Visual/Performing) Courses	Not to Exceed \$30	Supplies and Materials
Career and Technical Education Courses (Site-Based) Includes - Family and Consumer Science Courses and Business Courses	Not to Exceed \$20	Supplies, Materials and Workbooks
Stage Technology	Not to Exceed \$30	Supplies and Materials
eCredit Recovery Courses	\$50	Costs for on-line maintenance
Marching Band	Not to Exceed \$50	Entry Fees, Transportation and Color Guard Costs
Music Courses	Not to Exceed \$20	Supplies, Materials, Workbooks and Uniform Rentals
Physical Education Courses	Not to Exceed \$10	Supplies, Materials, PE Lock and CPR/First Aid Cards
Science Courses	Not to Exceed \$10	Supplies, Materials and Workbooks
Technology Courses Includes - Computer Science	Not to Exceed \$10	Supplies and Materials
World Language Courses	Not to Exceed \$30	Supplies, Materials and Workbooks

<u>ACTIVITIES</u> Athletics	\$150 \$120 Exception:\$500 Family Maximum	1 st and 2 nd sport – Participation 3 rd sport – Participation
Cheerleading	Not to Exceed \$30	Participation
Forensics	Not to Exceed \$120	Participation
<u>MISCELLANEOUS</u> 1:1 Technology Insurance	\$35 \$17.50	Full year – Optional insurance fee Semester – Optional insurance fee
Parking Pass	Not to Exceed \$5 <u>Annually</u>	Decals and Administrative Costs
Photo ID Replacement	Not to Exceed \$4	Lost/Stolen Replacement (Original no cost)

Career Development Center

Course/Activities/Miscellaneous Fees	Cost	Description
Automotive	\$40	Uniform, Safety Glasses, Supplies and Materials
Multimedia	\$40	Supplies and Materials
Cosmetology	\$450 Hairstyling Kit	Program Kit, Lab Fee
Culinary Arts (Restaurant Careers) First Year Second Year Third Year	\$50 \$70 \$35	Student Kit Student Kit Student Kit (If equipment from first year already purchased – if not, total cost from year 1 and 2 also needed)
Dental Assisting	\$35	Supplies and Materials, Dental Convention – CPR Certification
Emergency Response	\$45	Supplies and Materials, CPR Certification
Engineering Technology	\$80	Supplies and Materials
Health Careers	\$50	Supplies and Materials, CPR Certification
Plant and Environmental Tech/Horticulture	\$25	Supplies and Materials
Welding	\$20	Supplies and Materials

MEMORANDUM

DATE: April 1, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of the Construction Manager/General Contractor (CMGC)
for 2015 Portable Classrooms Site & Utilities Project

RECOMMENDATION

That the Board of Education authorize the administration to enter into contract negotiations with FCI Constructors, Inc., for Construction Manager/General Contractor (CMGC) services for the 2015 Portable Classrooms Site & Utilities Project for a contract amount not-to-exceed \$429,000, which includes a 10% contingency. Further, that the Board authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents and initiate scope changes in accordance with Board of Education policy.

BACKGROUND

The scope of the Portable Classrooms Site & Utilities Project contract with FCI Constructors provides earth work, electrical, fire alarm, data, and intercom connections required for three new modular buildings and the relocation of three existing modular buildings scheduled for summer 2015.

Funding is available in the Capital Reserve budget.

MEMORANDUM

DATE: April 1, 2015
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Approval of Purchase of Apple Technology Products

RECOMMENDATION

That the Board of Education approve the purchase of technology products as listed below from Apple Computer, Inc., for a total price of \$2,230,351.96.

BACKGROUND

The District obtains discounted pricing directly from Apple Computer, Inc., through their Apple Education Pricing List. This technology equipment purchase is to support Race to the Top (RTTT) and Learning Technology Plan (LTP) requirements. The funding for this technology is from mill levy dollars dedicated to technology refresh (\$2,022,508.24) and Race to the Top grant proceeds (\$207,843.72). The following products from Apple Computer, Inc., will be purchased to support these programs:

- 5,041 iPad Minis
- 934 Mac Minis
- 42 Mac Laptops

MEMORANDUM

DATE: April 1, 2015
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Approval of Purchase of Lenovo Computer Products

RECOMMENDATION

That the Board of Education approve the purchase of Lenovo computer products as listed below from Two Trees, Inc., for a total price of \$187,023.00.

BACKGROUND

The Purchasing Department and District Technology Services (DTS) issued Request for Proposal (RFP) 2014-067 for Windows Computer Technology. Five (5) responses were received and the top two (2) firms were selected to provide sample products for evaluation purposes and participate in a presentation and interview process. As a result of this process, Two Trees provided the most advantageous products and service to the District.

This technology purchase is to support Learning Technology Plan (LTP) requirements. The funding for this technology is from mill levy dollars dedicated to technology. The following products from Lenovo, Inc., will be purchased to support these programs:

- 186 Lenovo Tinys
- 93 Lenovo Workstations

MEMORANDUM

DATE: April 1, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Purchase of Cisco Router Products

RECOMMENDATION

That the Board of Education approve the purchase of Cisco router products for a net bid amount of \$140,703.08 from Venture Technologies.

BACKGROUND

This router is part of the multi-year upgrade to the District network infrastructure.

The Purchasing Department issued Bid No. 2015-044 on February 6, 2015. Three (3) responses were received from authorized Cisco resellers on Wednesday, February 25, 2015. Award is recommended to the low responsive and responsible bidder, Venture Technologies.

	Venture Technologies	SHI International Corp.	New Tech Solutions, Inc.
Net Bid Amount	\$140,703.08	\$148,062.72	\$150,110.00

MEMORANDUM

DATE: April 1, 2015
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Approval of Purchase of iPad Mini Cases

RECOMMENDATION

That the Board of Education approve the purchase of iPad Mini Cases for a net bid amount of \$115,525.00 from CDW Government, LLC.

BACKGROUND

This technology equipment purchase is to support Learning Technology Plan (LTP) requirements. The funding for this technology is from mill levy dollars dedicated to technology.

The Purchasing Department issued Bid No. 2015-051 on March 9, 2015. Two (2) responses were received on Monday, March 23, 2015. Award is recommended to the low responsive and responsible bidder, CDW Government, LLC.

	CDW Government, LLC.	B & H Photo
Net Bid Amount	\$115,525.00	\$148,525.00

MEMORANDUM

DATE: April 1, 2015
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Approval of Purchase of Computer Monitors

RECOMMENDATION

That the Board of Education approve the purchase of Computer Monitors for a net bid amount of \$186,000.00 from Saitech, Inc.

BACKGROUND

This technology equipment purchase is to support Learning Technology Plan (LTP) requirements. The funding for this technology is from mill levy dollars dedicated to technology.

The Purchasing Department issued Bid No. 2015-052 on March 9, 2015. Nineteen (19) responses were received on Monday, March 23, 2015. Award is recommended to the low responsive and responsible bidder. Due to the number of responses, the bid tabulation is attached for reference.

BID TABULATION SHEET
ITB 2015-052
Computer Monitors (Asus)
March 23, 2015 2:00PM

Recommended for Award

	Adorama Camera	Aprisa Technology	B & H Photo	Bhayana Brothers	CDW Gov.
Noncollusion Affidavit	Y	Y	Y	Y	Y
Signed Bid	Y	Y	Y	Y	Y

Line	Description	Manufacturer	Model Number	Qty	Unit Cost	Extended Cost	Unit Cost	Extended Cost	Unit Cost	Extended Cost	Unit Cost	Extended Cost	Unit Cost	Extended Cost
1	21.5-Inch Full-HD LED Computer Monitor with Integrated Speakers. Resolution 1920 x 1080p, HDMI. Must have VESA mount that can be used without removing the monitor stand. NO SUBSTITUTE	Asus	VE228H	1500	\$ 133.00	\$ 199,500.00	\$ 130.03	\$ 195,045.00	\$ 134.99	\$ 202,485.00	\$ 137.09	\$ 205,635.00	\$ 134.95	\$ 202,425.00
TOTAL COST:						\$ 199,500.00		\$ 195,045.00		\$ 202,485.00		\$ 205,635.00		\$ 202,425.00

	Collaboration Solutions Inc.	Education Supply Network Inc.	En Pointe Technologies	Geelers Inc.	Infinet Technology Solutions
Noncollusion Affidavit	Y	Y	Y	Y	Y
Signed Bid	Y	Y	Y	Y	Y

Line	Description	Manufacturer	Model Number	Qty	Unit Cost	Extended Cost	Unit Cost	Extended Cost	Unit Cost	Extended Cost	Unit Cost	Extended Cost	Unit Cost	Extended Cost
1	21.5-Inch Full-HD LED Computer Monitor with Integrated Speakers. Resolution 1920 x 1080p, HDMI. Must have VESA mount that can be used without removing the monitor stand. NO SUBSTITUTE	Asus	VE228H	1500	\$ 125.00	\$ 187,500.00	\$ 127.00	\$ 190,500.00	\$ 132.69	\$ 199,035.00	\$ 133.00	\$ 199,500.00	\$ 134.00	\$ 201,000.00
TOTAL COST:						\$ 187,500.00		\$ 190,500.00		\$ 199,035.00		\$ 199,500.00		\$ 201,000.00

	Mobile Advance	New Tech Solutions Inc.	Perlmutter Purchasing Power	Saitech Incorporation	SDF Professional Computers Inc.
Noncollusion Affidavit	Y	Y	Y	Y	Y
Signed Bid	Y	Y	Y	Y	Y

Line	Description	Manufacturer	Model Number	Qty	Unit Cost	Extended Cost	Unit Cost	Extended Cost	Unit Cost	Extended Cost	Unit Cost	Extended Cost	Unit Cost	Extended Cost
1	21.5-Inch Full-HD LED Computer Monitor with Integrated Speakers. Resolution 1920 x 1080p, HDMI. Must have VESA mount that can be used without removing the monitor stand. NO SUBSTITUTE	Asus	VE228H	1500	\$ 129.98	\$ 194,970.00	\$ 128.00	\$ 192,000.00	\$ 127.64	\$ 191,460.00	\$ 124.00	\$ 186,000.00	\$ 132.00	\$ 198,000.00
TOTAL COST:						\$ 194,970.00		\$ 192,000.00		\$ 191,460.00		\$ 186,000.00		\$ 198,000.00

	SHI International Corp.	TigerDirect	Tri State Camera	Troxell Communications Inc.
Noncollusion Affidavit	Y	Y	Y	Y
Signed Bid	Y	Y	Y	Y

Line	Description	Manufacturer	Model Number	Qty	Unit Cost	Extended Cost	Unit Cost	Extended Cost	Unit Cost	Extended Cost	Unit Cost	Extended Cost
1	21.5-Inch Full-HD LED Computer Monitor with Integrated Speakers. Resolution 1920 x 1080p, HDMI. Must have VESA mount that can be used without removing the monitor stand. NO SUBSTITUTE	Asus	VE228H	1500	\$ 140.96	\$ 211,440.00	\$ 128.00	\$ 192,000.00	\$ 132.00	\$ 198,000.00	\$ 124.74	\$ 187,110.00
TOTAL COST:						\$ 211,440.00		\$ 192,000.00		\$ 198,000.00		\$ 187,110.00

MEMORANDUM

DATE: April 1, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Recommendation to Hire Assistant Principal/Athletic Director for Frederick High School

RECOMMENDATION

That the Board of Education approve the recommendation to hire Mr. Ernie Derrera as Assistant Principal/Athletic Director of Frederick High School, effective July 1, 2015.

BACKGROUND

Mr. Derrera graduated from Thomas Edison State College with a Bachelor of Science in Nuclear Engineering Technology. He continued his education at the University of Phoenix where he received his Master's in Education Administration and Supervision.

For the past six years, Mr. Derrera was the Assistant Principal/Athletic Director and Facilities Manager for Thompson Valley High School. Prior to that, he was a Department Head, Math and Science teacher for Roosevelt High School. Mr. Derrera also taught at Thompson Valley High School where he was a member of the R1-J District Math Team.

SALARY

Annual salary will be according to schedule.

MEMORANDUM

DATE: April 1, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Adoption of Resolution Proclaiming May 8, 2015 as Tribute to Teachers Day

RECOMMENDATION

That the Board of Education approve the attached resolution proclaiming support for the Education Foundation for the St. Vrain Valley's celebratory production entitled "You're the Top!" and declaring May 8, 2015 as Tribute to Teachers Day.

BACKGROUND

The Education Foundation for the St. Vrain Valley (EFSSV) is an independent 501 (c) (3) non-profit organization established in 1985. The Foundation's primary mission is to support the Strategic Plan of the St. Vrain Valley School District. As a result, their goal is to supplement the education experience in ways that maximize the effectiveness of teachers and enhance student achievement in an increasingly complex and competitive worldwide environment.

This spring the EFSSV will present a special event to honor St. Vrain Valley teachers. This celebration, in its eighth year, includes an Encore Award Program, entertainment and dinner. This event, the 8th Annual "You're the Top!" Tribute to Teachers will not only provide an opportunity to celebrate excellence in teaching but will help build funds available to enhance teaching and interactive learning technology in the classrooms.

STRATEGIC PLAN CORRELATION

Focus Areas – Student Achievement, Partnerships
Category/Objectives – Preparation for Next Level, Community

RESOLUTION

“You’re the Top!” Tribute to Teachers Celebration May 8, 2015

WHEREAS, the *Education Foundation for St. Vrain Valley* supports St. Vrain Valley School District’s Strategic Plan and provides supplemental funding to enhance teaching and learning in our classrooms; and

WHEREAS, since 1984, the National PTA (Parent Teacher Association) has designated the first full week of May (May 4 - 8, 2015) as Teacher Appreciation Week; and

WHEREAS, the *Education Foundation for St. Vrain Valley* is producing the eighth annual “You’re the Top!” event that pays tribute to St. Vrain Valley School District’s teachers for this week of recognition; and

WHEREAS, communities and schools will unite at this event to celebrate the educational profession of teaching and show appreciation to teachers for inspiring a thirst for learning in our youth that will last a lifetime; and

WHEREAS, the *Foundation’s* eighth Encore Awards Program, which includes recognizing a “Teacher of the 21st Century” from every school, provides the opportunity for students, parents, community members and business partners to show appreciation to teachers who exemplify excellence in teaching; and

WHEREAS, schools, businesses and communities play a vital role to ensure the success of “You’re the Top!” event and Encore Awards Program;

NOW, THEREFORE, BE IT RESOLVED, that the St. Vrain Valley School District Board of Education proclaims May 8, 2015, as a **Tribute to Teachers Day** in our school district and we urge all staff, students, parents and community members to support this event or take some time to show appreciation to a teacher for providing our youth with the gift of learning.

ADOPTED AND APPROVED on April 1, 2015.

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J BOARD OF EDUCATION

John Ahrens
John Creighton
Debbie Lammers
Paula Peairs
Mike Schiers
Joie Siegrist
Bob Smith

SUPERINTENDENT OF SCHOOLS

Dr. Don Haddad

MEMORANDUM

DATE: April 1, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Adoption of Resolution Proclaiming Teacher Appreciation Week and Substitute Teacher Appreciation Week, May 4 - 8, 2015

RECOMMENDATION

That the Board of Education adopt the attached proclamations in honor of Teacher Appreciation Week and Substitute Teacher Appreciation Week, May 4 - 8, 2015.

BACKGROUND

Each year, proclaiming these dates as Teacher Appreciation Week and Substitute Teacher Appreciation Week helps to promote public awareness of the importance of the role of teachers in public schools.

As much as any group of employees, the teaching staff is a valued and integral part of providing quality instruction for the students of the St. Vrain Valley School District.

STRATEGIC PLAN CORRELATION

Focus Area – All
Category/Objective - All

TEACHER APPRECIATION WEEK PROCLAMATION

WHEREAS, today's teachers mold future citizens through their guidance and education; and

WHEREAS, today's teachers encounter students of widely differing backgrounds and abilities; and

WHEREAS, society expects public education to provide quality services to all children, no matter what their backgrounds or abilities, and

WHEREAS, the country's future depends, in large measure, upon the education youth receive today; and

WHEREAS, teachers are charged with the daunting task of assuring that no child is left behind by public schools; and

WHEREAS, teachers spend countless hours outside their classrooms preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

WHEREAS, the St. Vrain Valley School District recognizes that its teachers are providing quality educational services to our children,

NOW, THEREFORE, BE IT PROCLAIMED, the week of May 4 - 8, 2015 is **TEACHER APPRECIATION WEEK** in our communities. The St. Vrain Valley School District urges all citizens to join in recognizing the dedication and hard work of our teachers by expressing appreciation for a "job well done".

PROCLAIMED WEDNESDAY, APRIL 1, 2015

BOARD OF EDUCATION

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Bob Smith

SUPERINTENDENT OF SCHOOLS

Dr. Don Haddad

**SUBSTITUTE TEACHER APPRECIATION WEEK
PROCLAMATION**

WHEREAS, the St. Vrain Valley School District joins the nation in recognizing substitute teachers as an essential part of the District's education system; and

WHEREAS, substitute teachers are dedicated to providing quality instruction for the students of this District; and demonstrate their commitment to giving time, energy, effort and talents in the best interest of all students; and

WHEREAS, the substitute teachers of the District provide an invaluable service of teaching students in the absence of their regular teacher in a most professional manner; and play a vital role to ensure the quality of students' education;

NOW, THEREFORE, BE IT PROCLAIMED, the week of May 4 - 8, 2015 is **SUBSTITUTE TEACHER APPRECIATION WEEK** in our communities. The St. Vrain Valley School District urges all citizens to join us in saluting these dedicated men and women.

PROCLAIMED WEDNESDAY, APRIL 1, 2015

BOARD OF EDUCATION

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SUPERINTENDENT OF SCHOOLS

Dr. Don Haddad

MEMORANDUM

DATE: April 1, 2015
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Adoption of District Unified Improvement Plan

RECOMMENDATION

That the Board of Education adopt the District Unified Improvement Plan.

BACKGROUND

Per the Education Accountability Act of 2009, the School Board must adopt a District Unified Improvement Plan (UIP).

The deadline for adoption and submission to CDE is April 15, 2015.

Tori Teague, Assistant Superintendent of Assessment, Curriculum and Instruction will be present to answer questions.

Colorado's Unified Improvement Plan for Districts for 2014-15

Organization Code: **0470** District Name: **ST VRAIN VALLEY RE 1J** AU Code: **07010** AU Name: **BOULDER RE-1J ST VRAIN** Official 2014 DPF: **1 Year**

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's 2013-14 performance on the federal and state accountability measures. In the table below, CDE has pre-populated the district/consortium's data in **blue** text. This data shows the district/consortium's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official District Performance Framework (DPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations				2013-14 District Results			Meets Expectations?
Academic Achievement (Status)	CSAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
		M	71.51%	70.5%	71.53%	74.52%	74.23%	72.27%	
		W	70.51%	50%	32.16%	71.37%	61.34%	41.9%	
			54.72%	56.36%	48.61%	58.61%	63.39%	55.55%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If district met adequate growth, MGP is at or above 45. If district did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			26	26	11	47	56	48	
			45	64	79	48	60	45	
			40	44	39	53	56	46	
		ELP	28	57	40	64	51	58	

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 District Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your District Performance Framework for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your District Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 85.7% using a 6 year grad rate	Meets	Overall Rating for Postsecondary & Workforce Readiness: Meets
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your District Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	Approaching	
	Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).	3.6%	1.7%	Meets	
	Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).	20.0	20.6	Meets	

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 Grantee Results		Meets Expectations?
English Language Development and Attainment	AMAO 1 Description: Academic Growth sub-indicator rating for English Language Proficiency	A rating of Meets or Exceeds on the Academic Growth sub-indicator for English Language Proficiency	Meets		YES
	AMAO 2 Description: % of ELLs that have attained English proficiency on WIDA ACCESS	11% of students meet AMAO 2 expectations	25.63%		YES
	AMAO 3 Description: Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for ELLs; Disaggregated Graduation Rate sub-indicator for ELLs; and Participation Rates for ELLs	(1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for ELLs, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for ELLs and (3) Meets Participation Requirements for ELLs	R	Approaching	NO
			W	Approaching	
			M	Approaching	
			Grad	Approaching	
			Participation	Meets	

Accountability Status and Requirements for Improvement Plan

Summary of District Plan Timeline	October 15, 2014	The district has the option to submit the updated 2014-15 plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The district has the option to submit the updated 2014-15 plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp

Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
State Accountability and Grant Programs			
Plan Type for State Accreditation	Plan type is assigned based on the district's overall District Performance Framework score (achievement, growth, growth gaps, postsecondary and workforce readiness) and meeting requirements for finance, safety, participation and test administration.	Accredited	Based on District Performance Framework results, the district meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
School(s) on Accountability Clock	At least one school in the district has a Priority Improvement or Turnaround plan type – meaning that the school is on the accountability clock.	Number of Schools on Clock: 3	Districts are encouraged to include information on how schools on the accountability clock are receiving additional intensive support-aimed at increasing dramatic results for students.
Student Graduation and Completion Plan (Designated Graduation District)	In one or more of the four prior school years, the district (1) had an overall Postsecondary and Workforce Readiness rating of "Does Not Meet" or "Approaching" on the District Performance Framework and (2) had an on-time graduation rate below 59.5% or an annual dropout rate at least two times greater than the statewide dropout rate for that year.	No, district does not need to complete a Student Graduation Completion Plan.	The district does not need to complete the additional requirements for a Student Graduation Completion Plan.
Gifted Education	All Administrative Units (AUs) that are the lead agency for the Gifted Program. Multiple district AUs (including BOCES) may incorporate the Gifted Program requirements into each individual district level UIP.	Single-district AU operating the Gifted Program.	The district must complete the required Gifted Education UIP addendum, budget, and signature pages. Note that specialized requirements for Gifted Education Programs are included for all LEAs in the District Quality Criteria document. The state expectations for Gifted Education Programs are posted on the CDE website at: http://www.cde.state.co.us/gt/director .

Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
ESEA and Grant Accountability			
Title IA	Title IA funded Districts with a Priority Improvement or Turnaround plan type assignment.	No, district does not have specific Title I requirements in the UIP.	District does not need to complete the additional Title I requirements.
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan type assignment.	No, district does not have specific Title IIA requirements in the UIP.	District does not need to complete the additional Title IIA requirements.
Program Improvement under Title III	District/Consortium missed AMAOs for two or more consecutive years.	Title III Improvement – Year 7	Based upon results for Title III, the grantee must complete the required addendum for Title III Improvement. The ESEA addendum is not required. Since the plan must be submitted for posting to SchoolView.org on April 15, 2015, Title III requirements and the required Title III addendum will be reviewed by CDE at the same time. Note that specialized requirements are included for Title III in the Quality Criteria document.
District with an Identified Focus School and/or School with a Tiered Intervention Grant (TIG)	District has at least one school that (1) has been identified as a Title I Focus School and/or (2) has a current TIG award.	No, the district does not have any schools identified as a Title I Focus School or have a current TIG award.	The district does not need to meet additional requirements.

Section II: Improvement Plan Information

Additional Information about the District

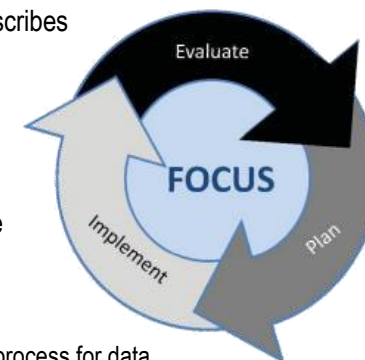
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the district received a grant that supports the district's improvement efforts? When was the grant awarded?	No
CADI	Has (or will) the district participated in a CADI review? If so, when?	Yes, 07-08
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Yes, Internal Audit of Student Services, 08-09, Provider – Don Saul

Improvement Plan Information	
The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Student Graduation and Completion Plan (Designated Graduation District) <input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Gifted Education <input type="checkbox"/> Other: _____	
For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: <input type="checkbox"/> District Only <input type="checkbox"/> District and School Level Plans (combined plan). If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____	

District/Consortium Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Tori Teague, Assistant Superintendent of Assessment, Curriculum, and Instruction
	Email	teague_tori@svvsd.org
	Phone	303-682-7242
	Mailing Address	395 S. Pratt Parkway, Longmont, CO 80501
2	Name and Title	Regina Renaldi, Assistant Superintendent of Priority Schools, Special Projects, Area 3
	Email	renaldi_regina@svvsd.org
	Phone	303-682-7413
	Mailing Address	395 S. Pratt Parkway, Longmont, CO 80501

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your district. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the district/consortium did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Data Narrative for District/Consortium

Directions: In the narrative, describe the process and results of the data analysis for the district/consortium, including (1) a description of the district and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. Descriptions of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

Data Narrative for District/Consortium

Description of District(s) Setting and Process for Data Analysis: Provide a very brief description of the district(s) to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., DAC).	Review Current Performance: Review the DPF and local data. Document any areas where the district(s) did not at least meet state/ federal expectations. Consider the previous year's progress toward the district's targets. Identify the overall magnitude of the district's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the district's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the district, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
<p>Narrative:</p> <p>Description of District</p> <p>St. Vrain Valley School District (SVVSD) is the educational home of more than 30,000 students and is the eighth largest school district in Colorado. SVVSD operates 53 schools, spread out over 411 square miles. One of the schools, the St. Vrain On-line Global Academy, is truly a global learning environment, with students enrolled throughout the United States and Europe. Our schools have received 32 John Irwin School of Distinction Awards, numerous Governors' Distinguished Improvement Awards and have graduated multiple Boettcher scholarship winners. We are the recipient of a Race to the Top Grant and won an I3 Grant for innovation. Our traditional high school graduation rate is 88%. The student population consists of 14.5% ELL, 29.35% Economically Disadvantaged, and 10.31% are Students with Disabilities. Of the core academic subjects, 99.5% of the teachers are considered “highly qualified” by national standards and more than half hold a Master's Degree or higher. Academic excellence by design is a benchmark that we strive to meet each day.</p>				

Process for Data Analysis

The completion of the data analysis process was the result of collaboration between principals and teacher representatives from the elementary, middle, and high school, as well as representatives from Title I, special education, our ELA office, Superintendent's Office and the Department of Learning Services leadership. The team considered three years of data related to academic performance trends, including graduation rates. An in-depth review of several data points included results from TCAP, ACCESS for ELLs, PALS, SRI, and additional district-administered interim assessment results from Galileo. The process for data review was data driven dialogue with an extensive focus on identifying trends and root causes. Trends in achievement were consistent across these measures supporting the identification of priority performance challenges. ELL scores have improved but there is still a gap of 27-28 percentage points for both reading and math TCAP ELL scores compared to total scores which resulted in meetings with ESL staff from all levels to gather additional information regarding ELL performance. The specific data review for ELLs in math content classes as well as a review of the implementation of SIOP in the math departments is a focus area. This was the fourth year for implementation of the SIOP model district wide. We met with the district math and language arts coordinators and representative teachers from all school levels to review data and define root causes with regard to ELL performance, and also to tie SIOP training more closely to standards and strategies in the classroom. Meetings with representatives from Student Services to review IEP student data and the low performance by IEP students resulted in an in-depth exploration of IEP interventions and strategies. Student Services Administrative Coordinators met with school special education teams and administrators and reviewed data and strategies for improvement. Though we saw improvement in IEP student achievement performance, the gap between IEP students and non IEP students is still large. The growth gap between IEP and non IEP students is closing but is still 6-8 percentile for a group of students that needs more growth than other students to catch up. All of the trends, priority performance challenges, root causes were examined thoroughly to identify goals and strategic improvement strategies. Finally, the District Accountability/Accreditation Committee reviewed the District and schools' data and achievement results, and District Unified Improvement Plan extensively using the UIP Quality Criteria documents and checklists. The Committee made recommendations about the District and schools' plans.

Current Performance Review

Overall on the District Performance Framework we are accredited with a performance plan. We meet expectations for Academic Achievement, Academic Growth, and Postsecondary and Workforce Readiness. We are approaching expectations in Academic Growth Gaps. While we meet a majority of the indicators as a whole, when we disaggregate our data we see a persistent gap in most academic and postsecondary workforce readiness areas for two subgroups of students: English Language Learners (ELL) and students with disabilities (IEP). ELL students represent 14.5% of our student population and IEP students are 10.3% of students. Academic Growth Gaps is an indicator we have struggled to meet. Growth gaps are closing, but a growth gap remains for many subgroups (FRL, Minority, IEP, ELL, and Students needing to catch up) in all contents at the elementary and high school levels. Middle school students have higher growth and fewer growth gaps across the board and meets expectations in all three contents. In looking at specific contents, math has the greatest need for improvement. IEP students have larger growth gaps in all contents at all levels. For Academic growth gaps reading and writing meet half of the targets, but math misses all targets. We have made some progress in closing the achievement and growth gap for all subgroups in all contents especially with ELL students, but there still is a need for more intense intervention for all subgroups and improved Tier One instruction.

Academic Achievement - Meets			
	Elem	Middle	High
Reading	Meets	Meets	Meets
Math	Meets	Meets	Meets
Writing	Meets	Meets	Meets
Science	n/a	n/a	n/a

Academic Growth - Meets			
	Elem	Middle	High
Reading	Meets	Meets	Meets
Math	Meets	Meets	Approaching
Writing	Meets	Meets	Meets
ELA	Exceeds	Approaching	Meets

Academic Growth Gaps - Approaching			
	Elem	Middle	High
Reading	Approaching	Meets	Approaching
Math	Approaching	Meets	Approaching
Writing	Approaching	Meets	Approaching

Postsecondary Workforce Readiness- Meets	
	High
Graduation Rate	Meets
Disaggregated Graduation Rate	Approaching
Dropout Rate	Meets
ACT	Meets

Prior Year's Targets Review

Our district improved achievement and growth in many areas resulting in success in attaining several of our targets. Two of our goals were met last year and one was partially met. Three of the goals were very close to being met, and four areas were not met. When we look at our District Performance Plan we do see strong improvement in many areas with us achieving a rating of "meets" in the vast majority of areas. We believe that the targets not met are the result of several initiatives that need more implementation time in order to show results. We are in the second year of STEM implementation in multiple schools with a concentration in the Skyline feeder. This initiative is bringing rigorous and engaging instruction to classrooms, and with more time we feel confident achievement and growth especially in math will be positively impacted. We have multiple initiatives that impact all students but focused on improving ELL student achievement. Our SIOP implementation is in its fourth year and is evident in classrooms across the district. The much improved bilingual transition is showing strong achievement gains especially on local assessments, but it will take time for the results to translate into higher achievement in the upper grades (since the changes are primarily in grades K-3). Other initiative that are positively impacting ELL student growth include but are not limited to vocabulary instruction, implementation of the CELP standards, targeted interventions, and direct English Language acquisition instruction. We are strengthening our programming to intentionally match interventions to students and also increasing the number of interventions for struggling students. Teachers are still perfecting the use of these new interventions. We are increasing our ability to diagnose what students need with the use of assessments. The future looks bright with the i-Ready assessment as it appears to be very helpful in this endeavor. Overall, our achievement and growth continues to improve. We are being innovative and creative to support instruction. We continue to implement initiatives that show great promise and use data to make sure initiatives are working to improve student achievement.

Trend Analysis

Academic Achievement

Reading, writing, and math TCAP achievement overall is stable for the past three years and meeting state and federal expectations. There is a sizable but decreasing gap in TCAP reading achievement for ELL (gap of 27 percentage points) and IEP (gap of 51 percentage points) students over the past three years. District TCAP math achievement is far above state expectations at the middle and high school levels, and above expectations at the elementary level.

Academic Growth

Reading and writing TCAP academic growth percentiles are far above state expectations at all levels and are stable over time. Math median growth percentiles meet at the middle (60) and elementary (48) levels and are approaching at the high (45) school level. Math median growth percentiles are not adequate for middle and high levels, but are adequate for elementary level. Math median growth percentiles are increasing slightly and stable over the last three years. English Language Proficiency growth as measured by growth on ACCESS for ELLs is exceeding expectations at elementary (64), meeting expectations at high (58) levels, but approaching for the middle school (51) levels.

Academic Growth Gaps

Reading, writing, and math combined academic growth gaps are approaching state expectations. Reading median growth percentile (MGP) is lower than adequate growth for IEP (45), ELL (50), and non-proficient (51, 51) students. Reading MGPs are decreasing for all subgroups over time. Writing median growth percentiles are also lower than

adequate for IEP (46) and FRL (48) students. We are making the most progress closing the writing growth gap with IEP students but this is still the largest gap compared to other subgroups. Math median growth percentiles are above the state median overall. The math growth gap over a 3 year period is declining for FRL, minority, and ELL students but there is still a significant growth gap for IEP students.

Postsecondary Workforce Readiness

Overall our graduation rate is meeting state expectations with an 85.7%. The graduation rate for our subgroups significantly improved this last year. We are approaching graduation state expectations with FRL (75.8%), IEP (77.9%), ELL (73.1%) and minority (76.9%) students. The graduation rate is increasing over time, and subgroup graduation rates are showing strong improvement. The dropout rate continues to be considerably below the state average and meeting expectations. ACT composite scores are also meeting expectation and above state scores.

English Language Development and Attainment (AMAOs)

We meet the AMAO #1 Making Progress in English. We are above the state median growth on ACCESS for ELLs for the elementary (64) and middle (51) levels and below at the high (58) school level. We are meeting AMAO #2 Attaining Proficiency in English and have met this target the last five years. AMAO #3 is TCAP Growth and Graduation Rate for ELL's and we are approaching this target by scoring 23/40 or 57.5% of the points. ELL's median growth percentiles in reading are at the state median, and all middle school ELL growth percentiles are above the state median.

Notable trends exist in particular for ELL and IEP students. These trends occur in almost every indicator and the size of the gap in performance is larger and more persistent over time than for other groups of students. The gap for ELL students is of slightly higher magnitude because it impacts 14.5% of the student population.

Priority Performance Challenges

Priority performance challenges reflect the notable trend that growth gaps occur with ELL and IEP students in math and reading.

- Improving but still below state expectation of 55 and lower than adequate reading growth for IEP students (10.3% of student population, MGP 45), and ELL students (14.5% of student population, MGP-50).
- Below state expectation of 55 and lower than adequate math median growth percentile for IEP (10.3% of student population, MGP-45), ELL (14.5% of student population, MGP-48), and FRL (29.35%, MGP-47) students.
- Median Growth Percentiles for ELL's (14.5% of student population) are not meeting or exceeding the adequate growth needed for students to become proficient in math (43) and reading (44) at the elementary level and in reading (48) and math (42) at the high school level.
- Graduation rates for ELL's (73.1%) are improving but lag behind all students (82.9%) and are below the state expectation of 80%.

Root Causes

- Inconsistent Tier 1 instruction in reading
- Inconsistent implementation of reading interventions
- Inconsistency in the development of vocabulary for ELL students
- Inconsistent implementation of SIOP strategies
- Low expectations for English Language Learners and IEP students
- Inconsistent Tier 1 math instruction
- Lack of diagnostic math assessments
- Lack of math interventions aligned with student needs

Root Causes for academic growth gaps for ELL students in reading and math:

We have spent significant time reviewing ELL student performance data and programming that would support improved performance by ELL students. With 85% of our ELL population Spanish speaking and approximately 70% of families choosing bilingual education, we have spent time reviewing our bilingual model in terms of transition to English and time spent in Spanish instruction vs. English instruction. We have found that misunderstandings regarding our bilingual model may be contributing to the poor performance by ELL students since most of the unsatisfactory reading and math performance is occurring at our bilingual schools. We have improved English language instruction and are in the process of implementing the SIOP sheltered instruction model in all schools. We are currently meeting regularly with all bilingual teachers by grade level to ensure that agreements regarding language acquisition and student interaction are clear and implemented with fidelity. Based on teacher and principal feedback and data review to include AMAO target review, we have identified the above root causes.

Verification:

Our initial discussions of TCAP, Galileo (formative assessment) and ACCESS data led us to examine more closely Tier One instruction in reading and math and English language acquisition particularly in bilingual schools. We met with our bilingual teachers to gather more information about the content of classroom instruction and timeframes for teaching in English and in Spanish as a large percentage of ELL students in St. Vrain are in bilingual schools for initial reading and math instruction. The information attained from these discussions verified our root cause determination that ELL students do not receive consistent English instruction and opportunities for practice in English reading and math before they are transitioned to English only instruction. When students are learning concepts in their second language, a consistent plan for sheltering instruction to improve access to the core has begun implementation. The continued implementation of the SIOP Sheltered Instruction Model will be a benefit to supporting consistency.

Root Causes for academic growth gaps for IEP students in reading and math:

An extensive review of data for students on IEPs resulted in the identification of multiple root causes for median growth percentile gaps by students on IEPs. SPED teachers and Student Services leadership as well as principals and core classroom teachers expressed the need for more intentional Tier One instructional strategies that would benefit students on IEPs. Also of note was the continued identification of need regarding access to interventions that are based on specific student profiles and need. The above root causes that specify Tier 1 instruction and access to interventions were identified.

Verification:

Consistent review of IEP data, goal setting planning and discussion by teams to include the Department of Learning Services leadership team, the Student Services leadership team, and representative SPED teachers confirmed the identification of the root causes listed. Data review from IEP student performance over the past three years confirmed that performance gaps exist for this subgroup. Though the District has worked to implement a pyramid of interventions with a focus on differentiated interventions, time for intervention has proven to be an area of consideration and concern. Principals have noted in self-assessment surveys of RtI implementation that time for intervention and interventions that match student need, continue to be of concern.

Root Causes for graduation rate not meeting the state expectation for ELL students:

Our graduation rate is meeting the state expectations for all students. We have focused on improving the graduation rate of Hispanic students with a district goal of increasing the rate for the past five years. Graduation rates for ELL students are significantly increasing, so our action plan is having a positive effect. We have implemented procedures for timely identification of students who are not on track to graduate. We continue to refine a plan for improved use of Infinite Campus (IC) to track student performance with regard to credit accumulation for individual students. Teachers and counselors have been trained to use IC to effectively monitor student access to core classes, monitor Fs, and monitor credit accumulation. We are in the process of refining a more aggressive plan for credit recovery options when students fail classes. The District leadership has defined a plan

for reviewing alternative options for students who are not successful in traditional school settings.

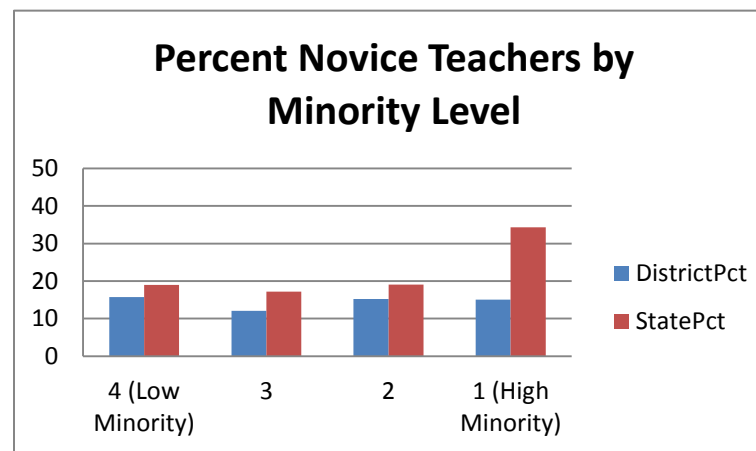
Verification:

In order to gain additional information on the reasons our graduation rate does not meet the state expectation for ELL students, we met with District leadership, teachers, counselors and secondary administrators. There was consistent response that there were few interventions and alternatives available for students who fall behind in earning credits. There is a belief that a plan for earlier intervention with secondary students who present as at-risk is needed. With Race to the Top funds we have implemented a program to mentor at risk students with a focus on Hispanic students.

Equitable Distribution of Teachers

With regard to the equitable distribution of teachers, our data consistently shows that there are not more novice teachers in high minority schools in St. Vrain Valley School District. The District significantly outperforms the state in this area with a 19.61% gap between the state and St. Vrain. We only have 15.03% novice teachers in our high minority schools compared to 15.76% in the low minority schools. Since high minority schools in St. Vrain Valley School District have a low percent of novice teachers, no further action is needed at this time.

Teacher Equity – Novice Teachers by Minority Level							
Metric	Percent of Novice Teachers				Metric	Experience Gap	
Minority	District	State	Gap w/ State		Minority	District	State
4 (Low Minority)	15.76%	18.95%	-03.18%		Gap between 4 (low) and 1 (high)	-00.74%	15.38%
3	12.10%	17.17%	-05.07%		Gap between 4 (low) and 1 (high)	-00.52%	00.07%
2	15.24%	19.02%	-03.77%		Gap between 4 (low) and 1 (high)	02.93%	17.16%
1 (High Minority)	15.03%	34.33%	-19.30%				



Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your district/consortium's reflections to help build your data narrative.*

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	By the end of the 2013-2014 school year, 53% of ELL students will score proficient or advanced overall on the reading TCAP, and 34% of IEP students will score proficient or advanced in reading.	The reading target was not met. ELL students received a score of 46% proficient and advanced and IEP students scored 22% proficient and advanced.	Our district improved achievement and growth in many areas resulting in success in attaining several of our targets. Two of our goals were met last year and one was partially met. Three of the goals were very close to being met, and four areas were not met. When we look at our District Performance Plan we do see strong improvement in many areas with us achieving a rating of "meets" in the vast majority of areas. We believe that the targets not met are the result of several initiatives that need more implementation time in order to show results. We are in the second year of STEM implementation in multiple schools with a concentration in the Skyline feeder. This initiative is bringing rigorous and engaging instruction to classrooms, and with more time we feel confident achievement and growth especially in math will be positively impacted. We have multiple initiatives that impact all students but focused on improving ELL student achievement. Our SIOP implementation is in its fourth year and is evident in classrooms across the district. The much improved bilingual transition is showing strong achievement gains especially on local assessments, but it will take time for the results
	By the end of the 2013-2014 school year, 41% of ELL students will score proficient or advanced overall on the math TCAP, and 28% of IEP students will score proficient or advanced in math.	The math achievement target was not met. ELL students received a score of 36% proficient and advanced, and IEP students scored 19% proficient and advanced.	
Academic Growth	By the end of the 2013-14 school year, the median growth percentile for high school math will be 55.	The math academic growth goal for high school math was not met. The median growth percentile for high school math was 45.	
	By the end of the 2013-14 school year, the median growth percentile for high school ELP growth will be 55.	The high school ELP median academic growth score of 58 exceeds the target goal.	
Academic Growth Gaps	By the end of the 2013-14 school year, the median growth percentile in reading for IEP, ELL, and Non-Proficient students will be 55.	<p>The reading academic growth gap goal was not met, but the growth for IEP and ELL students was fairly close to the target of 55.</p> <p>The reading median growth percentiles for the disaggregated groups were as follows: IEP – 51, ELL – 51, Non-Proficient – 44.</p>	

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
	By the end of the 2013-14 school year, the median growth percentile in math for IEP, ELL, FRL, and Minority students will be 55.	The median growth percentile in math for FRL was 56, exceeding the goal The math growth gap goal was not met in the other subgroups, although the growth for these groups was very close to meeting the target. Math median growth percentiles for the disaggregated groups were as follows: IEP: 53, ELL: 53, Minority: 54	to translate into higher achievement in the upper grades (since the changes are primarily in grades K-3). Other initiative that are positively impacting ELL student growth include but are not limited to vocabulary instruction, implementation of the CELP standards, targeted interventions, and direct English Language acquisition instruction.
Postsecondary & Workforce Readiness	By the end of the 2013-14 school year, the graduation rates for the following subgroups of students will be: Minority – 78% IEP – 61% ELL – 76% FRL – 73%	Two of the disaggregated groups surpassed the graduation rate goal; IEP students – 77.9, and FRL students – 75.8. Minority and ELL students did not meet the goal, but are close to the target. Minority students – 76.9 ELL students – 73.1	We are strengthening programming to intentionally match interventions to students and also increasing the number of interventions for struggling students. Teachers are still perfecting the use of these new interventions. We are increasing our ability to diagnose what students need with the use of assessments. The future looks bright with the iReady assessment as it appears to be very helpful in this endeavor. Overall, our achievement and growth continues to improve. We are being innovative and creative to support instruction. We continue to implement initiatives that show great promise and use data to make sure initiatives are working to improve student achievement.
Student Graduation and Completion Plan (For Designated Graduation Districts)	n/a	n/a	n/a
	n/a	n/a	n/a
English Language Development and Attainment (AMAOs)	By the end of the 2013-14 school year, the writing and math median growth percentiles in elementary and reading, writing, and math median growth	The target median growth percentiles were not met in writing and math for elementary ELL students. Writing – 46, Math – 43	n/a

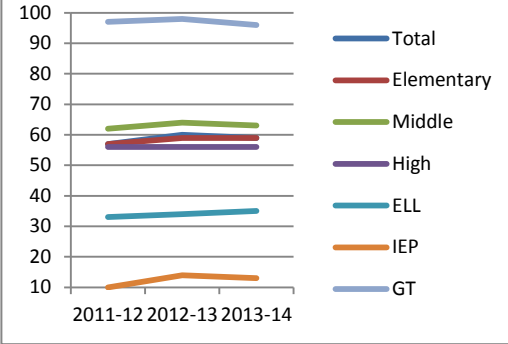
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	percentiles in high school for ELL students will be 55.	The high school median growth percentiles were not met for ELL students. Reading – 48, Writing – 44, Math - 43	
	By the end of the 2013-14 school year, the graduation rates for ELL students will be 76%.	The graduation rates for ELL students did not meet the goal, but is getting close to the target. The graduation rate for ELL students remained the same at 73.1	n/a

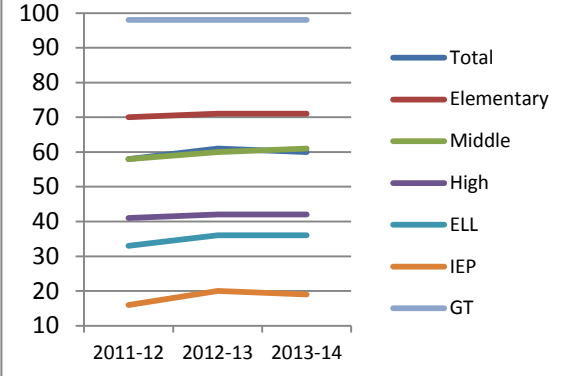
Worksheet #2: Data Analysis

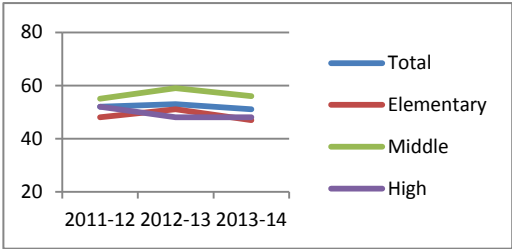
Directions: *This chart supports planning teams in recording and organizing observations about district-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the district/consortium will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, districts/consortia are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

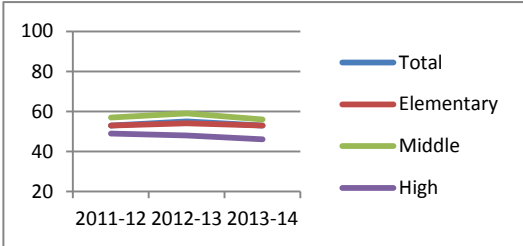
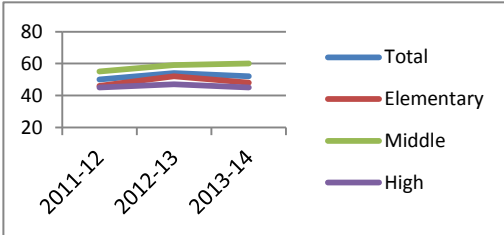
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
Academic Achievement (Status)	<p>Reading (SPF – meets for all levels)</p> <table border="1"> <thead> <tr> <th colspan="4">Reading TCAP (% Proficient and Advanced)</th></tr> <tr> <th></th><th>2011-12</th><th>2012-13</th><th>2013-14</th></tr> </thead> <tbody> <tr> <td>Total</td><td>73</td><td>73</td><td>73</td></tr> <tr> <td>Elementary</td><td>74</td><td>74</td><td>75</td></tr> <tr> <td>Middle</td><td>74</td><td>74</td><td>74</td></tr> <tr> <td>High</td><td>74</td><td>71</td><td>72</td></tr> <tr> <td>ELL</td><td>44</td><td>48</td><td>46</td></tr> <tr> <td>IEP</td><td>21</td><td>25</td><td>22</td></tr> <tr> <td>GT</td><td>99</td><td>99</td><td>99</td></tr> </tbody> </table> 	Reading TCAP (% Proficient and Advanced)					2011-12	2012-13	2013-14	Total	73	73	73	Elementary	74	74	75	Middle	74	74	74	High	74	71	72	ELL	44	48	46	IEP	21	25	22	GT	99	99	99	n/a	n/a
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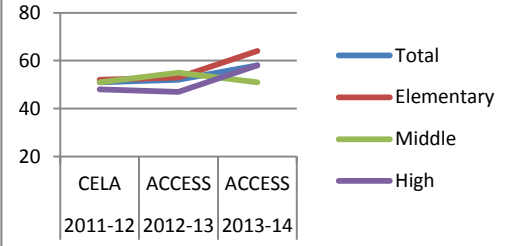
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	<div><ul style="list-style-type: none">Performing far above state expectations at all levels (MGP's are 7-13 points above)</div> <div><p>Math: Meets for middle; approaching for elementary and high school. Meets adequate growth overall.</p><table><tr><th colspan="4">Math Median Growth Percentile</th></tr><tr><th></th><th>2011-12</th><th>2012-13</th><th>2013-14</th></tr><tr><td>Total</td><td>50</td><td>54</td><td>52</td></tr><tr><td>Elementary</td><td>46</td><td>52</td><td>48</td></tr><tr><td>Middle</td><td>55</td><td>59</td><td>60</td></tr><tr><td>High</td><td>45</td><td>47</td><td>45</td></tr></table><div></div></div>	Math Median Growth Percentile					2011-12	2012-13	2013-14	Total	50	54	52	Elementary	46	52	48	Middle	55	59	60	High	45	47	45		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	 <ul style="list-style-type: none"> ■ Above the state median overall at elementary and high levels in ACCESS for ELLs growth ■ Slightly below the state median at the middle school level (51). 																										
Academic Growth Gaps	<p>Growth Gaps in Reading:</p> <p>Elementary: (SPF) Does Not Meet - IEP Approaching – FRL, ELL, Non-Prof</p> <p>Middle: (SPF) Approaching – IEP</p> <p>High: (SPF) Approaching – IEP, ELL, Non-Prof</p> <table border="1"> <thead> <tr> <th colspan="4">Reading Median Growth Percentile</th></tr> <tr> <th></th><th>2011-12</th><th>2012-13</th><th>2013-14</th></tr> </thead> <tbody> <tr> <td>Total</td><td>52</td><td>53</td><td>51</td></tr> <tr> <td>FRL/Non</td><td>50/54</td><td>49/55</td><td>47/53</td></tr> <tr> <td>Min/Non</td><td>51/53</td><td>52/53</td><td>49/52</td></tr> <tr> <td>IEP/Non</td><td>45/53</td><td>44/54</td><td>45/51</td></tr> </tbody> </table>	Reading Median Growth Percentile					2011-12	2012-13	2013-14	Total	52	53	51	FRL/Non	50/54	49/55	47/53	Min/Non	51/53	52/53	49/52	IEP/Non	45/53	44/54	45/51	<p>Improving but still below state expectation of 55 and lower than adequate reading growth for IEP students (10.3% of student population, MGP 45), and ELL students (14.5% of student population, MGP-50).</p>	<p>Inconsistent Tier 1 instruction in reading</p> <p>Inconsistent implementation of reading interventions</p> <p>Inconsistency in the development of vocabulary for ELL students</p> <p>Inconsistent implementation of SIOP strategies</p> <p>Low expectations for English Language Learners and IEP students</p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes																																
	ELL/Non	53/52	54/52	50/51																																		
	GT	59	61	57																																		
	<ul style="list-style-type: none">At or above the state median overall and for each subgroup except FRL (47) and IEP (45)Have closed the gap in MGP for ELL students but still not making adequate growth																																					
	<p>Growth Gaps in Writing: Elementary: (SPF) Approaching – FRL, IEP, ELL, Minority, Non-Prof Middle: (SPF) Approaching – FRL, IEP High: (SPF) Approaching – FRL, Minority, IEP, ELL, Non-Prof</p> <table><tr><th colspan="4">Writing Median Growth Percentile</th></tr><tr><th></th><th>2011-12</th><th>2012-13</th><th>2013-14</th></tr><tr><td>Total</td><td>53</td><td>55</td><td>53</td></tr><tr><td>FRL/Non</td><td>50/55</td><td>50/57</td><td>48/55</td></tr><tr><td>Min/Non</td><td>52/54</td><td>52/56</td><td>50/54</td></tr><tr><td>IEP/Non</td><td>47/54</td><td>48/56</td><td>46/53</td></tr><tr><td>ELL/Non</td><td>56/53</td><td>52/56</td><td>52/53</td></tr><tr><td>GT</td><td>63</td><td>63</td><td>60</td></tr></table> <ul style="list-style-type: none">At or above the state median in the minority, GT and ELL subgroup				Writing Median Growth Percentile					2011-12	2012-13	2013-14	Total	53	55	53	FRL/Non	50/55	50/57	48/55	Min/Non	52/54	52/56	50/54	IEP/Non	47/54	48/56	46/53	ELL/Non	56/53	52/56	52/53	GT	63	63	60	n/a	n/a
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																
	<ul style="list-style-type: none"> Below the state median overall and in the following subgroups: FRL, IEP ELL students are slightly outperforming non-ELL students Making the most progress closing the gap with IEP students but still have the largest gap for this subgroup 																																		
	<p>Growth Gaps in Math:</p> <p>Elementary: (SPF)</p> <p>Does not meet – IEP</p> <p>Approaching – FRL, Minority, ELL, Non-Prof</p> <p>Middle: (SPF)</p> <p>Approaching – FRL, IEP</p> <p>High: (SPF)</p> <p>Approaching – FRL, Minority, IEP, ELL, Non-Prof</p> <table border="1"> <thead> <tr> <th colspan="4">Math Median Growth Percentile</th></tr> <tr> <th></th><th>2011-12</th><th>2012-13</th><th>2013-14</th></tr> </thead> <tbody> <tr> <td>Total</td><td>50</td><td>54</td><td>52</td></tr> <tr> <td>FRL/Non</td><td>44/53</td><td>49/56</td><td>47/56</td></tr> <tr> <td>Min/Non</td><td>46/52</td><td>52/55</td><td>49/54</td></tr> <tr> <td>IEP/Non</td><td>41/51</td><td>42/55</td><td>45/53</td></tr> <tr> <td>ELL/Non</td><td>45/51</td><td>52/55</td><td>48/53</td></tr> <tr> <td>GT</td><td>60</td><td>65</td><td>57</td></tr> </tbody> </table> <ul style="list-style-type: none"> Above the state median overall IEP and ELL students have the largest gaps for math growth 	Math Median Growth Percentile					2011-12	2012-13	2013-14	Total	50	54	52	FRL/Non	44/53	49/56	47/56	Min/Non	46/52	52/55	49/54	IEP/Non	41/51	42/55	45/53	ELL/Non	45/51	52/55	48/53	GT	60	65	57	<p>Below state expectation of 55 and lower than adequate math median growth percentile for IEP (10.3% of student population, MGP-45), ELL (14.5% of student population, MGP-48), and FRL (29.35%, MGP-47) students.</p>	<p>Inconsistent Tier 1 math instruction</p> <p>Lack of diagnostic math assessments</p> <p>Lack of math interventions aligned with student needs</p> <p>Low expectations for English Language Learners and IEP students</p> <p>Inconsistency in the development of vocabulary for ELL students</p> <p>Inconsistent implementation of SIOP strategies</p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
	<ul style="list-style-type: none">Math growth is increasing for subgroups over time																																					
Postsecondary & Workforce Readiness	<p>Graduation Rate: SPF – meets; best of 4-7 year rates is above state expectation of 80%, increasing; Meets - overall Approaching – FRL, Minority, IEP, ELL</p> <table><tr><th colspan="5">2010-2013 Aggregate Graduation Rate (%)</th></tr><tr><th></th><th>4yr</th><th>5yr</th><th>6yr</th><th>7yr</th></tr><tr><td>Total</td><td>82.9</td><td>85.4</td><td>85.7</td><td>82.9</td></tr><tr><td>FRL</td><td>69</td><td>75.6</td><td>78.5</td><td>69.7</td></tr><tr><td>MIN</td><td>76.3</td><td>76.9</td><td>75.5</td><td>69.7</td></tr><tr><td>IEP</td><td>56.5</td><td>64.1</td><td>77.9</td><td>74.5</td></tr><tr><td>ELL</td><td>73.1</td><td>73.1</td><td>70.3</td><td>65.5</td></tr></table> <p>2013 - 4 year Graduation Data: Overall: 2010 – 76.5% 2011 – 78.8% 2012 – 81.6% 2013 – 82.9% Hispanic: 2010 – 55.9% 2011 – 60.7% 2012 – 67.6% 2013 – 73.5%</p>	2010-2013 Aggregate Graduation Rate (%)						4yr	5yr	6yr	7yr	Total	82.9	85.4	85.7	82.9	FRL	69	75.6	78.5	69.7	MIN	76.3	76.9	75.5	69.7	IEP	56.5	64.1	77.9	74.5	ELL	73.1	73.1	70.3	65.5	n/a	n/a
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	ELL: 2010 – 54.9% 2011 – 54.4% 2012 – 64.3% 2013 – 73.1% IEP: 2010 – 57.9% 2011 – 56.1% 2012 – 51.7% 2013 – 56.5%		
	Dropout Rate: 2.6% for 3 year (meets on SPF), state expectation is 3.9% 2009-10: 2.3% (state 3.1%) 2010-11: 2.9% (state 3.0%) 2011-12: 2.5% (state 2.9%) 2012-13: 1.7% (state 2.5%)	n/a	n/a
	Mean Act Composite Scores: above expectation, meets on SPF 2012 – 20.2 (above state) 2013 – 20.4 (above state) 2014 – 20.6 (above state)	n/a	n/a
Student Graduation and Completion Plan (For Designated Graduation Districts)	n/a	n/a	n/a
	n/a	n/a	n/a

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
English Language Development and Attainment (AMAOs)	AMAO #1: Making Progress in English 2011-12: Approaching target (CELAppro Growth) 2012-13: Met target 2013-14: Approaching target <table><tr><th colspan="5">2013-14 ACCESS for ELLs Growth</th></tr><tr><th></th><th>MGP</th><th>Pts.</th><th>Pts. Possible</th><th>Rating</th></tr><tr><td>Elem</td><td>64</td><td>2</td><td>2</td><td>Exceeds</td></tr><tr><td>Middle</td><td>51</td><td>1</td><td>2</td><td>Approach</td></tr><tr><td>High</td><td>58</td><td>1.5</td><td>2</td><td>Meets</td></tr><tr><td>Overall</td><td>57.5</td><td>4</td><td>6</td><td>Approach</td></tr></table>	2013-14 ACCESS for ELLs Growth						MGP	Pts.	Pts. Possible	Rating	Elem	64	2	2	Exceeds	Middle	51	1	2	Approach	High	58	1.5	2	Meets	Overall	57.5	4	6	Approach	n/a	n/a
	2013-14 ACCESS for ELLs Growth																																
		MGP	Pts.	Pts. Possible	Rating																												
Elem	64	2	2	Exceeds																													
Middle	51	1	2	Approach																													
High	58	1.5	2	Meets																													
Overall	57.5	4	6	Approach																													
	AMAO #2: Attaining Proficiency in English 2011-12: Met target, 10.25% of students attained proficiency (meets expectation of 7%) 2012-13: Met target, 14.4% proficient (meets expectation of 11%) 2013-14: Met target, 25.63% proficient (meets expectation of 12%)	n/a	n/a																														
	AMAO #3: Academic Growth (TCAP) and Graduation Rate for ELs 2011-12: Approaching Target (24/40, 60% of points, below expectation of 62.5% or above) 2012-13: Approaching Target 2013-14: Approaching Target	Median Growth Percentiles for ELL's (14.5% of student population) are not meeting or exceeding the adequate growth needed for students to become	Inconsistent Tier 1 instruction in reading Inconsistent implementation of reading interventions Inconsistency in the development of vocabulary for ELL students Inconsistent implementation of SIOP strategies																														

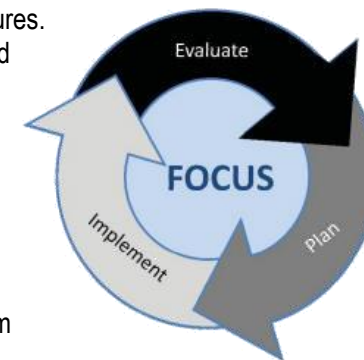
Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes
	2013-14 TCAP Academic Growth and Grad Rate for ELLs				<p>proficient in math (43) and reading (44) at the elementary level and in reading (48) and math (42) at the high school level.</p> <p>Graduation rates for ELL's (73.1%) are improving but lag behind all students (82.9%) and are below the state expectation of 80%.</p>	<p>Low expectations for English Language Learners</p> <p>Inconsistent Tier 1 math instruction</p> <p>Lack of diagnostic math assessments</p> <p>Lack of math interventions aligned with student needs</p> <p>Low expectations for English Language Learners</p> <p>Inconsistency in the development of vocabulary for ELL students</p>
		MGP	AGP	Pts.		
	Elem	Reading	44	47		
		Writing	46	57		
		Math	43	64		
	Middle	Reading	56	56		
		Writing	58	69		
		Math	55	84		
	High	Reading	48	55		
		Writing	44	85		
		Math	42	99		
		Grad Rate	Year Used	Pts.		
	Grad Rate	73.10%	4	.5/1		
	Overall			21.5/41		

Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *District/Consortium Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

District/Consortium Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

District/Consortium Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	n/a	n/a	n/a	n/a	n/a
		M	n/a	n/a	n/a	n/a	n/a
		W	n/a	n/a	n/a	n/a	n/a
		S	n/a	n/a	n/a	n/a	n/a
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	n/a	n/a	n/a	n/a	n/a
		M	n/a	n/a	n/a	n/a	n/a
		W	n/a	n/a	n/a	n/a	n/a
		ELP	n/a	n/a	n/a	n/a	n/a
Academic Growth Gaps	Median Growth Percentile, local measures	R	Improving but still below state expectation of 55 and lower than adequate reading growth for IEP students (10.3% of student population, MGP 45), and ELL students (14.7% of student population, MGP-50).	From the beginning of 2014-15 school year to the end, ELL and IEP students in reading will grow by 75 lexiles as measured by the SRI reading assessment in grades 4-12. By the end of the 2014-15 school year 50% of IEP and ELL students will achieve the normed growth target in reading iReady (grades 1-3).	By the end of the 2015-16 school year 55% of IEP and ELL students will achieve the normed growth target in reading iReady.	iReady reading administered in grades 1-3, 3 times per year. Galileo Assessments administered three times per year. Scholastic Reading Inventory administered to all 4-5 grade students and Literacy Plan identified 6-12 students three times per year. PALS reading in kindergarten administered 3 times per year.	Increase reading growth by all students with specific focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of the READ Act, and intentional interventions including English language development.
		M	Below state expectation of 55 and	From the beginning of 2014-15 school year to	By the end of the 2015-16 school year 55% of	Galileo Assessments administered three times per	Increase math growth by all students with specific

			lower than adequate math median growth percentile for IEP (10.3% of student population, MGP-45), ELL (14.5% of student population, MGP-48), and FRL (29.35%, MGP-47) students.	the end, the percent of ELL and IEP students on grade level in math will grow by 20% as measured by the Galileo math assessment.	IEP and ELL students will achieve the normed growth target in math iReady.	year.	focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of intentional math interventions, and implementing STEM.
		W	n/a	n/a	n/a	n/a	n/a
Postsecondary & Workforce Readiness	Graduation Rate		n/a	n/a	n/a	n/a	n/a
	Disag. Grad Rate		n/a	n/a	n/a	n/a	n/a
	Dropout Rate		n/a	n/a	n/a	n/a	n/a
	Mean CO ACT		n/a	n/a	n/a	n/a	n/a
	Other PWR Measures		n/a	n/a	n/a	n/a	n/a
English Language Development & Attainment	ACCESS Growth (AMAO 1)		n/a	n/a	n/a	n/a	n/a
	ACCESS Proficiency (AMAO 2)		n/a	n/a	n/a	n/a	n/a
	TCAP (AMAO 3)		Median Growth Percentiles for ELL's (14.5% of student population) are not meeting or exceeding the adequate growth needed for students to become proficient in math (43) and reading (44) at the elementary level and in reading (48) and math (42) at	From the beginning of 2014-15 school year to the end, the percent of ELL and IEP students on grade level in math will grow by 20% as measured by the Galileo math assessment and will increase SRI lexiles by 75 in reading.	By the end of the 2015-16 school year 55% of IEP and ELL students will achieve the normed growth target in reading and math iReady.	iReady reading administered in grades 1-3, 3 times per year. Galileo Assessments (math and reading) administered three times per year. Scholastic Reading Inventory administered to all 4-5 grade students and Literacy Plan identified 6-12 students three times per	Increase reading growth by all students with specific focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of the READ Act, and intentional interventions

		<p>the high school level.</p> <p>Graduation rates for ELL's (73.1%) are improving but lag behind all students (82.9%) and are below the state expectation of 80%.</p>	<p>By the end of the 2014-15 school year 50% of IEP and ELL students will achieve the normed growth target in reading iReady (grades 1-3).</p>		<p>year.</p> <p>PALS reading in kindergarten administered 3 times per year.</p>	<p>including English language development.</p> <p>Increase math growth by all students with specific focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of intentional math interventions, and implementing STEM.</p>
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Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that districts focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Increase reading growth by all students with specific focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of the READ Act, and intentional interventions including English language development.

Root Cause(s) Addressed: Inconsistent Tier 1 instruction in reading, inconsistent implementation of reading interventions, inconsistency in the development of vocabulary for ELL students, inconsistent implementation of SIOP strategies, low expectations for English Language Learners and IEP students

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- ☒ State Accreditation
 ☐ Student Graduation and Completion Plan (Designated Graduation District)
 ☒ Title IA
 ☒ Title IIA
☒ Title III
 ☒ Gifted Program
 ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Select pilot program for elementary Language Arts by committee (aligned to Colorado Academic Standards)	Sept. - May		Language Arts Coordinator Ex. Dir. of Curriculum Elementary Language Arts Committee	General fund	Meeting agendas Selection criteria document Meeting notes	In progress
Train pilot teachers for elementary Language Arts program	June		Language Arts Coordinator Ex. Dir. of Curriculum	General fund	Training agendas	Not begun
Pilot elementary Language Arts program		August – April	Language Arts Coordinator	General fund	Meeting agendas Unit plans Feedback forms	Not begun

Organization Code: 0470

District Name: ST VRAIN VALLEY RE 1J

			Ex. Dir. Of Curriculum Pilot teachers			
Purchase elementary Language Arts program		April	Language Arts Coordinator Ex. Dir. Of Curriculum Assistant Supt. of Assessment/ Curriculum	General fund	Approval by BOE	Not begun
Professional development for all elementary Language Arts teachers		May-June	Language Arts Coordinator Ex. Dir. of Curriculum	General fund	PD Agendas	Not begun
iReady implemented as READ Act assessment (grades 1-3)	August – May	August - May	Priority Programs Coordinator Literacy Coordinators Asst. Supt. Assessment/ Curriculum Asst. Supt. Area 3/Priority Programs Principals	General fund	iReady data READ Plans	Completed/on going
iReady training including expansion to secondary– principals, literacy teachers	August October February June	August October February	Priority Programs Coordinator Literacy Coordinators Asst. Supt. Assessment/	General fund	Training agendas	In progress

			Curriculum Asst. Supt. Area 3/Priority Programs Social Studies Coordinator			
iReady pilot for grades 4-5 reading, math grades 1-5	August - May		Priority Programs Coordinator Literacy Coordinators Asst. Supt. Assessment/ Curriculum Asst. Supt. Area 3/Priority Programs	Title 1 funds	iReady data Feedback	In progress
iReady training for building level teachers (train the trainer)	August – Sept.	August – Sept.	Priority Programs Coordinator Literacy Coordinators Literacy Teachers	General fund	Training agendas iReady data	In progress
iReady expansion to grades 1-5 reading, 6-12 reading (lit students), 1-5 math option		August - May	Priority Programs Coordinator Principals Literacy Coordinators Asst. Supt. Assessment/ Curriculum Asst. Supt.	General fund	iReady data	Not begun

			Area 3/Priority Programs Social Studies Coordinator			
eSpark Intervention Pilot		July - May	Priority Programs Coordinator Asst. Supt. Area 3/Priority Programs Summer School Coordinator Pilot Teachers Principals	Race to the Top grant (RTTT)	eSpark data Feedback	Not begun
eSpark Professional Development	February		Priority Programs Coordinator Asst. Supt. Area 3/Priority Programs	Race to the Top grant	Training agendas	Completed
Provide additional resources for Tier 2 struggling readers to include myON Reader Program and LLI Kits to support intentional reading interventions	August - May	August - May	Asst. Supts. Principals Language Arts and Literacy Coordinators	General fund covers all salaries and materials for myON Reader READ Act funds cover LLI Kits	myON Reader Participation Data myON Reader Contests LLI Training Agendas	On going
Provide additional time through Augmented School Year for Tier 2 and 3 struggling readers	August - July	August - July	Asst. Supts. Principals Language Arts and	General fund, RTTT and I3 cover all salaries and materials	Augmented School Year Schedules and Enrollment Data	On going

			Literacy Coordinators			
Provide additional time for at risk students and students in poverty through access to full day Kindergarten	August - May	August - May	Asst. Supts. Principals Language Arts and Literacy Coordinators	General fund and READ Act funds cover all tuition, salaries and materials	Full day Kindergarten Enrollment Data	On going
Superintendent hosts Parent Meetings at all Title 1 Schools to encourage strong parent involvement	Sept.- May	Sept.- May	Superintendent Principals	General fund	Schedule of Meetings	On going
Implementation of Colorado Academic Reading, Writing, Communicating Standards and standards/data-driven instruction with accountability including implementation of district unit plans	August – May	August – May	Ex. Director of Curriculum Principals Teachers Assistant Superintendents Language Arts Coordinator Professional Development Learning Leaders	General fund covers all salaries Title IIA covers PD learning leaders and coaches' salaries	Quarterly review of Galileo and iReady data Monthly review of Tier 1 Walk-through data by administrators	On going
Implement Tier 1 core instruction template to be used as an accountability measure	August – May	August – May	Asst. Supts. Principals Ex. Dir. PD/Assess, Learning Leaders Priority Programs Coordinator Literacy Coaches	General fund covers salaries Title I funds Title IIA funds coaches' salaries Title IIA funds part of Ex. Director of Professional Development/Assessment salary	Use of walk-through template by administrators Coaching work with novice 1 teachers – Use of pre-mid-post Tier 1 Self-Assessment and planning, observation and reflective coaching conversations	In progress
Parent Update Meetings at each school site to share current data (SPF) and	August - February	August - February	Assistant Superintendent	General fund	Meeting schedule and agendas, web site and local	On going

practices regarding reading and writing (UIP)			nts and Principals		newspaper notification	
Implementation of Colorado English Language Proficiency (CELP) standards	August – May	August – May	Assistant Superintendents Priority Programs Coordinator ELL Coordinators Ex. Director of Curriculum Principals Teachers	Title III funds for SIOP training and ESL meetings Title III funds 60% of total strategy #13 Tiered Instruction for extra duty, subs, and benefits (\$55,200) General fund	SIOP training agendas ESL teacher meeting agendas Curriculum leadership team meeting agendas Principal meeting agendas PLC meeting agendas Walk-through data using Tier 1 Best Practices with SIOP Identification Document	On going
English language development through improved bilingual transition model	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools	General fund (monitoring) Title III funds 20% of total strategy #13 Tiered Instruction for extra duty, subs, and benefits (\$18,506)	Principal and ELA office monitor bilingual class scheduling Quarterly meetings between ELA office and bilingual teachers to review daily schedules	On going
District-wide Annual ELL Parent Meeting	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools	General funds	Meeting agenda posting in ELA parent newsletter, invitations to each parent	On going
Sheltered Instruction (SIOP) professional development and implementation (5 hours for every staff member/year)	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools Priority Programs Coordinator ELL Coordinators Professional Development	General fund (salaries) Title IIA funds coaches' salaries	Walk-through data using Tier 1 Best Practices with SIOP Identification Document Attendance data Survey data PD make-up sessions for novice 1 teachers & ongoing staff training support for identified schools	On going

			Learning Leaders and Coaches			
Implementation of ELD curriculum and programming with an emphasis on vocabulary development – Avenues, Edge, Inside	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools Principals Priority Programs Coordinator ELL Coordinators	Title I funds Title III funds	Review of AMAO targets met annually Review of principal walk through data using the Tier 1 Best Practices with SIOP Identification walk through template	On going
Formative assessment program – iReady and Galileo implementation	August – May	August – May	Asst. Sup. of Assessment, Curriculum and Instruction Assessment and Curriculum Coordinators Priority Programs Coordinator	General fund covers salaries and training	Quarterly review of i-Ready and Galileo data Data driven dialogue using i-Ready and Galileo assessment data to include root cause analysis	On going
Provide professional development to improve MTSS process by matching students to interventions for teachers and administrators	Sept.- January	Sept. - January	Ex. Dir. PD/Assess. Mental Health Coordinator	General fund covers salaries	MTSS Liaison meeting Agendas Building MTSS meeting agendas	On going
Provide professional development and support for full implementation of literacy interventions for SpEd students	August – May	August – May	Department Interventionist	Stipend costs included in reading training.	Quarterly Student Services meetings Quarterly ELA office meetings Quarterly Curriculum meetings with language arts coordinator leading discussions and data review	On going
Provide professional development to	August –	August –	Department	Stipend costs included in	Students will have designated	On going

support the inclusion of written language component to interventions	May	May	Interventionist	reading training.	time for written language intervention documented on their IEPs	
Provide professional development and coaching on data collection, progress monitoring, and gap analysis in the areas of reading and written language for Building Team Leaders and MTSS Liaisons	August – May	August – May	Administrative Coordinators Professional Development Coaches CLD Coordinator Ex. Dir. PD/Assess.	Stipend costs included in reading training.	Individual student data will be analyzed at quarterly team meetings	On going
Provide professional development for staff/administrators on how to develop a flexible schedule to support varying needs of students and support intervention design	August – May	August – May	Administrative Coordinators	Extra duty pay for special education staff to meet as a team. 150 staff = \$15,000 IDEA funds	Schedules submitted to Student Services	On going
Provide more time for at-risk students in literacy - augmented 7 week program, summer school	May - June	July May-June	Assistant Superintendent of Area 3 and Priority Schools	Title I General fund	Review of individual DRA student pre and post-performance data collected by the Literacy Dept. i-Ready reading/math data	On going
Identify and provide literacy exemplars to ensure high expectations for all students including ELL and IEP students	August – May	August – May	Language Arts Coordinator Language Arts Leadership Team	General fund cover salaries	Curriculum and Instruction Department review of submitted exemplars	Completed/On going
Continue training for counselors and ESL teachers in the use of Infinite Campus to track grades and monitor individual student progress supporting improved graduation rate.	August – May	August – May	Principals and Assistant Superintendents	General fund Title III funds 20% of total strategy #13 Tiered Instruction for extra duty, subs, and benefits (\$18,506)	Regular administrative and counselor meetings to review student grades and individual progress ESL meeting agendas to review of data	On going

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Increase math growth by all students with specific focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of intentional math interventions, and implementing STEM.

Root Cause(s) Addressed: Inconsistent Tier 1 math instruction, lack of diagnostic math assessments, lack of math interventions aligned with student needs, low expectations for English Language Learners and IEP students, inconsistency in the development of vocabulary for ELL students

Inconsistent implementation of SIOP strategies

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- ☒ State Accreditation
 ☐ Student Graduation and Completion Plan (Designated Graduation District)
 ☒ Title IA
 ☒ Title IIA
☒ Title III
 ☒ Gifted Program
 ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Pilot middle school Digits math program (aligned with Colorado Academic Standards)		August – April	Math Coordinator Ex. Dir. Of Curriculum Pilot teachers	General fund	Meeting agendas Unit plans Feedback forms	In progress
Create unit plans and curricular resources for middle school Digits math program (aligned with Colorado Academic Standards)		October - May	Math Coordinator Ex. Dir. Of Curriculum Pilot teachers	General fund	Meeting agendas Unit plans Feedback forms	In progress
Purchase middle school Digits math program		April	Math Coordinator Ex. Dir. Of Curriculum Assistant Supt. of Assessment/Curriculum	General fund	Approval by BOE	Not begun
Professional development for all middle school math teachers in Digits math program and curricular resources	May-June	August – Sept.	Math Coordinator Ex. Dir. of Curriculum	General fund	PD Agendas	Not begun
iReady training including expansion to secondary– principals, literacy teachers	August October February June	August October February	Priority Programs Coordinator Literacy Coordinators Asst. Supt. Assessment/Curriculum Asst. Supt. Area 3/Priority Programs	General fund	Training agendas	In progress

			Social Studies Coordinator			
iReady pilot for grades 4-5 reading, math grades 1-5	August - May		Priority Programs Coordinator Literacy Coordinators Asst. Supt. Assessment/Curriculum Asst. Supt. Area 3/Priority Programs	Title 1 fund	iReady data Feedback	In progress
iReady training for building level teachers (train the trainer)	August – Sept.	August – Sept.	Priority Programs Coordinator Assessment Coordinators Literacy Coordinators Literacy Teachers	General fund	Training agendas iReady data	On going
iReady expansion to grades 1-5 math option		August - May	Priority Programs Coordinator Principals Literacy Coordinators Asst. Supt. Assessment/Curriculum Asst. Supt. Area 3/Priority Programs Assessment Coordinators	General fund	iReady data	Not begun
eSpark Intervention Pilot		July - May	Priority Programs Coordinator Asst. Supt. Area 3/Priority Programs Summer School Coordinator Pilot Teachers Principals	Race to the Top grant	eSpark data Feedback	Not begun
eSpark Professional Development	February		Priority Programs Coordinator Asst. Supt. Area 3/Priority Programs	Race to the Top grant	Training agendas	Completed
Continue to support the	August –	August –	Ex. Director of	General fund covers all	Quarterly review of i-Ready	On going

implementation of Colorado Academic Math Standards and standards/data-driven instruction with accountability	May	May	Curriculum, Assistant Supt. of Assessment/ Curriculum, Principals, Teachers, Area Assistant Superintendents, Math Coordinator, PD Coaches	salaries Title IIA covers coaches' salaries	and Galileo data Monthly review of Tier 1 Walk-through data by administrators	
Refine the implementation of rigorous math program (Math Expressions) and curriculum at the elementary level to improve core instruction	August – May	August – May	Ex. Director of Curriculum Principals Teachers Assistant Superintendents Math Coordinator Professional Development Coaches	General fund covers all salaries and materials Title IIA covers coaches' salaries	Quarterly review of Galileo data Monthly review of Tier 1 Walk-through data by administrators Monthly review of unit assessments	On going
Provide ongoing professional development to support the fidelity of implementation of the elementary math curriculum	August – May	August – May	Ex. Director of Curriculum Principals Teachers Assistant Superintendents Math Coordinator Professional Development Coaches	General fund covers all salaries and materials Title IIA covers coaches' salaries	Training agendas and attendance sign in sheets for teachers PLC agendas Review of Tier 1 math walk-through data	On going
Continue to monitor the implementation of Tier 1 core instruction template as an accountability measure	August – May	August – May	Asst. Supts. Principals Ex. Dir. Of PD/Assess Executive Director of Curriculum	General fund covers salaries Title I	Use of walk-through template by administrators	On going
Professional development plan for teachers in Tier 1 best practice math instruction including SLOP strategies	August – May	August – May	Asst. Supts. Principals Math Coordinator	General fund covers salaries Title IIA	PLC and staff development schedules	On going
Provide additional resources for Tier 2 instructional support for struggling math students	August – May	August – May	Asst. Supts. Principals Math Coordinator	General fund covers all salaries and materials	Training agendas Math 180 Data	On going

Parent Update Meetings at each school site to share current data (SPF) and practices (UIP) regarding math	Sept.- February	Sept.- February	Assistant Superintendents and Principals	General fund	General fund	On going
Continue to support and monitor the implementation of Colorado English Language Proficiency (CELP) standards	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools Priority Programs Coordinator ELL Coordinators Assistant Superintendent of Assessment, Curriculum, and Instruction, Ex. Director of Curriculum Area Assistant Superintendents Principals Teachers	Title III funds for SIOP training and ESL meetings Title III funds 60% of total strategy #13 Tiered Instruction for extra duty, subs, and benefits (\$55,200) General fund	SIOP training agendas ESL teacher meeting agendas Curriculum leadership team meeting agendas Principal meeting agendas PLC meeting agendas Walk-through data using Tier 1 Best Practices with SIOP Identification Document	On going
Provide additional instructional time for students who are not yet proficient – segmented school year for at risk students, 7 weeks of K-5 summer intervention with a literacy, STEM, and English Language Development focus	May – August	May – August	STEM Coordinators Executive Director of Innovation Programs Area Assistant Superintendents Principals Teachers	General Fund and Race to the Top grant	Quarterly review of Galileo data Walk-through data using STEM criteria	On going
English language development through improved bilingual transition model	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools	General fund Title I Title III subs for ESL meetings (12% of allocation \$35,000 and 15% benefits for substitutes total =\$6650)	Principal and ELA office monitor bilingual class scheduling Quarterly meetings between ELA office and bilingual teachers to review daily schedules	On going

Sheltered Instruction (SIOP) professional development and implementation (5 hours for every staff member/year)	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools ELL Coordinators Professional Development Learning Leaders and Coaches	General fund (salaries) Title IIA funds coaches' salaries	Review of AMAO targets met annually; review of principal walk through data using the Tier 1 Best Practices with SIOP Identification walk through template	On going
Provide professional development to improve MTSS process by matching students to interventions for teachers and administrators	August – May	August – May	Ex. Dir. PD/Assess.	General fund covers salaries	Building MTSS meeting agendas	On going
Math Interventionist supports teachers of students with disabilities and at risk in the area of math	August – May	August – May	Math Interventionist	IDEA Funds	Math Interventionist meeting agendas with teachers	On going
Provide training and coaching to Special Ed teachers to include classroom strategies, consultation for individual students, and co-teaching strategies in the area of math	August – May	August – May	Math Interventionist Math Coordinator Ex. Dir. PD/Assess.	IDEA Funds	Quarterly Student Services meetings Training agendas Coaching Schedule Meeting agendas between Math Interventionist and Math Coordinator	On going
Provide professional development and support for full implementation of Math interventions to include Scholastic Math 180.	August – May	August – May	Math Interventionist Math Coordinator	IDEA Funds	Quarterly Student Services meetings Quarterly ELA office meetings Quarterly Curriculum meetings with math coordinator leading discussions and data review	On going
Provide professional development on data collection, progress monitoring, gap and error analysis, and diagnostic assessments in the area of mathematics to include the use of the Scholastic Math Inventory.	August – February		Math Interventionist	IDEA Funds	Quarterly Student Services meetings Quarterly ELA office meetings Quarterly Curriculum meetings with math coordinator leading discussions & data review	Complete

Provide professional development for staff/administrators on how to develop a flexible schedule to support varying needs of students and support intervention design.	August – May	August – May	Administrative Coordinators and Department Interventionist	IDEA Funds	Schedules submitted to Student Services	On going
Provide exemplars to ensure high expectations for all students including ELL and IEP students	August – May	August – May	Math Coordinator Math Leadership Teams	General funds cover salaries and substitutes	Curriculum and Instruction Department review of submitted exemplars	On going
Continue training for counselors in the use of Infinite Campus to track grades and monitor individual student progress supporting improved graduation rate.	August – May	August – May	Principals and Assistant Superintendents	General fund	Regular administrative and counselor meetings to review student grades and individual progress	On going
Formative assessment program – Galileo implementation District-wide	August – May	August – May	Asst. Sup. of Assessment, Curriculum and Instruction Priority Programs Coordinator Assessment and Curriculum Coordinators	General fund covers salaries and training	Quarterly review of i-Ready and Galileo data Data driven dialogue using formative assessment data to include root cause analysis	On going
Provide ongoing professional development to support teachers implementing STEM programs to include: Design Thinking Technology training Telementoring Program with middle school teachers in cooperation with industry experts to give middle school students the opportunity to participate in community oriented STEM real world problems and project based learning	August – May	August – May	STEM Coordinators Executive Director of Innovation Programs Area Assistant Superintendents Principals Teachers	General Fund and Race to the Top grant	Quarterly review of i-Ready and Galileo data Walk-through data using STEM criteria STEM meeting agendas	On going
Provide rigorous K-12 programming for all students to include STEM at all levels.	August – May	August – May	STEM Coordinators Executive Director of	General Fund and Race to the Top grant	Quarterly review of i-Ready and Galileo data	On going

			Innovation Programs Area Assistant Superintendents Principals Teachers		Walk-through data using STEM criteria STEM meeting agendas	
Implemented STEM focus throughout Skyline feeder system	August – May	August – May	STEM Coordinators Executive Director of	General Fund and Race to the Top grant	Quarterly review of i-Ready and Galileo data Walk-through data using STEM criteria STEM meeting agendas	On going
Engineering is Elementary (EIE) kits for use during augmented school year	August – July	August – July	Innovation Programs Area Assistant Superintendents Principals Teachers		Quarterly review of i-Ready and Galileo data Walk-through data using STEM criteria STEM meeting agendas	Complete
iPad minis to support technology integration across Skyline feeder system	August – May	August – May	STEM Coordinators Executive Director of Innovation Programs Area Assistant Superintendents Principals Teachers	General Fund and Race to the Top grant	Quarterly review of i-Ready and Galileo data Walk-through data using STEM criteria STEM meeting agendas	Complete
Innovation Center to create partnership between community and schools to further STEM opportunities for students	August – July	August – July	STEM Coordinators Executive Director of Innovation Programs Area Assistant Superintendents Principals Teachers	General Fund and Race to the Top grant	Quarterly review of i-Ready and Galileo data Walk-through data using STEM criteria STEM meeting agendas	On going
Learning Technology Plan roll out of 1:1 iPad minis for middle school	August – May	August – May	Instructional Technology	Mill levy and general fund	School level LTP plans	Complete/on going

students and staff			Coordinators LTP Project Manager CIO Principals Teachers Ex. Dir. PD/Assess. Assistant Supt. Assessment/Curriculum Ex. Dir. Curriculum Learning Leaders		Schedule of device rollout to students and parents PLC and staff development meeting agendas that include technology planning and PD Walk-through data	
Learning Technology Plan roll out of 1:1 iPad minis for high school students and staff (half of high schools in 2015-16, and half in 2016-17) As schools onboard: planning (August-January) teachers receive devices (Jan-May) students receive devices (August)	August – May	August – May	Instructional Technology Coordinators LTP Project Manager CIO Principals Teachers Ex. Dir. PD/Assess. Assistant Supt. Assessment/Curriculum Ex. Dir. Curriculum Learning Leaders	Mill levy and general fund	School level LTP plans Schedule of device rollout to students and parents PLC and staff development meeting agendas that include technology planning and PD Walk-through data	In progress
Camp iPad professional development for secondary staff in technology integration	May - June	May - June	Instructional Technology Coordinators LTP Project Manager Ex. Dir. PD/Assess. Assistant Supt. Assessment/Curriculum Ex. Dir. Curriculum Learning Leaders CIO	General fund	Camp iPad agendas Participation rates Participant demonstrations of learning	Not begun
Camp iPad professional development for elementary staff in technology integration	August	May - June	Instructional Technology Coordinators LTP Project Manager Ex. Dir. PD/Assess. Assistant Supt.	General fund	Camp iPad agendas Participation rates Participant demonstrations of learning	Not begun

			Assessment/Curriculum Ex. Dir. Curriculum Learning Leaders CIO			
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Section V: Appendices

For Administrative Units with Gifted Education Programs

Administrative Units (AU) must complete this form to document Gifted Education program plan requirements for student performance. AUs responsible for multiple districts may collaborate with districts to develop a joint addendum; this is especially true for AUs with member districts that have a small number of identified gifted students. Numbers can be aggregated to the AU level for data analysis and common AU targets can be recorded in the template and applicable district UIP documents. As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through assurances and by (1) describing the requirements in this addendum or by (2) listing the page numbers where the gifted education elements are located in the UIP. For additional information, go to: <http://www.cde.state.co.us/gt>.

Description of Gifted Education Program Requirements	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Record reflection on progress towards previous year's targets.	Section III: Data Narrative	Median growth data for our gifted students continues to be inconsistent from year to year. Targets from 2013-2014 were not met, (1% increase in advanced scores for male writers), and decline was noted in our focus area of writing for both genders. We continue to strive for growth percentiles representing at least a 1% increase annually. As a demographic group, high percentages of gifted students are performing in the advanced or proficient ranges on state testing, but disaggregated growth data reflects lower than expected yearly progress. TCAP data, as referenced in the table below, indicates decline in the major content areas for the 2013-14 academic year.

		<div><h3>TCAP Median Growth Trend</h3><table><thead><tr><th></th><th>Math</th><th>Reading</th><th>Writing</th></tr></thead><tbody><tr><td>2012</td><td>59</td><td>59</td><td>67</td></tr><tr><td>2013</td><td>63</td><td>60</td><td>64</td></tr><tr><td>2014</td><td>57</td><td>57</td><td>60</td></tr></tbody></table></div>		Math	Reading	Writing	2012	59	59	67	2013	63	60	64	2014	57	57	60
	Math	Reading	Writing															
2012	59	59	67															
2013	63	60	64															
2014	57	57	60															
Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments.	Section III: Data Narrative	<p>Target goals for gifted male writers were not met during the 2013-2014 academic year. Data represented below indicates male writers continue to score well below gifted female writers, although scores for both demographic groups declined over the past two years. Gifted data is convergent with district data in regards to writing comparisons disaggregated by gender. Non-identified females outperformed non-identified males district-wide in the 2013-2014 academic year. According to data gathered over the past three years, the gap between female writers and male writers is not narrowing, but remaining virtually static.</p>																

		<div><h3>Gender Comparison TCAP Writing</h3><table><tr><th></th><th>2012</th><th>2013</th><th>2014</th></tr><tr><td>Females</td><td>59.1</td><td>62.9</td><td>57.3</td></tr><tr><td>Males</td><td>36.8</td><td>41.1</td><td>35.1</td></tr></table></div>		2012	2013	2014	Females	59.1	62.9	57.3	Males	36.8	41.1	35.1
	2012	2013	2014											
Females	59.1	62.9	57.3											
Males	36.8	41.1	35.1											
Set targets for gifted students' performance that meet or exceed state expectations which will facilitate gifted students' achievement and growth (e.g., move-up, keep-up) in their area(s) of strength.	Section IV: Target Setting Form	With the assistance of teachers throughout the district, and strategies outlined in our Action Plan, the number of males, gifted in Language Arts, will increase by 1% in the 2015-16 academic year, as evidenced by those scoring advanced on state assessments.												
Describe gifted student performance targets in terms of either <u>the</u> district targets (convergence) or as a specific gifted student target/s (divergence) based upon the specific performance challenges of gifted students.	Section IV: Target Setting Form	State testing scores reflect a continued need to focus on strategies designed to increase writing engagement, organization, and authentic application of writing skills creating an understanding of the need for improvement and utilization. Root cause has been analyzed with all gifted teachers and representatives from every school across the district. It was determined that lower than expected scores may be a result of multiple causes including; increased need for tools designed to help organize and develop thoughts, and an overall lack of engagement regarding typical classroom writing tasks.												
Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.	Section IV: Target Setting Form	Gifted teachers and GT liaisons in buildings will continue to monitor progress using school-wide measures such as Galileo assessments, rubrics, peer reviews and writing critiques. Measures used to monitor progress will be dependent upon the individual school and available resources. State testing data will continue to be reviewed annually by the GT Department, with a focus on gender disaggregation. Teachers will document the success rate of strategies outlined in our Action Plan, use state data to determine growth, and continue to collaborate to identify most effective strategies.												

Identify <u>major</u> (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.	Section IV: Action Plan or table below	Major strategies, as outlined in the Action Plan, continue to focus on thought development and organization using Thinking Maps, and creating opportunities for higher level thinking skills implementing Kaplan's Icons of Depth and Complexity. Kaplan's Icons will assist in developing depth of writing by increasing focus on thoughts about multiple perspectives, academic vocabulary, attributes, characteristics, and sequencing. In addition to major strategies, teachers will strive to create authentic writing scenarios engaging to the male population. These scenarios may require teachers to group by gender, offer interest based prompts and materials, plan on authentic writing situations, and provide opportunities for boys to conference about their writing with peers before the actual process takes place. Tiered strategies, used to address and improve student growth, will be documented on the Advanced Learning Plan and presented to parents as a method to increase awareness. Best practices will be shared at monthly meetings with gifted teachers, and presented to GT liaisons throughout the year. The GT Department hopes to increase knowledge about what to look for in gifted male writers by focusing on characteristics during our meetings and asking for additional assistance regarding portfolio submission needed for identification.
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Description of Gifted Education Program Requirements (cont.)	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.	Section IV: Action Plan or table below	Research based protocols and best practice strategies will be integrated into all professional development opportunities. Professional Development will be targeted to increase access to Thinking Maps and Kaplan's Depth and Complexity Icons trainings, in an effort to promote organizational strategies, higher level thinking skills, and rigorous writing techniques. The GT Department and Language Arts Department will collaborate to determine best curriculum materials for advanced readers and writers.
Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.	Section IV: Action Plan or table below	(Refer to Action Plan below)
Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.	Section IV: Action Plan or table below	Student achievement is reported to parents and students in personal conferences, through district reporting by the Assessment Department, and report cards reflect when students are being taught with "above grade level" content. When students are "content accelerated," appropriate standards are reflected on the reporting document. In addition to typical reporting methods, the Advanced Learning Plan outlines the differentiation strategies,

		programming options and individualized methods designed to meet the needs of gifted students across the district. This document will be used to collaborate with students and parents in an effort to focus on gifted needs, growth and affective concerns.
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Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Professional development opportunities district wide: Thinking Maps Purpose: Building organizational and higher level thinking skills.	Summer	Fall, Spring	Glenna Alexander, Mendi Young	Teacher materials. PD compensation for teaching and planning.	Administrator observation, teacher feedback. Increased use of Thinking Maps.	Thinking Maps classes continue to be well attended and this tool is implemented in approximately 50% of the elementary schools at this time.
Professional development opportunities district wide: Kaplan's Depth and Complexity Icons Purpose: Build engagement in writing pieces by providing opportunities to practice critical and creative thinking skills with the Icons, thinking and writing beyond recall.	Spring	Fall	Glenna Alexander, Jennifer Mayer	PD compensation for teaching and planning.	Administrator observation, teacher feedback.	This PD is currently being piloted in one elementary and one middle school with plans for expansion in the 2015-16 academic year.
Continued data gathering and root cause analysis by GT teachers and liaisons. Purpose: To continually reflect upon the	Spring	Fall	Jennifer Mayer, Glenna Alexander, GT teachers and liaisons	Extra duty compensation.	Improvement in writing scores, particularly among male gender.	Data analysis occurs each fall as information about state testing is made available. Teachers research strategies to address

achievement of students we are monitoring.						needs.
Parent meetings focusing on gifted writing characteristics, differentiation/programming components of ALP to increase parental support. Purpose: Build understanding about gifted writing characteristics and appropriate differentiation or programming to increase engagement.	Fall	Fall	Jennifer Mayer, Glenna Alexander, GT teachers and liaisons	Compensation for planning and implementing after school meetings.	Increased collaboration between teachers and parents. Increased understanding about gifted characteristics and relationship to writing success.	Meetings were held in the fall of 2014 in many schools. We strive for parent/student meetings in all schools to allow for direction collaboration when developing the ALP.
Collaboration with Language Arts Department for curriculum review and continued 1-1 technology roll out tied directly to Language Arts curriculum. Purpose: To build a bank of materials, (curriculum resource list) designed to promote engagement of male writers.	Spring, 2014	Fall	Jennifer Mayer, Glenna Alexander, Kerin McClure		Resource list for teachers.	An initial review of materials has begun. Middle and high schools will continue implementation and collaboration with a technology based Language Arts curriculum.
GT Teachers and liaisons collaborate to develop bank of strategies used by writing teachers throughout the district.		Fall	Jennifer Mayer, Glenna Alexander, GT teachers and liaisons	Extra duty compensation.	Google doc shared with all teachers.	Meetings focused on writing achievement resulted in an initial bank of strategies we will continue to build upon.

Notes:

- The gifted education proposed budget (<http://www.cde.state.co.us/gt/director.htm>.) for the upcoming year is due directly to the Office of Gifted Education, rolfe_t@cde.state.co.us, by April 15.
- Leads in multiple-district administrative units must submit an UIP Summary Sheet along with the proposed budget directly to the Office of Gifted Education, rolfe_t@cde.state.co.us, by April 15.
- Every district attaches its individual program addendum (AU joint addendum or district specific addendum) to the district's UIP

Gifted Program Assurances

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
The district uses multiple pathways and tools to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In progress <input type="checkbox"/> No	The district/BOCES maintains a local database of gifted students that records the students' area(s) of strength as defined in regulations: general ability, a specific academic area(s), visual arts, music, performing arts, creativity, and/or leadership.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
Gifted students receive special provisions, Tier II and Tier III, for appropriate instruction and content extensions in the academic standards that align with individual strengths. Note: The AU's program plan should describe the key programming options matched to areas of giftedness and utilized in serving gifted students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No	ALPS are implemented and annually reviewed for every gifted student for monitoring individual <u>achievement and affective</u> goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective and achievement goals and parental engagement are fulfilled.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No	The district/BOCES provides a certified person to administer the gifted education program plan, and provide professional development; The gifted program supports literacy of the advanced reader and prevention of reading difficulties (READ ACT)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No

Report on State Performance Indicators as Recorded on the 2012-2016 Program Plan

Description of State Performance Indicator	Mark one box:	Description of State Performance Indicator	Mark one box:
AU will increase the identification of gifted students from traditionally under-represented populations as evidenced in proportionality of local data by 2016.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress	AU will implement ALPs in high schools either as a blended plan with the ICAP or as a separate individual ALP by fall 2016.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress
AU will implement procedures to identify exceptional potential/gifted students in all categories of giftedness.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress	AU will have a policy or guidelines for acceleration. Districts reviewed acceleration plans for students in general and have a local acceleration plan for gifted students.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In progress
AU will be successful in identifying and moving toward gifted student achievement/growth targets by 2016.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress	AU will accomplish priorities set through the Colorado Gifted Education Review (C-GER).	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress

MEMORANDUM

DATE: April 1, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of School To Work Alliance Program Contract

RECOMMENDATION

That the Board of Education approve the contract with the Colorado Department of Education to support funding for the School to Work Alliance Program (SWAP).

BACKGROUND

The School to Work Alliance Program is a partnership between the St. Vrain Valley School District, the Colorado Department of Education, Department of Human Services, and the Division of Vocational Rehabilitation. This program supports developing job seeking, work skills and employment for students with disabilities ages 16 through 25.

RELATED INFORMATION

St. Vrain Valley School District has participated in the School to Work Alliance Program for the past 18 years. St. Vrain has one of the highest closure rates for students seeking, securing and maintaining employment for students with disabilities in the state. A program coordinator and three specialists are supported through this grant funding. The program is supported and implemented through grant funds only.

The total estimated contract for school year 2015-2016 is \$495,604.00. The direct cost is \$209,128.00, as outlined in Exhibit E.

Copies of the contract and acceptance letter are attached.

STATE OF COLORADO



COLORADO

Office of Community
Access & Independence

Division of Vocational Rehabilitation

OFFICE of COMMUNITY ACCESS and INDEPENDENCE

Viki Manley, Office Director

DIVISION OF VOCATIONAL REHABILITATION

ADMINISTRATION OFFICE

1575 Sherman Street, 4th Floor

Denver, Colorado 80203-1714

Phone 303-866-4150

TDD 303-866-4150

FAX 303-866-4905

www.cdhs.state.co.us

Steve Anton, Interim Director

Director



John W. Hickenlooper
Governor

Reggie Bicha
Executive Director

March 13, 2015

Dear SWAP Contract Designee:

The Colorado Division of Vocational Rehabilitation (DVR) is pleased to inform you of the acceptance of your recently submitted School to Work Alliance Program (SWAP) Request for Continuation Funds Proposal.

Attached is the SWAP Contract, a Withhold/Transfer of Funds form, and instructions with form samples to assist you.

To ensure your district/BOCES can be reimbursed for expenditures that take place beginning July 1, 2015, it is essential that the contracts be processed in a timely manner. Therefore, DVR is requesting that contracts be signed and returned by April 17, 2015.

Once we have received the signed contracts, they will be processed by the Department of Human Services. It is anticipated this will take approximately six to eight weeks. Following approval by the Department of Human Services, DVR will send the district an Award letter. Finalized copies of the contract will be mailed back to Designees by July 30th, 2015.

We look forward to working with you in the coming year as you continue your School to Work Alliance Program. Please feel free to contact Nancy Cordova (303-866-3232) with questions.

Sincerely,

Cheryl A. Carver

Youth Services & Transition Unit Manager

Colorado Division of Vocational Rehabilitation

SCHOOL TO WORK ALLIANCE PROGRAM

WITHHOLD/TRANSFER OF FUNDS REQUEST FORM

This request involves the **2016** Fiscal Year Contract for the period of **07/01/14 through 06/30/16**. The contract for the operation of this SWAP site is between **St. Vrain Valley RE-1J 0470, dba Boulder County SD #1J** and the Colorado Division of Vocational Rehabilitation.

This SWAP site has requested to transfer local support funds to DVR for the cost of operating SWAP during the FY 2016 Contract Year:

Each of the school districts financially involved in the operation of the local SWAP request that each month CDE withhold 1/12 of the school district's portion of the cost of SWAP operation for the FY 2016 Contract year. The withheld funds will be transferred from CDE to DVR monthly. The entire amount of local support funds DVR will receive from the SWAP site will be **\$209,128.00.**

The following district participates financially in the operation of the local SWAP:

District: St. Vrain Valley School District

The amount that will be withheld monthly from this district and transferred by CDE to DVR is:

Amount: \$17,427.33 will be withheld monthly.

Signature of District Superintendent or Chief Financial Officer

Date Signed

This form must be completed, signed and returned no later than **April 17, 2015**. Each district participating financially in the local SWAP must sign a separate form. The completed forms for all districts participating in SWAP must be bundled and sent to DVR. (Sites requiring more than one form must send all forms together.) DVR will forward copies to CDE for their records. Please send or fax to:

Nancy Cordova
Division of Vocational Rehabilitation
2211 W. Evans Ave. Bldg A
Denver, CO 80223
303-866-3232

CONTRACT

This contract is made and entered into by and between the named parties. In accordance with the purposes stated herein, it is hereby agreed as follows:

STATE:**CONTRACTOR:**

State of Colorado for the use & benefit of the
Department of Human Services
Division of Vocational Rehabilitation
1575 Sherman St.. 4th Floor
Denver, Co 80203

St. Vrain Valley RE-1J 0470,
dba Boulder County SD #1J
830 S. Lincoln Street
Longmont, CO 80501

CONTRACT MADE DATE:

03/02/2015

CONTRACTOR'S ENTITY TYPE:

Government

CONTRACTOR'S STATE OF INCORPORATION:**PO/SC ENCUMBRANCE NUMBER:****CTGG12016****BILLING STATEMENTS RECEIVED:**

Monthly/Quarterly

TERM:

This contract shall be effective upon approval by the State Controller, or designee, or on 07/01/2015, whichever is later. The contract shall end on 06/30/2016.

STATUTORY AUTHORITY:

C.R.S. § 26-1-111

CONTRACT PRICE NOT TO EXCEED:**\$495,604.00****MAXIMUM AMOUNT AVAILABLE PER FISCAL YEAR:**FY 16: **\$495,604.00****PROCUREMENT METHOD:**

Exempt

BID/RFP/LIST PRICE AGREEMENT NUMBER:

Not Applicable

LAW SPECIFIED VENDOR STATUTE:

Not Applicable

PRICE STRUCTURE:

Reimbursement

FUND SOURCE – NAME OF FEDERAL PROGRAM/GRANT AND FUNDS ID#**STATE REPRESENTATIVE:**

Cheryl A. Carver
Division of Rehabilitation
2211 W. Evans Ave. Bldg. A
Denver, Co 80223

CONTRACTOR REPRESENTATIVE:

Jean Rice
Contractor Name Per Above

SCOPE OF WORK:

In accordance with the provisions of this contract and its exhibits and attachments, the Contractor shall: Provide a new pattern of services for youth with disabilities which prepare for and lead to competitive employment, which include, but are not limited to, assessment, work-based community development, consultation, job development and placement, job seeking skills training and work adjustment.

EXHIBITS:

The following exhibits are hereby incorporated:

Exhibit A-	Statement of Work
Exhibit B-	Miscellaneous Provisions
Exhibit C-	Performance Measures
Exhibit D-	Budget Narrative
Exhibit E-	Budget

COORDINATION:

The State warrants that required approval, clearance and coordination has been accomplished from and with appropriate agencies.

APPROVAL:

In no event shall this contract be deemed valid until it shall have been approved by the State Controller or his/her designee.

PROCUREMENT:

This contractor has been selected in accordance with the requirements of the Colorado Procurement Code.

PRICE PROVISIONS:

Payments pursuant to this contract shall be made as earned, in whole or in part, from available funds, encumbered for the purchase of the described services and/or deliverables. The liability of the State at any time for such payments shall be limited to the encumbered amount remaining of such funds.

Authority exists in the laws and funds have been budgeted, appropriated and otherwise made available, and a sufficient unencumbered balance thereof remains available for payment.

Financial obligations of the State of Colorado payable after the current fiscal year are contingent upon funds for that purpose being appropriated, budgeted and otherwise made available.

The Contractor understands and agrees that the State shall not be liable for payment for work or services or for costs or expenses incurred by the Contractor prior to the proper execution and State Controller approval of this contract.

GENERAL PROVISIONS

The following clauses apply to this contract:

A. Governmental Immunity/Limitation of Liability:

Notwithstanding anything herein to the contrary, no term or condition of this contract shall be construed or interpreted as a waiver, express or implied, of any of the immunities, rights, benefits, protection, or other provisions of the "Colorado Governmental Immunity Act", C.R.S. §24-10-101, *et seq.*, as now or hereinafter amended. The parties understand and agree that the liability of the State for claims for injuries to persons or property arising out of negligence of the State of Colorado, its departments, institutions, agencies, boards, officials and employees is controlled and limited by the provisions of C.R.S. §24-10-101, *et seq.*, as now or hereafter amended and the risk management statutes, C.R.S. §24-30-1501, *et seq.*, as now or hereafter amended. Any liability of the State created under any other provision of this contract, whether or not incorporated herein by reference, shall be controlled by, limited to, and otherwise modified so as to conform with, the above cited laws.

B. Federal Funds Contingency: Payment pursuant to this contract, if in federal funds, whether in whole or in part, is subject to and contingent upon the continuing availability of federal funds for the purposes hereof. In the event that said funds, or any part thereof, become unavailable, as determined by the State, the State may immediately terminate this contract or amend it accordingly.

C. Billing Procedures: The State shall establish billing procedures and requirements for payment due the Contractor in providing performance pursuant to this contract. The Contractor shall comply with the established billing procedures and requirements for submission of billing statements. The State shall comply with CRS 24-30-202(24) when paying vendors upon receipt of a correct notice of the amount due for goods or services provided hereunder.

D. Exhibits- Interpretation: Unless otherwise stated, all referenced exhibits are incorporated herein and made a part of this contract. And, unless otherwise stated, in the event of conflicts or inconsistencies between this contract and its exhibits or attachments, such conflicts shall be resolved by reference to the

documents in the following order of priority: 1) the Special Provisions of this contract shall always be controlling over other provisions in the contract or amendments; 2) the contract "cover" pages; 3) the General Provisions of this contract; 4) the exhibits to this contract, except that any exhibit entitled: "Modifications to the General Provisions" shall take priority over the General Provisions of this contract.

E. Notice and Representatives: For the purposes of this contract, the representative for each party is as designated herein. Any notice required or permitted may be delivered in person or sent by registered or certified mail, return receipt requested, to the party at the address provided, and if sent by mail it is effective when posted in a U.S. Mail Depository with sufficient postage attached thereto. Notice of change of address or change or representative shall be treated as any other notice.

F. Contractor Representations:

1. Licenses and Certifications: The Contractor certifies that, at the time of entering into this contract, it and its agents have currently in effect all necessary licenses, certifications, approvals, insurance, etc. required to properly provide the services and/or supplies covered by this contract in the state of Colorado. Proof of such licenses, certifications, approvals, insurance, etc. shall be provided upon the State's request. Any revocation, withdrawal or nonrenewal of necessary license, certification, approval, insurance, etc. required for the Contractor to properly perform this contract, shall be grounds for termination of this contract by the State.

2. Qualification: Contractor certifies that it is qualified to perform such services or provide such deliverables as delineated in this contract.

3. Exclusion, Debarment and/or Suspension: Contractor represents and warrants that Contractor, or its employees or authorized subcontractors, are not presently excluded from participation, debarred, suspended, proposed for debarment, declared ineligible, voluntarily excluded, or otherwise ineligible to participate in a "federal health care program" as defined in 42 U.S.C. § 1320a-7b(f) or in any other government payment program by any federal or State of Colorado department or agency. In the event Contractor, or one of its employees or authorized subcontractors, is excluded from

participation, or becomes otherwise ineligible to participate in any such program during the Term, Contractor will notify the State in writing within three (3) days after such event. Upon the occurrence of such event, whether or not such notice is given to Contractor, the State reserves the right to immediately cease contracting with Contractor.

4. Work Performed Outside the United States or Colorado, pursuant to C.R.S. §24-102-206: The Contractor certifies all work performed under this Contract, including any subcontracts, is anticipated to be and will be performed within the United States or Colorado, unless otherwise specified in the Statement of Work. If work under this Contract is anticipated to be or will be performed outside the United States or Colorado, the countries and/or states where work will be performed, and the reasons it is necessary or advantageous to go outside the United States or Colorado to perform the work are also specified in the Statement of Work.

- G. Legal Authority: The Contractor warrants that it possesses the legal authority to enter into this contract and that it has taken all actions required by its procedures, by-laws, and/or applicable law to exercise that authority, and to lawfully authorize its undersigned signatory to execute this contract and bind the Contractor to its terms. The person(s) executing this contract on behalf of the Contractor warrant(s) that such person(s) have full authorization to execute this contract.

- H. Indemnification: Contractor shall indemnify, save, and hold harmless the State, its employees and agents, against any and all claims, damages, liability and court awards including costs, expenses, and attorney fees and related costs, incurred as a result of any act or omission by Contractor, or its employees, agents, subcontractors, or assignees pursuant to the terms of this contract.

[Applicable Only to Intergovernmental Contracts] No term or condition of this contract shall be construed or interpreted as a waiver, express or implied, of any of the immunities, rights, benefits, protection, or other provisions, of the Colorado Governmental Immunity Act, CRS §24-10-101 et seq., or the Federal Tort Claims Act, 28 U.S.C. 2671 et seq., as applicable, as now or hereafter amended.

- I. Insurance: Contractor and its Subcontractors shall obtain and maintain insurance as specified in this

section at all times during the term of this Contract. All policies evidencing the insurance coverage required hereunder shall be issued by insurance companies satisfactory to Contractor and the State.

1. Contractor

- a. Public Entities: If Contractor is a "public entity" within the meaning of the Colorado Governmental Immunity Act, CRS §24-10-101, et seq., as amended (the "GIA"), then Contractor shall maintain at all times during the term of this Contract such liability insurance, by commercial policy or self-insurance, as is necessary to meet its liabilities under the GIA. Contractor shall show proof of such insurance satisfactory to the State, if requested by the State. Contractor shall require each contract with a Subcontractor that is a public entity, to include the insurance requirements necessary to meet such Subcontractor's liabilities under the GIA.

- b. Non-Public Entities: If Contractor is not a "public entity" within the meaning of the GIA, Contractor shall obtain and maintain during the term of this Contract insurance coverage and policies meeting the same requirements set forth in provision I.2 below with respect to Subcontractors that are not "public entities".

2. Contractors – Subcontractors

Contractor shall require each contract with Subcontractors other than those that are public entities, providing Goods or Services in connection with this Contract, to include insurance requirements substantially similar to the following:

- a. Worker's Compensation: Worker's Compensation Insurance as required by State statute, and Employer's Liability Insurance covering all of Contractor or Subcontractor employees acting within the course and scope of their employment.

- b. General Liability: Commercial General Liability Insurance written on ISO occurrence form CG 00 01 10/93 or equivalent, covering premises operations, fire damage, independent contractors, products and completed operations, blanket contractual liability, personal injury, and advertising liability with minimum limits as follows:

- (a) \$1,000,000 each occurrence;
(b) \$1,000,000 general aggregate;
(c) \$1,000,000 products and completed operations aggregate; and

(d) \$50,000 any one fire.

If any aggregate limit is reduced below \$1,000,000 because of claims made or paid, Subcontractor shall immediately obtain additional insurance to restore the full aggregate limit and furnish to Contractor a certificate or other document satisfactory to Contractor showing compliance with this provision.

- c. Automobile Liability: Automobile Liability Insurance covering any auto (including owned, hired and non-owned autos) with a minimum limit of \$1,000,000 each accident combined single limit.
- d. Professional Liability: Professional liability insurance with minimum limits of liability of not less than \$1,000,000, unless waived by the State.
- e. Privacy Insurance
If this Contract includes a HIPAA Business Associates Addendum exhibit, Contractor shall obtain and maintain during the term of this Contract liability insurance covering all loss of Protected Health Information data and claims based upon alleged violations of privacy rights through improper use or disclosure of Protected Health Information with a minimum annual limit of \$1,000,000.
- f. Additional Insured: The State shall be named as additional insured on all Commercial General Liability and Automobile Liability Insurance policies (leases and construction contracts require additional insured coverage for completed operations on endorsements CG 2010 11/85, CG 2037, or equivalent) required of Contractor and any Subcontractors hereunder.
- g. Primacy of Coverage: Coverage required of Contractor and Subcontractor shall be primary over any insurance or self-insurance program carried by Contractor or the State.
- h. Cancellation: The above insurance policies shall include provisions preventing cancellation or non-renewal without at least 30 days prior notice to Contractor and Contractor shall forward such notice to the State in accordance with provision E. Notice and Representatives within seven days of Contractor's receipt of such notice.
- i. Subrogation Waiver: All insurance policies in any way related to this Contract and secured and maintained by Contractor or its Subcontractors as required herein shall

include clauses stating that each carrier shall waive all rights of recovery, under subrogation or otherwise, against Contractor or the State, its agencies, institutions, organizations, officers, agents, employees, and volunteers.

3. Certificates: Contractor and all Subcontractors shall provide certificates showing insurance coverage required hereunder to the State within seven business days of the Effective Date of this Contract. No later than 15 days prior to the expiration date of any such coverage, Contractor and each Subcontractor shall deliver to the State or Contractor certificates of insurance evidencing renewals thereof. In addition, upon request by the State at any other time during the term of this Contract or any subcontract, Contractor and each Subcontractor shall, within 10 days of such request, supply to the State evidence satisfactory to the State of compliance with the provisions of this provision I.

J. Disaster Planning and Pandemic Outbreaks: The State may require the Contractor to submit a Disaster Response Plan (Plan) to ensure the delivery hereunder of essential government services during a disaster, declared emergency, and/or pandemic outbreak. The Plan would take precedence over and nullify any contractual provision relating to force majeure or "Acts of God." Accordingly, should the work performed by the Contractor under this contract include the provision of any essential government services, the State may request a Plan from the Contractor, and, upon such request, the Contractor shall forthwith submit a Plan, and the Contractor shall be bound to perform hereunder in accordance therewith.

K. Rights in Data, Documents and Computer Software or Other Intellectual Property:

All intellectual property including without limitation, databases, software, documents, research, programs and codes, as well as all, reports, studies, data, photographs, negatives or other documents, drawings or materials prepared by the contractor in the performance of its obligations under this contract shall be the exclusive property of the State. Unless otherwise stated, all such materials shall be delivered to the State by the contractor upon completion, termination, or cancellation of this contract. Contractor shall not use, willingly allow or cause to have such materials used for any purpose other than the performance of the contractor's obligations under this contract without a prior written consent of the State. All documentation,

accompanying the intellectual property or otherwise, shall comply with the State requirements which include but is not limited to all documentation being in a paper, human readable format which is useable by one who is reasonably proficient in the given subject area.

- L. Proprietary Information: Proprietary information for the purpose of this contract is information relating to a party's research, development, trade secrets, business affairs, internal operations and management procedures and those of its customers, clients or affiliates, but does not include information lawfully obtained by third parties, which is in the public domain, or which is developed independently.

Neither party shall use or disclose directly or indirectly without prior written authorization any proprietary information concerning the other party obtained as a result of this contract. Any proprietary information removed from the State's site by the Contractor in the course of providing services under this contract will be accorded at least the same precautions as are employed by the Contractor for similar information in the course of its own business.

- M. Records Maintenance, Performance Monitoring & Audits: The Contractor shall maintain a complete file of all records, documents, communications, and other materials that pertain to the operation of the program/project or the delivery of services under this contract. Such files shall be sufficient to properly reflect all direct and indirect costs of labor, materials, equipment, supplies and services, and other costs of whatever nature for which a contract payment was made. These records shall be maintained according to generally accepted accounting principles and shall be easily separable from other Contractor records.

The Contractor shall protect the confidentiality of all records and other materials containing personally identifying information that are maintained in accordance with this contract. Except as provided by law, no information in possession of the Contractor about any individual constituent shall be disclosed in a form including identifying information without the prior written consent of the person in interest, a minor's parent, guardian, or the State. The Contractor shall have written policies governing access to, duplication and dissemination of, all such information and advise its agents, if any, that they are subject to these confidentiality requirements. The Contractor shall provide its agents, if any, with a copy or written explanation of these confidentiality

requirements before access to confidential data is permitted.

The Contractor authorizes the State, the federal government or their designee, to perform audits and/or inspections of its records, at any reasonable time, to assure compliance with the state or federal government's terms and/or to evaluate the Contractor's performance. Any amounts the State paid improperly shall be immediately returned to the State or may be recovered in accordance with other remedies.

All such records, documents, communications, and other materials shall be the property of the State unless otherwise specified herein and shall be maintained by the Contractor, for a period of three (3) years from the date of final payment or submission of the final federal expenditure report under this contract, unless the State requests that the records be retained for a longer period, or until an audit has been completed with the following qualification. If an audit by or on behalf of the federal and/or state government has begun but is not completed at the end of the three (3) year period, or if audit findings have not been resolved after a three (3) year period, the materials shall be retained until the resolution of the audit findings.

The Contractor shall permit the State, any other governmental agency authorized by law, or an authorized designee thereof, in its sole discretion, to monitor all activities conducted by the Contractor pursuant to the terms of this contract. Monitoring may consist of internal evaluation procedures, reexamination of program data, special analyses, on-site verification, formal audit examinations, or any other procedures as deemed reasonable and relevant. All such monitoring shall be performed in a manner that will not unduly interfere with contract work.

- N. Taxes: The State, as purchaser, is exempt from all federal excise taxes under Chapter 32 of the Internal Revenue Code [No. 84-730123K] and from all state and local government use taxes [C.R.S. §39- 26-114(a) and 203, as amended]. The contractor is hereby notified that when materials are purchased for the benefit of the State, such exemptions apply except that in certain political subdivisions the vendor may be required to pay sales or use taxes even though the ultimate product or service is provided to the State. These sales or use taxes will not be reimbursed by the State.

- O. Conflict of Interest: During the term of this contract, the Contractor shall not engage in any business or personal activities or practices or maintain any relationships which conflict in any way with the Contractor fully performing his/her obligations under this contract.

Additionally, the Contractor acknowledges that, in governmental contracting, even the appearance of a conflict of interest is harmful to the interests of the State. Thus, the Contractor agrees to refrain from any practices, activities or relationships which could reasonably be considered to be in conflict with the Contractor's fully performing his/her obligations to the State under the terms of this contract, without the prior written approval of the State.

In the event that the Contractor is uncertain whether the appearance of a conflict of interest may reasonably exist, the Contractor shall submit to the State a full disclosure statement setting forth the relevant details for the State's consideration and direction. Failure to promptly submit a disclosure statement or to follow the State's direction in regard to the apparent conflict shall be grounds for termination of the contract.

Further, the Contractor shall maintain a written code of standards governing the performance of its agent(s) engaged in the award and administration of contracts. Neither the Contractor nor its agent(s) shall participate in the selection, or in the award or administration of a contract or subcontract supported by Federal funds if a conflict of interest, real or apparent, would be involved. Such a conflict would arise when:

1. The employee, officer or agent;
2. Any member of the employee's immediate family;
3. The employee's partner; or
4. An organization which employees, or is about to employ, any of the above,

has a financial or other interest in the firm selected for award. Neither the Contractor nor its agent(s) will solicit nor accept gratuities, favors, or anything of monetary value from Contractor's potential contractors, or parties to subagreements.

- P. Conformance with Law: The Contractor and its agent(s) shall at all times during the term of this contract strictly adhere to all applicable federal laws, state laws, Executive Orders and implementing regulations as they currently exist and may hereafter be amended. Without limitation, these federal laws and regulations include:

- Age Discrimination Act of 1975, 42 U.S.C. Section 6101 et seq. and its implementing regulation, 45 C.F.R. Part 91;
- Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 et seq.;
- Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. 12101 et seq.;
- The Drug Free Workplace Act of 1988, 41 U.S.C. 701 et seq.;
- Equal Pay Act of 1963, 29 U.S.C. 206;
- Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. § 1320d et seq. and implementing regulations, 45 C.F.R. Parts 160 and 164;
- Immigration Reform and Control Act of 1986, 8 U.S.C. 1324b;
- Pro-Children Act of 1994, 20 U.S.C. 6081 et seq.;
- Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, as amended, and implementing regulation 45 C.F.R. Part 84;
- Titles VI & VII of the Civil Rights Act of 1964, 42 U.S.C. 2000(d) & (e);
- The Personal Responsibility and Work Opportunity Reconciliation Act of 1996, 42 USC 604a, PL 104-193. See also State Executive Order D 015 00;
- Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.;
- The Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments (Common Rule), at 45 CFR, Part 92;
- The Uniform Administrative Requirements for Awards and Subawards to Institutions of Higher Education, Hospitals, Other Non-Profit Organizations, and Commercial Organizations (Common Rule), at 2 CFR 215;
- Office of Management and Budget Circulars A-87, A-21 or A-122, and A-102 or A-110, whichever is applicable.
- The Hatch Act (5 USC 1501-1508) and Civil Service Reform Act, Public Law 95-454 Section 4728.
- Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriations Act, 1990, PL 101-166, Section 511.
- 45 CFR Subtitle A, Department of Health and Human Services regulations.
- The Single Audit Act Amendments of 1996, 31 USC 7501, Public Law 104-156, OMB Circular A-133, and 45 CFR 74.26.
- The Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-

282), as amended by §6062 of Public Law 110-252, including without limitation all data reporting requirements required thereunder. This Act is also referred to as FFATA.

- The American Recovery and Reinvestment Act of 2009 (Public Law 111-5), including without limitation all data reporting requirements required thereunder. This Act is also referred to as ARRA.

Q. Restrictions on Public Benefits: Pursuant to House Bill 06S-1023, as codified at C.R.S. § 24-76.5-101 et seq., except as otherwise provided therein or where exempt by federal law, the State is required to verify the lawful presence in the United States of each natural person 18 years of age or older who applies for state or local public benefits or for federal public benefits for the applicant. Accordingly, should the work performed by the Contractor under this contract include the provision of any of said benefits to any natural person 18 years of age or older who applies therefore for the applicant, the Contractor shall follow the requirements of said law in the provision of said benefits as if it were the State. The State will provide the Contractor with specific instruction on the identification documentation required and the process to be followed by the Contractor to properly comply with the law if the work done under this contract is subject to these requirements.

R. Statewide Contract Management System:

1. When Applicable. If the maximum amount payable to Contractor under this Contract is \$100,000 or greater, either on the Effective Date or at anytime thereafter, this provision applies.
2. Governing State Statutes. Contractor agrees to be governed, and to abide, by the provisions of CRS §24-102-205, §24-102-206, §24-103-601, §24-103.5-101 and §24-105-102 concerning the monitoring of vendor performance on state contracts and inclusion of contract performance information in a statewide contract management system.
3. Performance Evaluation and Review. Contractor's performance shall be subject to Evaluation and Review in accordance with the terms and conditions of this Contract, State law (including without limitation CRS §24-103.5-101), and State Fiscal Rules, Policies and Guidance. Evaluation and Review of Contractor's performance shall be part of the normal contract administration process and Contractor's performance will be systematically recorded in the statewide

Contract Management System. Areas of Evaluation and Review shall include without limitation quality, cost and timeliness. Collection of information relevant to the performance of Contractor's obligations under this Contract shall be determined by the specific requirements of such obligations and shall include factors tailored to match the requirements of Contractor's obligations hereunder. Such performance information shall be entered into the statewide Contract Management System at intervals during the term hereof determined appropriate by the State, and a final Evaluation, Review and Rating shall be rendered by the State within 30 days of the end of the Contract term. Contractor shall be notified following each performance Evaluation and Review, and shall address or correct any identified problem in a timely manner and maintain work progress.

4. Gross Failure to Meet Performance Measures. Should the final performance Evaluation and Review determine that Contractor demonstrated a gross failure to meet the performance measures established hereunder, the Executive Director of the Colorado Department of Personnel and Administration (Executive Director), upon request by the Department of Human Services, for good cause shown, may debar Contractor and prohibit Contractor from bidding on future contracts. Contractor may contest the final Evaluation and Review and Rating by: (a) filing rebuttal statement(s), which may result in either removal or correction of the evaluation (CRS §24-105-102(6)), or (b) under CRS §24-105-102(6), exercising the debarment protest and appeal rights provided in CRS §§24-109-106, 107, 201 or 202, which may result in the reversal of the debarment and reinstatement of Contractor by the Executive Director upon showing of good cause.
5. CORA Disclosure: To the extent not prohibited by federal law, this Contract and the performance measures and standards under CRS §24-103.5-101 are subject to public release through the Colorado Open Records Act, CRS §24-72-101, et seq.

S. Performance Ratings and Guidelines:

The Contractor will be given a Final Contractor Performance Evaluation at the end of the contract term in accordance with C.R.S. §24-102-205(6) and General Provision R. above. The list of available Performance Ratings, along with

guidelines for what final rating will be given, are as follows:

1. Above Standard: This rating may be given where Contractor consistently performs in a manner that exceeds the requirements of this Contract, and where such performance is measurable against objective factors specifically identified for use in achieving the purposes of this provision. If applicable to work performed under this Contract, the objective factors and performance required to merit an "Above Standard" rating are specified in a so dedicated Exhibit to this Contract, which may be included herein from the start of the contract or subsequently be added by formal contract amendment at any time before the end of the contract term. If there is no such dedicated Exhibit included or subsequently added herein, this rating is unavailable.
2. Standard: This rating will be given where: 1.) Contractor's performance hereunder meets the requirements of this Contract in areas of quality, cost, and timeliness; 2.) Contractor's work is accepted by the State; and 3.) full payment hereunder is made to Contractor for such performance.
3. Below Standard: This rating may be given where Contractor materially fails to perform the requirements of this Contract and such failure results in the State's invocation of contract remedies and/or contract termination in accordance with General Provision X. below.

T. Discrimination: The Contractor during the performance of this contract shall:

1. not discriminate against any person on the basis of race, color, national origin, age, sex, religion and handicap, including Acquired Immune Deficiency Syndrome (AIDS) or AIDS related conditions.
2. not exclude from participation in, or deny benefits to any qualified individual with a disability, by reason of such disability.

Any person who thinks he/she has been discriminated against as related to the performance of this contract has the right to assert a claim, Colorado Civil Rights Division, C.R.S. §24-34-302, et seq.

U. Criminal Background Check: Pursuant to C.R.S. §27-90-111 and Department of Human Services Policy VI-2.4, any independent contractor, and its agent(s), who is designated by the Executive Director or the Executive Director's designee to be

a contracting employee under C.R.S. §27-90-111, who has direct contact with vulnerable persons in a state-operated facility, or who provides state-funded services that involve direct contact with vulnerable persons in the vulnerable person's home or residence, shall:

1. submit to a criminal background check, and
2. report any arrests, charges, or summonses for any disqualifying offense as specified by C.R.S. §27-90-111 to the State.

Any Contractor or its agent(s), who does not comply with C.R.S. §27-90-111 and DHS Policy VI-2.4, may, at the sole discretion of the State, be suspended or terminated.

V. Litigation: The Contractor shall within five (5) calendar days after being served with a summons, complaint, or other pleading which has been filed in any federal or state court or administrative agency notify the State that it is a party defendant in a case which involves services provided under this contract. The Contractor shall deliver copies of such document(s) to the State's Executive Director. The term "litigation" includes an assignment for the benefit of creditors, and filings in bankruptcy, reorganization and/or foreclosure.

W. Disputes: Except as herein specifically provided otherwise, disputes concerning the performance of this contract which cannot be resolved by the designated contract representatives shall be referred in writing to a senior departmental management staff designated by the department and a senior manager designated by the Contractor. Failing resolution at that level, disputes shall be presented in writing to the Executive Director and the Contractor's chief executive officer for resolution. This process is not intended to supersede any other process for the resolution of controversies provided by law.

X. Remedies: Acceptance is dependent upon completion of all applicable inspection procedures. The State reserves the right to inspect the goods and/or services provided under this contract at all reasonable times and places. The Executive Director of the State or her/his designee may exercise the following remedial actions should s/he find the Contractor substantially failed to satisfy the scope of work found in this contract. Substantial failure to satisfy the scope of work shall be defined to mean substantially insufficient, incorrect or improper activities or inaction by the Contractor. Without limitation, the State has the right to:

1. withhold payment until performance is cured,

2. require the vendor to take necessary action to ensure that the future performance conforms to contract requirements,
3. request removal of a Contractor's agent from contract work,
4. equitably reduce the payment due the vendor to reflect the reduced value of the services performed,
5. recover payment for work that due to the Contractor cannot be performed or would be of no value to the State,
6. modify or recover payments (from payments under this contract or other contracts between the State and the vendor as a debt due to the State) to correct an error due to omission, error, fraud and/or defalcation,
7. terminate the contract.

These remedies in no way limit the remedies available to the State in the termination provisions of this contract, or remedies otherwise available at law.

Y. Termination:

1. Termination for Default: The State may terminate the contract for cause. If the State terminates the contract for cause, it will first give ten (10) days prior written notice to the Contractor, stating the reasons for cancellation, procedures to correct problems, if any, and the date the contract will be terminated in the event problems have not been corrected. In the event this contract is terminated for cause, the State will only reimburse the Contractor for accepted work or deliverables received up to the date of termination. In the event this contract is terminated for cause, final payment to the Contractor may be withheld at the discretion of the State until completion of final audit. Notwithstanding the above, the Contractor may be liable to the State for the State's damages. If it is determined that the Contractor was not in default then such termination shall be treated as a termination for convenience as described herein.
2. Termination for Convenience: The State shall have the right to terminate this contract by giving the Contractor at least twenty (20) days prior written notice. If notice is so given, this contract shall terminate on the expiration of the specified time period, and the liability of the parties hereunder for further performance of the terms of this contract shall thereupon cease, but the parties shall not be released from the duty to perform their obligations up to the date of termination.

3. Immediate Termination: This contract is subject to immediate termination by the State in the event that the State determines that the health, safety, or welfare of persons receiving services may be in jeopardy. Additionally, the State may immediately terminate this contract upon verifying that the Contractor has engaged in or is about to participate in fraudulent or other illegal acts.
4. Termination for Financial Exigency: The State shall have the right to terminate this contract for financial exigency by giving the Contractor at least thirty (30) days prior written notice. For the purposes of this provision, a financial exigency shall be a determination made by the Colorado legislature or its Joint Budget Committee that the financial circumstances of the State are such that it is in the best interest of the State to terminate this contract. If notice of such termination is so given, this contract shall terminate on the expiration of the time period specified in the notice, and the liability of the parties hereunder for further performance of the terms of this contract shall thereupon cease, but the parties shall not be released from the duty to perform their obligations up to the date of termination.

In the event that the State terminates this contract under the Termination for Convenience or Termination for Financial Exigency provisions, the Contractor is entitled to submit a termination claim within ten (10) days of the effective date of termination. The termination claim shall address and the State shall consider paying the following costs:

- a. the contract price for performance of work, which is accepted by the State, up to the effective date of the termination.
- b. reasonable and necessary costs incurred in preparing to perform the terminated portion of the contract
- c. reasonable profit on the completed but undelivered work up to the date of termination
- d. the costs of settling claims arising out of the termination of subcontracts or orders, not to exceed 30 days pay for each subcontractor
- e. reasonable accounting, legal, clerical, and other costs arising out of the termination settlement.

In no event shall reimbursement under this clause exceed the contract amount reduced by

amounts previously paid by the State to the Contractor.

- Z. Venue: The parties agree that venue for any action related to performance of this contract shall be in the City and County of Denver, Colorado.

AA. Understanding of the Parties:

1. Complete Understanding: This contract is intended as the complete integration of all understandings between the parties. No prior or contemporaneous addition, deletion, or other amendment hereto shall have any force or effect whatsoever, unless embodied herein in writing. No subsequent novation, renewal, addition, deletion, or other amendment hereto shall have any force or effect unless embodied in a written contract executed and approved pursuant to the State Fiscal Rules. Descriptive headings as used herein are for convenience and shall not control or affect the meaning or construction of any provision of this contract.
2. Severability: To the extent that this contract may be executed and performance of the obligations of the parties may be accomplished within the intent of the contract, the terms of this contract are severable, and should any term or provision hereof be declared invalid or become inoperative for any reason, such invalidity or failure shall not affect the validity of any other term or provision hereof.
3. Benefit and Right of Action: Except as herein specifically provided otherwise, it is expressly understood and agreed that this contract shall inure to the benefit of and be binding upon the parties hereto and their respective successors and assigns. All rights of action relating to enforcement of the terms and conditions shall be strictly reserved to the State and the named Contractor. Nothing contained in this agreement shall give or allow any claim or right of action whatsoever by any other third person. It is the express intention of the State and the Contractor that any such person or entity, other than the State or the Contractor, receiving services or benefits under this agreement shall be deemed an incidental beneficiary only.
4. Waiver: The waiver of any breach of a term hereof shall not be construed as a waiver of any other term, or the same term upon subsequent breach.
5. Survival: The State and the Contractor's obligations under this contract shall survive following termination or expiration to the extent

necessary to give effect to the intent and understanding of the parties.

6. Subcontracting: Except as herein specifically provided otherwise, the duties and obligations of the Contractor arising hereunder cannot be assigned, delegated, subgranted or subcontracted except with the express prior written consent of the State. The subgrants and subcontracts permitted by the State shall be subject to the requirements of this contract. The Contractor is responsible for all subcontracting arrangements, delivery of services, and performance of any subgrantor or subcontractor. The Contractor warrants and agrees that any subgrant or subcontract, resulting from its performance under the terms and conditions of this contract, shall include a provision that the said subgrantor or subcontractor shall abide by the terms and conditions hereof. Also, the Contractor warrants and agrees that all subgrants or subcontracts shall include a provision that the subgrantor or subcontractor shall indemnify and hold harmless the State. The subgrants or subcontractors must be certified to work on any equipment for which their services are obtained.

- BB. Holdover: In the event that the State desires to continue the services provided for in this Contract and a replacement contract has not been fully executed by the expiration date of the Contract, this Contract may be extended unilaterally by the State for a period of up to two (2) months upon written notice to the Contractor under the same terms and conditions of the original Contract including, but not limited to, prices, rates, and service delivery requirements. However, this extension terminates when the replacement contract becomes effective when signed by the State Controller or an authorized delegate.

- CC. Health Insurance Portability & Accountability Act of 1996 ("HIPAA"). Federal law and regulations governing the privacy of certain health information requires a "Business Associate Contract" between the State and the Contractor. 45 C.F.R. Section 164.504(e). If applicable to this Contract, attached and incorporated herein by reference and agreed to by the parties is a HIPAA Business Associate Addendum for HIPAA compliance. Terms of the Addendum shall be considered binding upon execution of this contract and shall remain in effect during the term of the contract including any extensions.

DD. Colorado Department of Human Services (CDHS) Fraud Policy. The CDHS Fraud Policy addresses the need for effective and consistent measures for preventing, detecting, and deterring fraud. The relevant parties discussed in the policy include CDHS employees, CDHS management, CDHS appointees, and community partners, including contractors, grantees, vendors, and other sub-recipients. CDHS employees, clients, and community partners will all benefit from an effective fraud prevention, detection, and deterrence policy because fraud can damage the reputation and public trust of CDHS.

All appointees and employees of the CDHS must comply with the standards of conduct set forth in Title 24, Article 18 of the Colorado Revised Statutes, known as the Code of Ethics, including exposing corruption or impropriety in government, whenever discovered. The CDHS Fraud Policy outlines how the CDHS employees and community partners should report fraud and how fraud will be investigated once it is reported.

The full text of the CDHS Fraud Policy, which Contractor hereby agrees to be subject to and abide by, can be found on the CDHS Fraud Policy and Training web page at: <http://www.colorado.gov/cs/Satellite/CDHS-Emp/CBON/1251610724004>.

EE. Performance Outside the State of Colorado and/or the United States: Not applicable if Contract Funds include any federal funds] Following the Effective Date, Contractor shall provide written notice to the State, in accordance with General Provision E. (Notices and Representatives), within 20 days of the earlier to occur of Contractor's decision to perform, or its execution of an agreement with a Subcontractor to perform, Services outside the State of Colorado and/or the United States. Such notice shall specify the type of Services to be performed outside the State of Colorado and/or the United States and the reason why it is necessary or advantageous to perform such Services at such location or locations. All notices received by the State pursuant to this requirement shall be posted on the Colorado Department of Personnel & Administration's website. Knowing failure by Contractor to provide notice to the State under this requirement shall constitute a material breach of this Contract

EF. C-Stat - Performance Based Program Analysis and Management Strategy (C-Stat Strategy): For the sole purpose of providing support to the State's

internal C-Stat Strategy, the parties understand and agree that upon request from the State, and without any additional cost to the State, the Contractor shall collect, maintain, and provide to the State certain contract performance data determined by the State during the term hereof to assist the State to measure and assess the programmatic effectiveness of the Contractor's performance hereunder, all in support of the State's internal continuous quality improvement working towards positive outcomes and managing its performance for the betterment of all Colorado residents.

The parties understand and agree that the exercise of the requirements of this provision shall not be used by the State to effect unilateral changes to the performance requirements of the Contractor hereunder.

SPECIAL PROVISIONS

These Special Provisions apply to all contracts except where noted in *italics*.

- 1. CONTROLLER'S APPROVAL. CRS §24-30-202(1).** This contract shall not be valid until it has been approved by the Colorado State Controller or designee.
- 2. FUND AVAILABILITY. CRS §24-30-202(5.5).** Financial obligations of the State payable after the current fiscal year are contingent upon funds for that purpose being appropriated, budgeted, and otherwise made available.
- 3. GOVERNMENTAL IMMUNITY.** No term or condition of this contract shall be construed or interpreted as a waiver, express or implied, of any of the immunities, rights, benefits, protections, or other provisions, of the Colorado Governmental Immunity Act, CRS §24-10-101 et seq., or the Federal Tort Claims Act, 28 U.S.C. §§1346(b) and 2671 et seq., as applicable now or hereafter amended.
- 4. INDEPENDENT CONTRACTOR.** Contractor shall perform its duties hereunder as an independent contractor and not as an employee. Neither Contractor nor any agent or employee of Contractor shall be deemed to be an agent or employee of the State. Contractor and its employees and agents are not entitled to unemployment insurance or workers compensation benefits through the State and the State shall not pay for or otherwise provide such coverage for Contractor or any of its agents or employees. Unemployment insurance benefits will be available to Contractor and its employees and agents only if such coverage is made available by Contractor or a third party. Contractor shall pay when due all applicable employment taxes and income taxes and local head taxes incurred pursuant to this contract. Contractor shall not have authorization, express or implied, to bind the State to any agreement, liability or understanding, except as expressly set forth herein. Contractor shall (a) provide and keep in force workers' compensation and unemployment compensation insurance in the amounts required by law, (b) provide proof thereof when requested by the State, and (c) be solely responsible for its acts and those of its employees and agents.
- 5. COMPLIANCE WITH LAW.** Contractor shall strictly comply with all applicable federal and State laws, rules, and regulations in effect or hereafter established, including, without limitation, laws applicable to discrimination and unfair employment practices.
- 6. CHOICE OF LAW.** Colorado law, and rules and regulations issued pursuant thereto, shall be applied in the interpretation, execution, and enforcement of this contract. Any provision included or incorporated herein by reference which conflicts with said laws, rules, and regulations shall be null and void. Any provision incorporated herein by reference which purports to negate this or any other Special Provision in whole or in part shall not be valid or enforceable or available in any action at law, whether by way of complaint, defense, or otherwise. Any provision rendered null and void by the operation of this provision shall not invalidate the remainder of this contract, to the extent capable of execution.
- 7. BINDING ARBITRATION PROHIBITED.** The State of Colorado does not agree to binding arbitration by any extra-judicial body or person. Any provision to the contrary in this contract or incorporated herein by reference shall be null and void.
- 8. SOFTWARE PIRACY PROHIBITION. Governor's Executive Order D 002 00.** State or other public funds payable under this contract shall not be used for the acquisition, operation, or maintenance of computer software in violation of federal copyright laws or applicable licensing restrictions. Contractor hereby certifies and warrants that, during the term of this contract and any extensions, Contractor has and shall maintain in place appropriate systems and controls to prevent such improper use of public funds. If the State determines that Contractor is in violation of this provision, the State may exercise any remedy available at law or in equity or under this contract, including, without limitation, immediate termination of this contract and any remedy consistent with federal copyright laws or applicable licensing restrictions.

9. EMPLOYEE FINANCIAL INTEREST/CONFLICT OF INTEREST. CRS §§24-18-201 and 24-50-507. The signatories aver that to their knowledge, no employee of the State has any personal or beneficial interest whatsoever in the service or property described in this contract. Contractor has no interest and shall not acquire any interest, direct or indirect, that would conflict in any manner or degree with the performance of Contractor's services and Contractor shall not employ any person having such known interests.

10. VENDOR OFFSET. CRS §§24-30-202 (1) and 24-30-202.4. *[Not Applicable to intergovernmental agreements]* Subject to CRS §24-30-202.4 (3.5), the State Controller may withhold payment under the State's vendor offset intercept system for debts owed to State agencies for: (a) unpaid child support debts or child support arrearages; (b) unpaid balances of tax, accrued interest, or other charges specified in CRS §39-21-101, et seq.; (c) unpaid loans due to the Student Loan Division of the Department of Higher Education; (d) amounts required to be paid to the Unemployment Compensation Fund; and (e) other unpaid debts owing to the State as a result of final agency determination or judicial action.

11. PUBLIC CONTRACTS FOR SERVICES. CRS §8-17.5-101. *[Not Applicable to agreements relating to the offer, issuance, or sale of securities, investment advisory services or fund management services, sponsored projects, intergovernmental agreements, or information technology services or products and services]* Contractor certifies, warrants, and agrees that it does not knowingly employ or contract with an illegal alien who will perform work under this contract and will confirm the employment eligibility of all employees who are newly hired for employment in the United States to perform work under this contract, through participation in the E-Verify Program or the Department program established pursuant to CRS §8-17.5-102(5)(c), Contractor shall not knowingly employ or contract with an illegal alien to perform work under this contract or enter into a contract with a subcontractor that fails to certify to Contractor that the subcontractor shall not knowingly employ or contract with an illegal alien to perform work under this contract. Contractor (a) shall not use E-Verify Program or Department program procedures to undertake pre-employment screening of job applicants while this contract is being performed, (b) shall notify the subcontractor and the contracting State agency within three days if Contractor has actual knowledge that a subcontractor is employing or contracting with an illegal alien for work under this contract, (c) shall terminate the subcontract if a subcontractor does not stop employing or contracting with the illegal alien within three days of receiving the notice, and (d) shall comply with reasonable requests made in the course of an investigation, undertaken pursuant to CRS §8-17.5-102(5), by the Colorado Department of Labor and Employment. If Contractor participates in the Department program, Contractor shall deliver to the contracting State agency, Institution of Higher Education or political subdivision a written, notarized affirmation, affirming that Contractor has examined the legal work status of such employee, and shall comply with all of the other requirements of the Department program. If Contractor fails to comply with any requirement of this provision or CRS §8-17.5-101 et seq., the contracting State agency, institution of higher education or political subdivision may terminate this contract for breach and, if so terminated, Contractor shall be liable for damages.

12. PUBLIC CONTRACTS WITH NATURAL PERSONS. CRS §24-76.5-101. Contractor, if a natural person eighteen (18) years of age or older, hereby swears and affirms under penalty of perjury that he or she (a) is a citizen or otherwise lawfully present in the United States pursuant to federal law, (b) shall comply with the provisions of CRS §24-76.5-101 et seq., and (c) has produced one form of identification required by CRS §24-76.5-103 prior to the effective date of this contract.

Revised 1-1-09

Contract Routing Number **16 IHEA 76782**

THE PARTIES HERETO HAVE EXECUTED THIS CONTRACT

*** Persons signing for Contractor hereby swear and affirm that they are authorized to act on Contractor's behalf and acknowledge that the State is relying on their representations to that effect.**

<p align="center">CONTRACTOR St. Vrain Valley RE-1J 0470, dba Boulder County SD #1J</p> <p>By: _____</p> <p>Title: <u>School Board President/BOCES/BOCS Executive Director</u></p> <p>_____ *Signature</p> <p>Date: _____</p>	<p align="center">STATE OF COLORADO John W. Hickenlooper, GOVERNOR Department of Human Services Reggie Bicha, Executive Director</p> <p align="center">By: Steve Anton, Interim Director DVR</p> <p>Date: _____</p>
	<p align="center">LEGAL REVIEW Cynthia Coffman, Attorney General</p> <p>By: _____</p> <p align="center">Signature - Attorney General</p> <p>Date: _____</p>

ALL CONTRACTS REQUIRE APPROVAL by the STATE CONTROLLER

CRS §24-30-202 requires the State Controller to approve all State Contracts. This Contract is not valid until signed and dated below by the State Controller or delegate. Contractor is not authorized to begin performance until such time. If Contractor begins performing prior thereto, the State of Colorado is not obligated to pay Contractor for such performance or for any goods and/or services provided hereunder.

<p>STATE CONTROLLER Robert Jaros, CPA, MBA, JD</p> <p>By: _____</p> <p align="center">Clint Woodruff / Valri Gimple</p> <p>Date: _____</p>

STATEMENT OF WORK

EXHIBIT A

DEFINITIONS

I. The following definitions apply to this Contract:

- A. **SWAP** - is a rehabilitation program developed in cooperation with the Colorado Department of Education and implemented at the local level between Rehabilitation offices, and Districts or BOCES. SWAP provides a new pattern of services for youth with disabilities. SWAP is not a supported employment program. SWAP acts as a bridge between the Education and DVR systems enhancing transition services while supporting individuals in obtaining career entry level positions that advances movement toward self-sufficiency.

SWAP provides services which prepare for and lead to competitive employment, including:

- technical assistance and consultation
- information gathering
- assistance with applicable forms
- vocational guidance
- assessment (informal and formal)
- job shadow
- work-based community activities development
- personal adjustment training
- work adjustment training
- work experience
- job seeking skills training
- job development and placement
- job coaching

- B. **New Patterns of Service** - are services that are changed, modified, or reoriented to have a vocational rehabilitation emphasis or objective that did not previously exist. The new pattern must clearly demonstrate and provide that the new constellation of services places increased emphasis on the provision of vocational rehabilitation services to clients of rehabilitation. The new patterns of service, as related to this contract, include:

- year-round programming for SWAP participants
- case management of SWAP participants
- community-based service provision
- one year of follow-up beyond successful DVR case closure

- C. **Competitive Employment** - is weekly full- or part-time work in an integrated work setting for which the individual is compensated at or above the customary wage and benefits levels paid by the employer to persons who do not have disabilities for the same or similar jobs. In all cases, compensation must reflect at least minimum wage.

The District or BOCES/BOCS shall:

- A. Provide SWAP services in conjunction with Rehabilitation, through local school districts and BOCES. Such services shall constitute New Patterns of Service, and will provide opportunities for participants and students which could not be provided in the absence of the purchase of said services under this Contract. All SWAP students and youth serviced by this program must be applicants or eligible participants of Rehabilitation.
- B. The contractor shall provide to the State the services and deliverables set forth in the State's "Request for Application/Continuation Funds - School to Work Alliance Program" (the Application) and the contractor's response to the Application dated November 2014 (the Response). The parties understand and agree that due to the length of the Application and the Response, they are not attached to this contract. However, each party acknowledges that it is in possession of a copy of each of the documents.

- C. Assure that District or BOCES SWAP personnel will participate in training regarding the requirements of this Agreement.
- D. Assure that the District or BOCES will work cooperatively with the local Rehabilitation offices in carrying out their roles and responsibilities related to the SWAP process, as identified in this agreement.
- E. In cooperation with Rehabilitation, representatives from the District or BOCES will participate in on-site monitoring activities for the purpose of addressing compliance with SWAP requirements.
- F. The District or BOCES will comply with Recommendations for Improvement which are identified by the on-site monitoring and review team, which shall be comprised of individuals from DVR and from the Colorado Department of Education.
- G. The District or BOCES will comply with the agreed upon procedures and timelines for providing DVR with documentation necessary for reimbursement of SWAP expenditures.
- H. The District or BOCES/BOCS will provide local support dollars to the State in accordance with Exhibit E. This local support shall be non-federal dollars.

Rehabilitation shall:

- A. Reimburse the District or BOCES/BOCS for services provided by the school districts or BOCES under the terms of this Agreement and in an amount not to exceed the amount identified on Page 1 of the contract.
- B. Participate in the review and final approval of SWAP proposals from districts and BOCES participating in the agreement.
- C. Provide Rehabilitation Counselors that are trained in the requirements of this Agreement who shall determine the eligibility of participants referred for SWAP and be responsible for the writing of the IPE in collaboration with the district staffing team. The Rehabilitation counselor shall participate with the participant and the SWAP staff in coordinating the services identified on the IPE. The Rehabilitation counselor is also responsible for monitoring services to participants throughout the term of this Agreement.
- D. Assure that local Rehabilitation offices work cooperatively with the school district or BOCES, in carrying out their roles and responsibilities related to SWAP process, as identified in this agreement.
- E. To the extent required and the State's sole discretion:
 - Representatives from Rehabilitation will participate in on-site monitoring activities for the purpose of addressing compliance with SWAP requirements.
 - Rehabilitation staff will provide training to and participate in technical assistance to SWAP sites.
- F. DVR will reimburse the District or BOCES in a timely fashion for SWAP services upon receiving reimbursement request and supporting documentation from the District or BOCES.
- G. Rehabilitation staff will monitor SWAP contract expenditures to account for the proper expenditure of funds and to assure that expenditures are reasonable, allowable, and allocable to the program.

MISCELLANEOUS PROVISIONS

EXHIBIT B

The following clauses apply to this contract. In some instances, these general clauses have been expanded upon in other sections of this contract. To the extent that other provisions of the contract provide more specificity than these general clauses, the more specific provision shall control.

Billing/Payment Procedure

The State shall establish billing procedures for payment due to the contractor in providing services pursuant to this contract, based on the submission of monthly/quarterly statements, on forms prescribed or approved by the State.

Termination for Convenience

Any of the parties shall have the right to terminate this agreement. If written notice is given by the District or BOCES, the agreement will terminate at the end of 60 days after such notice is given. All unexpended funds submitted by the district for providing SWAP services shall be returned to the District or BOCES at the time of termination.

If notice is given by Rehabilitation due to failure by the District or BOCES to successfully meet the requirements of the Request for Application, Rehabilitation will provide technical assistance to assist the District or BOCES in meeting the SWAP requirements. If requirements are not met, Rehabilitation may terminate this agreement at the end of the State required time parameters, and the liabilities of the parties hereunder for further performance of the terms of the agreements shall thereupon cease, but the parties shall not be released from the duty to perform up to the date of termination.

Performance Measures EXHIBIT C

The State shall establish monitoring procedures to measure and assess programmatic effectiveness.

DEFINITIONS

Contracted “Served”

“Served” is defined as the number of participants with an open DVR case file status of “Applicant”^{*} and above during the current contract year. Participants receiving “Follow-Along Services”^{**} or “Post Employment Services”^{***} are not included in this count.

^{*}Applicant: an individual has applied for services and the DVR counselor is gathering information to determine eligibility

^{**}Follow-Along Services: one year of monitoring, and service intervention (as necessary) following successful DVR closure provided by the School to Work Alliance Program

^{***}Post Employment Services: when an individual’s case is opened into post-employment status

During a period of Order of Selection when DVR has implemented a wait list, each full time SWAP position is required to minimally secure two appropriate referrals that become DVR applicants per month.

Contracted “Closed Rehabilitated”

“Closed Rehabilitated” is defined as the number of participants who have achieved 90 days of continuous employment, are stable and meeting all regulatory successful closure criteria.

I. PERFORMANCE MEASURES

68 Contracted Served

28 Contracted Closed Rehabilitated

II. PERFORMANCE IMPROVEMENT

The Department’s performance-based analysis strategy used in association with the Contractor’s performance hereunder allows the Parties to better focus on and improve the said “contracted closed rehabilitated” performance outcome to obtain maximum benefits from the work of the Contractor under this Contract. Utilizing the identified areas of focus to improve said “contracted closed rehabilitated” outcome, the Parties intend to and shall determine what aspects of the Contractor’s performance hereunder are working and what aspects of said performance need improvement. By measuring the impact of day-to-day work of the Contractor hereunder, the Parties will be able to make and shall accordingly make more informed collaborative decisions to align the work of the Contractor to affect a more positive performance outcome for said “contracted closed rehabilitated”.

BUDGET NARRATIVE

EXHIBIT D

In accordance with the OMB Circular A-87 (revised 05.10.04); expenditures must be allowable, reasonable and allocable to the program. Following are the most commonly used cost line items within a budget for SWAP. Budgets and cost line items may vary based on negotiated contracts.

Administrative Indirect Cost

Up to the approved restricted indirect cost rate may be used. This allowable district percentage is calculated on subtotal of all direct cost of the grant minus capital outlays, subgrants, and other distorting or unallowable items. If the restricted indirect cost rate is used, the general management and fixed costs covered by that rate must be excluded from the direct costs charged to the grant.

Administrative Oversight, Supervision, and Support

Portion of salaries and benefits for Special Education Directors/Designee, Special Ed Coordinator, etc. for the work they do in support of the local SWAP. If approved restricted indirect cost rate is used, no activities related to the indirect cost rate base (COA program codes 2300, 2500, and 2800 activities) may be charged directly to the grant.

Building Maintenance and Alteration

Those expenses not covered by rent. Costs incurred for ordinary and normal rearrangements and alteration of facilities including moving expenses. To be charged to the grant, these costs must be supported by a reasonable and appropriate allocation method, such as the use of a square foot method. Costs for rearrangements and alterations may not add to the permanent value of the property and may only be used to keep the property in an efficient operating condition.

Communication

Cost incurred to maintain necessary contact with education, youth, family members, DVR, community entities including employers.

Compensation for Personnel Services

This category used for personnel with 100% of their time charged to this project. Compensation for personnel services includes all remuneration, paid currently or accrued for services rendered during the period of performance including but not necessarily limited to wages, salaries, and fringe benefits. Per OMB Circular A-87, compensation for personnel services must be supported with an appropriate time and effort certification process.

Note: termination, retirement, and severance pay may not be charged directly to the grant.

Services from Educators

This category used for personnel with less than 100% of their time charged to this project (e.g.: portion of salaries and benefits for Special/General Educators in support of SWAP). Per OMB Circular A-87, compensation for personnel services must be supported with an appropriate time and effort certification process.

Note: termination, retirement, and severance pay may not be charged directly to the grant.

Related Services from Education Staff

Those services conducted in support of SWAP through other professional education staff such as psychological services, social work services, speech and language services, etc.

Equipment

The purchase of office and other equipment necessary for SWAP staff to conduct business.

Insurance

Direct insurance costs specific to SWAP. If the approved restricted indirect cost rate is used, no activities related to the indirect cost rate base (COA program codes 2300, 2500, and 2800 activities) may be charged directly to the grant.

Marketing & Professional Activities

This may include membership fees, such as Chamber of Commerce, etc. Costs associated with work based community development and technical assistance.

Materials and Supplies

Materials and supplies purchased in support of SWAP.

Rental of Building and Equipment

Rental costs are allowable to the extent that the rates are reasonable in light of such factors as rental costs of comparable property, area market conditions, alternatives available, etc. To be charged to the grant, these costs must be reasonable and comparable to space rates within the area, including appraisals of comparable space.

Note: the use of an hourly rate for on-going occupancy of a space is not appropriate.

Training

Dollars used for employee professional development.

Travel

Costs incurred for travel in support of SWAP.

BUDGET
EXHIBIT E
SFY '16 (July 1, 2015 – June 30, 2016)

Administrative Indirect Cost	\$32,855.00
Compensation for Personnel Services	\$271,576.00
Administration oversight, supervision & support	\$0.00
Building Maintenance and Alteration	\$4,484.00
Communication	\$2,400.00
Equipment	\$0.00
Insurance	\$70.00
Marketing & Professional Activities	\$1,500.00
Materials & Supplies	\$3,000.00
Rental of Building and Equipment	\$20,445.00
Services from Educators	\$0.00
Related Services from Education Staff	\$151,274.00
Training	\$2,000.00
Travel	\$6,000.00

District Cost	\$209,128.00
DVR Cost	\$286,476.00

Contract Total \$495,604.00

MEMORANDUM

DATE: April 1, 2015
TO: Board of Education
FROM: Dr. Don Haddad, Superintendent of Schools
SUBJECT: Middle School Math Adoption

RECOMMENDATION

That the Board of Education approves the adoption and purchase of *digits*, Pearson, 2012, for middle school mathematics;

And, that the Board of Education approves a purchase contract to Pearson for these textbooks and materials not-to-exceed \$380,000.00 in FY15, based on the estimated student enrollment for 2015-2016.

We have budgeted \$36,000.00 through the Textbook Adoption fund for staff training for initial professional development to cover the estimated cost of teacher extra duty pay.

BACKGROUND

During the fall of 2013, a textbook adoption committee made up of middle school mathematics teachers, Learning Services personnel, and administrators from across the District was formed to evaluate middle school mathematics programs, pilot the selected program, and recommend a program for adoption by the St. Vrain Valley Board of Education. The committee reviewed the Colorado Academic Standards, current District curriculum, and current effective teaching practices in mathematics. Utilizing these resources, the committee developed an evaluation form for middle school mathematics programs.

Materials were solicited from six publishers for initial review and consideration, providing diversity in approaches and philosophy. Publisher presentations were conducted for three of the candidate programs, and a final selection was made for pilot. Fourteen teachers volunteered to pilot for the 2014-2015 school year, representing every District middle school that will implement *digits* and every grade level.

Input was gathered from pilot teachers, students, parents, non-pilot teachers, and the community. After selecting a pilot program, piloting the program for a school year, and

gathering input about the selection, the committee recommends ***digits*** to the St. Vrain Valley Board of Education for adoption.

Public Review

A review of the three candidate middle school mathematics programs was held February 4, 6, and 12, 2014 at the Learning Services Center. The event was advertised in the Longmont Daily Times-Call, District Leadership Update, and on our District web page. In addition, an email invitation was sent to District middle school mathematics teachers. During this review, 14 responses were collected and were used as data in the pilot program selection.

Pilot Summary

During the 2014-2015 school year, a total of 14 teachers and approximately 1,200 students participated in a yearlong pilot, representing all District middle schools. Analysis of pilot results for ***digits***, Pearson, 2012:

Parent and Student Surveys

Pilot teachers conducted parent and student surveys as part of the pilot.

Over 350 student surveys were collected, representing all grade levels 6-8. Overall, the feedback from the student surveys was significantly in support of ***digits*** and its impact on student learning this pilot year. In summary, students valued the instant feedback from digital homework assignments and the homework help features available within those digital assignments. The majority of students reported the program as challenging with problems that require thinking and application, as required in the new Colorado Academic Standards. Several students commented on the ease of digital materials on their iPads vs. keeping track of paper assignments and large textbooks, and a few students mentioned they need to work out the problems in a math notebook, balancing print and digital interaction. Many students also commented positively on the organization, navigation, and lesson content videos and interactive examples within ***digits***.

Over 115 parent surveys were collected, representing all grade levels 6-8. Overall, the parent feedback was very positive in support of ***digits***, noting its rigor, the challenge it provides for students, the amount and variety of problems included for students and the homework help features that provide reteaching opportunities and student independence. Numerous parents specifically commented on the “Help Me Solve This” and “View and Example” homework help features when working with their student on digital homework assignments. Other positive comments included the practicality, ease of use, ability to view the entire lesson, and portability with iPads. Parent interaction and familiarity with ***digits*** was based on students showing their parents the program features, content, and navigation.

Summary of Strengths

Teachers

- Fully aligned to the Colorado Academic Standards with the Common Core State Standards infused; no supplementation needed for content
- Challenging problems that focus on applications of mathematics
- Balance of conceptual understanding, procedural fluency, and applications, as required by the Colorado Academic Standards
- Intervention lessons and individualized student study plans available through Unit and Topic Readiness Assessments
- Differentiated levels of homework available (Levels G & K) to support students based on the Readiness Assessments
- Flexibility available with lesson components, allowing teachers to plan instruction with many options
- Customization options with lesson content and digital assignments/assessments
- Opportunities to use print and digital resources when appropriate
- Digital homework and assessment items similar to PARCC item formats
- Formative assessment opportunities built into each lesson (Got It?, Close and Check)
- Opportunities to practice 21st Century Skills through instruction and the problems posed
- Opportunities for teachers to incorporate the Standards for Mathematical Practice as part of instruction to support student mastery of standards and mathematical thinking
- Accessibility options (text-to-speech with lesson components) for students that need accommodations
- Full glossary available to support academic vocabulary ELL students within all lesson components
- Math tools (virtual manipulatives) available within all lesson components for instruction or for student use
- Lesson components and solutions to lesson components are available for students to access at any time
- Teachers can check on student progress and completion of digital assignments
- Beginning-of-Year Assessments and End-of-Year Assessments available to assist in teacher recommendations and student placement
- Pathway available to access Algebra 1 in eighth grade using the Accelerated Grade 7 student license

Students

- Instant feedback through digital homework assignments
- Homework help features available through digital assignments
- Individualized Study Plans to support prerequisite skills gaps
- Interactive lesson content and videos
- Clear lesson content and concrete examples with solutions
- Intuitive online organization and navigation

- Challenging problems that encourage thinking
- Good real-life application problems to apply concepts and a wide variety of practice problems available to practice skills

Summary of Weaknesses

- Based on the feedback from pilot teachers and the parent surveys, several parents were unfamiliar with how to navigate ***digits*** and the various homework help supports available with the program

Plans to Overcome Weaknesses

During the pilot, we have created a document that explains the basic navigation for students and parents to access lesson content and the digital homework help features available. Schools are very strongly encouraged to have a math night at the beginning of the year or incorporate some formal presentation that models how to access ***digits*** content as part of Back to School Night. Students are very competent in navigating the system, yet they do not always provide a demonstration for their parents or show all of the features available.

Budget

Basic Materials			
6th Grade	Quantity	Cost	Total
7-year Digital Student License	1,450	\$79.44	\$115,188.00
7-year Digital Teacher License and Teacher Resource Kit	33	\$0	\$0
Subtotal			\$115,188.00
7th Grade	Quantity	Cost	Total
7-year Digital Student License	1,200	\$79.44	\$95,328.00
7-year Digital Teacher License and Teacher Resource Kit*	33	\$0	\$0
Subtotal			\$95,328.00
Accelerated 7th Grade	Quantity	Cost	Total
7-year Digital Student License	700	\$86.94	\$60,858.00
7-year Digital Teacher License and Teacher Resource Kit*	26	\$0	\$0
Subtotal			\$60,858.00
8th Grade	Quantity	Cost	Total
7-year Digital Student License	1,250	\$76.94	\$96,175.00

7-year Digital Teacher License and Resource Kit*	33	\$0	\$0
Subtotal			\$96,175.00
Subtotal for Materials Grades 6-8			\$367,549.00
Shipping			\$3,323.97
Total for Middle School Mathematics Materials			\$370,872.97
Professional Development			
Training, June 2015		\$18,000	\$18,000.00
Training, July 2015		\$18,000	\$18,000.00
Subtotal			\$36,000.00
Grand Total for Middle School Mathematics Adoption			\$406,872.97

*A Teacher Resource Kit includes the following print materials: **digits** Program Overview Guide, Teacher In-Class Notes, and 30 copies of the student Homework Helper (hardbound reference book)

There are no supplemental materials to be purchased as part of this adoption.

Ongoing Costs

The only ongoing costs are related to professional development and training for new teachers to St. Vrain Valley Schools and **digits**. This will be budgeted annually through the District mathematics budget.

Professional Development & Training

An initial two days of professional development has been planned for all middle school math teachers in June and July, where teachers choose to attend one set of training days. Teachers have the option of extra duty pay or credit for training, as budgeted through the Textbook Adoption fund for staff training. All teachers who do not attend this training will be provided a substitute teacher in September. Ongoing professional development will be designed by the Secondary Mathematics Leadership Team, consisting mainly of pilot teachers. Elective training and support opportunities will exist during the 2015-2016 school year and subsequent school years.

Initial Training Cost – \$36,000 for summer training.

Ongoing training and professional development costs to support new teachers will be budgeted annually through the District mathematics budget. Pearson will also supply additional professional development, as needed, as part of the allotted professional development days provided gratis with the adoption.

Gratitude

Heartfelt thanks to the pilot teachers, committee members, and administrators who spent many hours bringing this recommendation to the District:

6th Grade:

Ellie Decker, Westview Middle School
Jenna Duff, Trail Ridge Middle School
Samantha Fenster, Timberline PK-8
Stephen Krupansky, Trail Ridge Middle School
Robert Mowry, Westview Middle School
Michael Salz, Timberline PK-8
Tyler Swanson, Trail Ridge Middle School

7th Grade:

Patrick Bacalis, Lyons Middle/Senior
Tim Criger, Altona Middle School
Andy Kaplan, Mead Middle School
Tony Porter, Longs Peak Middle School

8th Grade:

Kelly Friske, Thunder Valley K-8
Karen Garder, Coal Ridge Middle
Linda Goertz, Altona Middle School
Andy Kaplan, Mead Middle School
Robyn Kunick-Bosch, Sunset Middle School

Principals:

Dr. Rachel Heide, Assistant Principal, Erie Middle School

Learning Services Personnel:

Jennifer Anderson, Instructional Technology Coordinator
David Baker, Professional Development
Michelle Bourgeois, Learning Technology Plan Project Manager
Jennifer McCartney, Digital Curriculum & Assessment Support Specialist
Gayle Niss, Mathematics Instructional Program Consultant - Student Services
Becky Peters, STEM Coordinator

MEMORANDUM

DATE: April 1, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: World Languages Adoption

RECOMMENDATION

That the Board of Education approves the adoption and purchase of the following books for the identified World Language programs:

Book Title	Publisher	Level & Language
<i>Asi se dice</i> Level 1A & 1B ©2016	Glencoe/McGraw Hill	Middle School Spanish
<i>Descubre</i> 2nd edition Levels 1-3	Vista Higher Learning	High School Spanish
<i>D'accord!</i> 2nd edition Levels 1-3	Vista Higher Learning	High School French
<i>Percorsi</i> , 3rd edition	Pearson	High School Italian
<i>El español para nosotros</i>	Glencoe/McGraw Hill	High School Spanish for Heritage Speakers

And, that the Board of Education approves a purchase contract to Vista Higher Learning for materials not-to-exceed \$340,000, to McGraw Hill Education for materials not-to-exceed \$122,000, to Pearson Education for materials not to exceed \$8,500. The materials to be purchased in FY15, based on the estimated student enrollment for 2015-16.

We have budgeted \$18,000 through the textbook adoption fund for staff training for professional development to cover the estimated cost of extra duty pay for the teachers attending the training and the teachers providing the training.

BACKGROUND

During the fall of 2013, an instructional materials adoption committee made up of a facilitator, a parent, a member of District Technology Services, and secondary teachers from across the District representing grades six through twelve was formed to evaluate the World Languages program, evaluate materials, select pilots and recommend programs for adoption by the St. Vrain Valley Board of Education. The committee reviewed the Colorado Academic Standards, current District curriculum and current effective teaching practices in World Languages. Utilizing these resources, they developed an evaluation form.

Materials were solicited from multiple publishers for initial review and consideration. Five publisher presentations were conducted for the selected candidate programs and a final selection was made for the pilots. Sixteen teachers volunteered to pilot for the 2014-2015 school year representing District middle and high schools with sixth through twelfth grade French, Italian, and Spanish classes.

Public Review

A public review of the pilot program was held at the Learning Services Center March 12 and 17, 2014. The event was advertised in the Longmont Daily Times-Call, District Leadership Update, and on our District web page. In addition, an email invitation was sent to District World Language teachers. During this review, 5 responses were collected and were used as data in the pilot program selection.

Parent and Student Surveys

Pilot teachers conducted parent and student surveys as a part of the pilot. 28 parent surveys and 334 student responses were collected from students participating in the pilot.

Parent feedback:

- Strengths were a wide variety of practice opportunities and challenging materials
- Weaknesses were mainly a preference for paper-based materials

Student feedback

- Strengths were that materials are high quality, challenging, accessible everywhere, and provide instant feedback
- Weaknesses were that grading can be too strict, access is sometimes unreliable or contains errors and some students prefer paper

Teacher Feedback

Pilot teachers noted these key elements of the materials

- Strengths are:

- Challenging text aligned with the demands of the Colorado Academic Standards
- Emphasis on high quality, authentic language based experiences
- Wide variety of interesting and relevant experiences available to students
- Immediate feedback to students for on-line assignments
- Weaknesses are:
 - Challenges navigating the wide variety of web materials
 - Grading system requires teachers to set the level of difficulty for grading
 - Students need more guidance in use of on-line materials
 - Some students still don't have on-line access at home
 - Some functions don't work with iPads

Plan to Overcome Weaknesses

- Professional development will be key to giving teachers enough information on how to navigate the website and specifically how to set up grading preferences. Having experienced pilot teachers to work with publisher representatives to guide the adopting teachers will be extremely valuable. A variety of options will be provided to teachers in May, June and August so that they will be prepared to use the materials.
- Sets of student textbooks will be provided by the publisher for students who still don't have at home access and as back-up for instruction.
- We will continue to work with teachers, students and parents exploring strategies and tools for learning with the new digital platform.
- Students can be given the option of purchasing the paper student workbook.
- The company is updating all of the on-line activities to HTML5 so that all will be compatible with iPads.

Budget

	Quantity	Cost	Total
Middle Level Spanish			
<i>Asi se dice</i> Levels 1A & 1B Student Suite with LearnSmart and Cerego, 7-year subscription*	996	99.12	\$98,724
Teacher Suite with LearnSmart and Cerego, 7-year subscription	18	410.37	provided by publisher
Shipping			\$42
Technical support to set up rosters and student sign in			\$9,000
*cost includes both actual student textbook, on-line textbook,			

on-line activities and on-line resources			
Subtotal			\$107,766
High School Spanish	Quantity	Cost	Total
<i>Descubre 2e Levels 1&2 vText, Supersite Plus, eCuaderno</i>	2358	\$120	\$282,960
<i>Descubre 2e Levels 1&2 Teacher Resource materials</i>	31	\$494	provided by publisher
<i>Descubre 2e Levels 1&2 Student Edition, vText, Supersite Plus, eCuaderno</i>	500	\$134	provided by publisher
<i>Descubre 2e Level 3 vText, Supersite Plus, eCuaderno</i>	80	\$120	\$6,000
<i>Descubre 2e Level 3 Teacher Resource materials</i>	12	\$355	provided by publisher
<i>Descubre 2e Level 3 Student Edition</i>	50	\$83	provided by publisher
Shipping			\$10,700
Subtotal			\$299,660
High School Spanish for Heritage Speakers	Quantity	Cost	Total
<i>El español para nosotros</i>	95	\$77.34	\$7,347
Shipping			\$423
Subtotal			\$7,770
High School French	Quantity	Cost	Total
<i>D'accord 2e Levels 1&2 vText, Supersite Plus, eCuaderno</i>	240	\$120	\$28,800
<i>D'accord 2e Levels 1&2 Teacher Resource materials</i>	8	\$494	provided by publisher
<i>D'accord 2e Levels 1&2 Student Edition, vText, Supersite Plus, eCuaderno</i>	250	\$134	provided by publisher
<i>D'accord 2e Level 3 vText, Supersite Plus, eCuaderno</i>	20	\$120	\$2,400
<i>D'accord 2e Level 3 Teacher Resource materials</i>	3	\$355	provided by publisher

<i>D'accord</i> 2e Level 3 Student Edition	80	\$83	provided by publisher
Shipping			\$1,560
<i>Subtotal</i>			\$32,760
High School Italian			
Student codes for <i>Percorsi</i> eText & MyItalianLab	55	\$110.47	\$6076
<i>Subtotal</i>			\$6076
<i>Total for Instructional Materials for all Languages</i>			\$454,032
Professional Development			
Spring, 2015			\$9,000
Fall, 2015			\$9,000
<i>Total for Professional Development</i>			\$18,000
Grand Total for World Languages Adoptions			\$472,032

Professional Development & Training

An initial day of professional development has been planned for all World Language teachers teaching courses which utilize these materials. Teachers will have the choice of attending an introduction in May and then follow-up training in early or late summer. Any teachers who do not attend this training will be provided a substitute teacher to attend training in September. Ongoing professional development will be designed by the world language team consisting of pilot teachers as well as other world language teachers.

Gratitude

Heartfelt thanks to the pilot teachers, committee members, administrators, and community members who spent many hours bringing this recommendation to the District.

World Languages Instructional Materials Adoption Committee (2013-2014)

Community Member
Dannah Edwards

Teachers

Esteban Aguirre, Erie High School and Timberline PK-8
Laurel Beeken, Skyline High School
Monique Berube, Coal Ridge Middle School
Ann Dallochio, Skyline High School
Astrid Felter, Niwot High School
Rachel Froidevaux, Longmont High School
Andrea Helmus, Mead High School
Brook Koski, Trail Ridge Middle School
Marta Loachamin, Niwot High School
Jennifer Mallette, Silver Creek High School
Lydia Montoya, Frederick High School
Emily Mozingo, Silver Creek High School
Jose Quezada, Skyline High School
Amy Smits, Niwot High School
Greta von Bernuth, Erie High School
Jean Youngman, Niwot High School

District Technology Services

Zachary Chase

World Languages Instructional Materials Pilot Committee (2014-2015)

Teachers

Laurel Beeken, Skyline High School
Angela Casteneda, Timberline PK-8
Ann Dallochio, Skyline High School
Astrid Felter, Niwot High School
Andrea Helmus, Mead High School
Christine Jirsa, Silver Creek High School
Brook Koski, Trail Ridge Middle School
Staci Lawrence, Thunder Valley K-8
Marta Loachamin, Niwot High School
Jennifer Mallette, Silver Creek High School
Lydia Montoya, Frederick High School
Emily Mozingo, Silver Creek High School
Jose Quezada, Skyline High School
Julie Read, Longmont High School
Amy Smits, Niwot High School
Jean Youngman, Niwot High School

District Technology Services

Bud Hunt
Jennifer McCartney