

**NOTICE OF REGULAR MEETING AND AGENDA**



**August 26, 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:**

6:00 pm Executive Session-Pursuant to CRS 24-6-402(4)(b) Attorney Consult; and Pursuant to CRS 24-6-402(4)(e) Instructing Negotiators on Threatened Litigation  
7:00 pm Regular Business Meeting

**2. ADDENDUMS/CHANGES TO THE AGENDA:**

**3. AUDIENCE PARTICIPATION:**

**4. VISITORS:**

1. Carbon Valley Park & Recreation District
2. Award Presentation

**5. REPORTS:**

1. 2015 CMAS: Science and Social Studies Achievement, ACT Scores, and Access for ELLs Growth Data

**6. CONSENT ITEMS:**

1. First Reading, Adoption, Board Policy JICDE – Bullying Prevention and Education; and Board Regulation JLF-R – Reporting Child Abuse/Child Protection

**7. ACTION ITEMS:**

1. Recommendation: Approval of Recommendation to Hire Executive Director of Legal & Governmental Affairs, Community Relations, & P-TECH
2. Recommendation: Approval of Finance and Audit Committee Meeting Calendar
3. Recommendation: Approval of Contract for myON Reader

**8. DISCUSSION ITEMS:**

1. Board Policy Overhaul Project Update

**9. ADJOURNMENT:**

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

Wednesday, September 9 7:00 pm Regular Meeting

## MEMORANDUM

DATE: August 26, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: 2015 CMAS: Science and Social Studies Achievement, ACT Scores, and ACCESS for ELLs Growth Data

PURPOSE

To provide the Board of Education with an update on 2015 CMAS: Science and Social Studies, ACT, and ACCESS for ELLs Growth Data in the St. Vrain Valley School District.

BACKGROUND

2015 Colorado Measures of Academic Success (CMAS) for Science and Social Studies

Annual CMAS: Science and Social Studies testing measures the success of students in mastering academic standards in science and social studies and the success of schools in advancing student learning. Students in grades 5 and 8 are tested in science, and students in grades 4 and 7 are tested in social studies. This is the second year of CMAS testing in these grades and contents.

Students in 12<sup>th</sup> grade took CMAS: Science and Social Studies in November of 2014. As directed by the Colorado State Board of Education, these summary scores will not be released by the Colorado Department of Education.

Students in the St. Vrain Valley School District completed 8,629 valid CMAS: Science and Social Studies tests in elementary and middle school. The overall participation rate for these tests was 95.3% which is above the state and federal expectation of 95%.

## Highlights

- St. Vrain outperformed the state of Colorado in each content and grade level area when looking at the percent Strong and Distinguished combined.
- St. Vrain ranks an average of 7th in the state of Colorado on all four tests when compared to other large districts that tested 500 or more students per grade level.

- St. Vrain ranks first in the state on all four tests when compared to districts with a similar percent of English Language Learners. St. Vrain ranks fourth in the state in all tested areas when compared to districts with similar poverty levels.
- The District increased the % SD in both grade 4 Social Studies and grade 5 Science.
- In grade 4 Social Studies, 73% of district schools increased their % SD over last year.
- In grade 5 Science, 72% of district schools increased the % SD compared to last year.
- In grade 7 Social Studies, 57% of district schools increased the % SD, or scored the same.

#### Comparisons between 2014 and 2015 Percent Strong and Distinguished

Grade	Content	2014 Percent	2015 Percent	Change in %
4 <sup>th</sup>	Social Studies	23.5	27.1	3.6
7 <sup>th</sup>	Social Studies	21.2	21.2	0.0
5 <sup>th</sup>	Science	41.3	42.9	1.6
8 <sup>th</sup>	Science	38.3	35.4	-2.9

#### Comparison with the State

- St. Vrain scores are above the state on every test.
- St. Vrain tops the state by 8.1% in 5<sup>th</sup> grade science.
- District scores are above the state by an average of almost 6 percentage points.

Grade	Content	State Percent	District Percent	Difference
4 <sup>th</sup>	Social Studies	21.8	27.1	5.3
7 <sup>th</sup>	Social Studies	17.6	21.2	3.6
5 <sup>th</sup>	Science	34.8	42.9	8.1
8 <sup>th</sup>	Science	29.0	35.4	6.4

#### Schools Increases from 2014 to 2015

Many schools showed outstanding performance with increases in the percent of students scoring in the combined category of % SD (% Strong + % Distinguished). Two schools showed a gain of 25% or more SD in grade 4 Social Studies. Those schools are Mead Elementary (gain of 27% SD) and Eagle Crest Elementary (25% SD gain). Hygiene Elementary also showed significant improvement (gain of 19% SD) on the Social Studies test.

The fifteen schools that increased the % SD in both Social Studies and Science are listed below.

Alpine Elementary  
 Aspen Ridge Preparatory School  
 Black Rock Elementary  
 Blue Mountain Elementary  
 Columbine Elementary  
 Eagle Crest Elementary  
 Flagstaff Charter School

Hygiene Elementary  
 Imagine Charter  
 Indian Peaks Elementary  
 Legacy Elementary School  
 Lyons Elementary  
 Niwot Elementary  
 Red Hawk Elementary  
 Thunder Valley K-8 (gr. 7 & 8)

CO-ACT – Taken by all juniors each spring

- All District test scores show an upward trend for the past four years.
- District neighborhood schools (not alternative and charter schools) had a composite score of 20.7.
- For the second year in a row, Science showed the greatest gain.
- The highest score this year is in Science.

District Neighborhood High School ACT Summary  
 (Does not include alternative and charter schools.)

Year	Composite	English	Math	Reading	Science
2012	20.3	20.0	20.2	20.1	20.5
2013	20.6	20.0	20.3	21.0	20.6
2014	20.7	20.2	20.4	21.0	20.9
2015	20.7	20.0	20.4	20.9	21.2

District ACT Summary  
 (all schools)

Year	Composite	English	Math	Reading	Science
2012	20.2	19.8	20.1	20.0	20.3
2013	20.4	19.8	20.2	20.8	20.4
2014	20.6	20.0	20.3	20.9	20.7
2015	20.5	19.8	20.2	20.7	21.0

State ACT Summary

Year	Composite	English	Math	Reading	Science
2012	20.0	19.4	20.1	19.8	20.1
2013	20.1	19.4	20.1	20.4	20.1
2014	20.3	19.7	20.1	20.5	20.4
2015	CDE has not released data				

ACCESS for ELLs

The annual test that measures a student’s progress in acquiring academic English is ACCESS for ELLs (English Language Learners). The assessment is administered to all

students identified as an English Learner in grades K-12. St. Vrain gave 3,813 ACCESS for ELLs tests this year.

- St. Vrain Valley Schools maintained high achievement results and performed better than the state average in most categories.
- The kindergarten, 3-5 grade level, and the 9-12 grade level clusters all performed higher than the state average.

#### District ACCESS for ELLs

ACCESS for ELLs (Percent reaching Proficiency with a score of 5.0-6.0)					
Year	Overall	Listening	Speaking	Reading	Writing
2013	22	58	47	45	11
2014	35	69	46	49	15
2015	33	69	43	49	14

#### State Comparison

ACCESS for ELLs (Percent reaching Proficiency with a score of 5.0-6.0)					
2015	Kinder	1-2 grades	3-5 grades	6-8 grades	9-12 grades
St. Vrain	5	9	48	6	40
State	2	6	37	8	35

#### ACCESS for ELLs Growth

- The overall median growth percentile was 55 (compared to 50 percentile state-wide).
- The elementary level continues to have very strong growth.

SVVSD ACCESS for ELLs Growth Model Data (Percentile)			
Level	2013	2014	2015
Overall	53	60	55
Elementary	53	64	60
Middle	57	51	43
High	44	58	51

#### Overall Closing Comments

We outperform the state on the vast majority of assessments. In looking at districts with similar demographics, we are performing at or near the top on state tests. The majority of the data points have an upward trajectory or are stable. We will use this data in addition to many other data sources to identify ways to improve student achievement. Our goal is to increase learning opportunities and improve student achievement for all of our students.

## MEMORANDUM

DATE: August 26, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: First Reading, Adoption, Board Policy JICDE – Bullying Prevention and Education; and Board Regulation JLF-R – Reporting Child Abuse/Child Protection

RECOMMENDATION

That the Board of Education adopt minor revisions to Board Policy JICDE – Bullying Prevention and Education; and Board Regulation JLF-R – Reporting Child Abuse/Child Protection.

BACKGROUND

These revisions are necessary to comply with current laws and regulations, and have been reviewed by District legal counsel.

Our current Board Policy BGB – Policy Adoption states that “Policy revisions mandated by changes in law shall not require a second reading and may be adopted upon majority vote of the Board.”

## Bullying Prevention and Education

The Board of Education supports a safe school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental or emotional harm to another person even if the actor does not specifically intend to cause such harm. Bullying can occur through written, verbal or electronically transmitted expression or by means of a physical act or activity, or gesture or the use of objects associated with, or symbolic of, groups or organizations that engage in, or promote, bias-motivated activities that is reasonably foreseeable to result in coercion or intimidation. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that it is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

Bullying is prohibited on District property, at District or school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the District or one of its schools, or off school property when such conduct has a nexus to school or any District curricular or non-curricular activity or event.

A student who engages in any act of bullying and/or a student who takes any retaliatory action against a student, who reports in good faith an incident of bullying, is subject to appropriate disciplinary action including but not limited to suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment shall be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.

The principal of each District school shall develop a program to address bullying appropriate for the age level served by that school. The program shall be aimed toward accomplishing the following goals:

1. To send a clear message to students, staff, parents and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
2. To train staff and students in taking proactive steps to prevent bullying from occurring.
3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.

4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.
5. To foster a productive partnership with parents/guardians and community members in order to help maintain a bully-free environment.
6. To support victims of bullying by means of individual and peer counseling.
7. To help develop peer support networks, social skills and confidence for all students.
8. To recognize and praise positive, supportive behaviors of students toward one another on a regular basis.

Adopted: May 8, 2002

Revised September 28, 2005

Revised December 14, 2011

Revised January 9, 2013

Revised June 24, 2015

| LEGAL REFS.: C.R.S. 22-32-109.1 (2)(a)(I)(K) (policy required as part of safe schools plan)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity  
JB, Equal Educational Opportunities  
JBB\*, Sexual Harassment  
JICDA, Code of Conduct  
JK, Student Discipline



## Reporting Child Abuse/Child Protection

### 1. Definition of abuse or neglect

Child abuse or neglect is defined in law as “an act or omission which seriously threatens the health or welfare of a child.” Specifically, this refers to:

- a. Evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, soft tissue swelling or death and such condition or death which is not justifiably explained or where the history given concerning such condition or death is at variance with the condition or the circumstances indicate that the condition may not be the product of an accidental occurrence.
- b. Any case in which a child is subject to unlawful sexual behavior as defined in state law.
- c. Any case in which a child is in need of services because the child's parents, legal guardians, or custodians fail to take the same actions to provide adequate food, clothing, shelter, medical care or supervision that a prudent parent would take.
- d. Any case in which a child is subjected to emotional abuse which means an identifiable and substantial impairment of the child's intellectual or psychological functioning or development or a substantial risk or impairment of the child's intellectual or psychological functioning or development.
- e. Any act or omission described as neglect in state law as follows:
  - i) A parent, guardian or legal custodian has abandoned the child or has subjected him or her to mistreatment or abuse or allowed another person to mistreat or abuse the child without taking lawful means to stop such mistreatment or abuse and prevent it from recurring.
  - ii) The child lacks proper parental care through the actions or omissions of the parent, guardian or legal custodian.
  - iii) The child's environment is injurious to his or her welfare.
  - iv) A parent, guardian or legal custodian fails or refuses to provide the child with proper or necessary subsistence, education, medical care or any other care necessary for his or her health, guidance or well-being.
  - v) The child is homeless, without proper care or not domiciled with his or her parent, guardian or legal custodian through no fault of such parent, guardian or legal custodian.
  - vi) The child has run away from home or is otherwise beyond the control of his or her parent, guardian or legal custodian.

- vii) A parent, guardian or legal custodian has subjected another child or children to an identifiable pattern of habitual abuse and the parent, guardian or legal custodian has been the respondent in another proceeding in which a court has adjudicated another child to be neglected or dependent based upon allegations of sexual or physical abuse or has determined that such parent's, guardian's or legal custodian's abuse or neglect caused the death of another child; and the pattern of habitual abuse and the type of abuse pose a current threat to the child.

## 2. Annual training

Each school principal or designee shall review this policy, regulation and exhibit with all school staff members on an annual basis at the beginning of the school year. The superintendent or designee will ensure that this information is reviewed with all other district employees having routine contact with students in that same time frame on an annual basis.

## 3. Reporting requirements

Any school employee who has reasonable cause to know or suspect that any child is subjected to abuse or to conditions that might result in abuse or neglect must immediately upon receiving such information report such fact to the appropriate county department of social services, ~~or~~ appropriate law enforcement agency, or through the statewide child abuse reporting system at 1-844-264-5437. The employee must follow any oral report with a written report sent to the appropriate agency. The standard written report format is available on the district website, at each school, and/or through the office of security and emergency management.

In cases where the suspected or known perpetrator is a school employee, the report should be made to the law enforcement agency. (Reports made to social services will be referred to law enforcement.)

If a child is in immediate danger, the employee should call 911. "Immediate" refers to abuse that occurs in the employee's presence or has just occurred.

The employee reporting suspected abuse/neglect to social services or law enforcement officials must inform the school principal as soon as possible orally or with a written memo. The ultimate responsibility for seeing that the oral and written reports are made to social services or law enforcement agencies lies with the school official or employee who had the original concern. Adequate follow-up is required to ensure that such reports have been made.

## 4. Contents of report

The following information should be included to the extent possible in the initial oral report:

- a. Name, age/date of birth, ~~and~~-sex and race of the child.
- b. Name, address and phone number of the child's parents/guardians and/or persons with whom the child lives.

- c. Name and address of the person, if known, believed responsible for the suspected abuse or neglect, as well as any other pertinent information about this individual.
- d. The nature and extent of the child's injury or condition as well as any evidence of previous instances of known or suspected abuse or neglect of the child or the child's siblings—all with dates as appropriate.
- e. The family composition, if known.
- f. Any action taken by the person making the report.
- g. Any other information that might be helpful in establishing the cause of the injuries or the condition observed.

It is helpful if the person reporting suspected abuse/neglect is prepared to give documentation. Thus, noting details of observations is important. It is permissible for the school official or employee to conduct a preliminary non-investigative inquiry of any injury or injuries under the following circumstances:

- a. School personnel may inquire of the child how an injury occurred. Leading and/or suggestive questions should be avoided. School personnel may not contact the child's family or any other person suspected of causing the injury or abuse to determine the cause of the suspected abuse or neglect.
- b. A school employee's reasonable cause to suspect that the child has been subjected to abuse or neglect may arise from a child's vague or inconsistent response to such an inquiry or from an explanation which does not fit the injury.
- c. All efforts must be made to avoid duplicate or numerous interviews of the victim.

## **5. After filing reports**

After the report is made to the agency, district and school staff members will cooperate with social services and law enforcement in the investigation of alleged abuse or neglect. The school will report any further incidents of abuse to the agency's representative.

As the case is being investigated, the school will provide support services for the child.

Once a report of child abuse is given to the agency, the responsibility for investigation and follow-up lies with the agency. It is not the responsibility of the school staff to investigate the case. Therefore, the school staff will not engage in the following activities:

- a. Make home visits for investigative purposes.
- b. Take the child for medical treatment. (This does not preclude taking action in an emergency situation.)
- c. Convey messages between the agency and the parents/guardian.

Authorized school and district personnel may make available to agency personnel assigned to investigate instances of child abuse the health or other records of a student for such investigative purposes.

**6. Guidelines for consideration**

- a. If any school employee has questions about reasonable cause of child abuse and the need for making a report, the employee may consult with the school principal and/or the office of security and emergency management, unless the alleged perpetrator is an employee, then they should notify the assistant superintendent of human resources. Consulting with the county department of social services may be advisable.

Note that consultation with another school official or employee will not absolve the school official or employee of the responsibility for reporting child abuse.

- b. In an emergency situation requiring retention of the child at the school building due to fear that if released the child's health or welfare might be in danger, it should be observed that only law enforcement officials have the legal authority to hold a child at school. Otherwise a court order must be obtained to legally withhold a child from his or her parent or guardian.
- c. When any school official or employee has a question about the thorough investigation of suspected abuse/neglect following the filing of a report, the employee or official should contact the school principal, the office of security and emergency management and/or the county department of social services.

Approved: September 20, 1976  
Revised: August 8, 1984  
Revised: September 8, 1993  
Revised: June 8, 1994  
Revised: October 8, 1997  
Revised: April 23, 2008  
Revised: August 27, 2014  
Revised: June 24, 2015

LEGAL REF.: C.R.S. 18-3-412.5 (1)(b) (definition of unlawful sexual behavior)

## MEMORANDUM

DATE: August 26, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Recommendation to Hire Executive Director of Legal and Governmental Affairs, Community Relations and P-TECH

RECOMMENDATION

That the Board of Education approve the recommendation to hire Mr. Brandon Shaffer as Executive Director, Legal and Governmental Affairs, Community Relations and P-TECH, effective September 1, 2015.

BACKGROUND

Mr. Shaffer graduated from Stanford University with a Bachelor of Arts, conferred with honors. He continued his education at the University of Colorado School of Law where he received his Juris Doctor.

Mr. Shaffer previously held the position as a Chairperson for the Colorado Board of Parole where he conducted over 28,000 hearings in 2014. Prior to that, he was the Colorado State Senator where he was Senate President and the prime sponsor of over 200 pieces of legislation including PERA reform and Autism Spectrum Disorder Coverage. Mr. Shaffer also served as a United States Naval Officer.

SALARY

Annual salary will be according to schedule.

## MEMORANDUM

DATE: August 26, 2015  
TO: Board of Education  
FROM: Dr. Don Haddad, Superintendent of Schools  
SUBJECT: Approval of Finance and Audit Committee Meeting Calendar

RECOMMENDATION

That the Board of Education approve the Finance and Audit Committee Meeting calendar for 2015-2016 as indicated below.

BACKGROUND

The Board of Education established the Finance and Audit Committee through Board Regulation DIE-R, Finance and Audit Committee Charter of the St. Vrain Valley School District RE-1J Board of Education, dated May 14, 2003.

The Committee meets monthly, as indicated below, to review the District's financial performance, budgeting process, and self-directed areas of study. These meetings are held in the Operations & Maintenance Conference Room from 4:00-6:00 p.m. and are open to the public.

August 24, 2015  
September 21, 2015  
October 26, 2015  
November 16, 2015  
December 7, 2015  
January 25, 2016  
February 22, 2016  
March 21, 2016  
April 25, 2016  
May 23, 2016  
June 20, 2016

## MEMORANDUM

DATE: August 26, 2015

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval to Extend Contract for myON Reader Program for all Elementary Schools for Two Additional Years Beginning October 2016

RECOMMENDATION

For the Board of Education to approve a two-year contract extension with Capstone Publishers to provide the myON Reader Program to all elementary and K-8 schools.

BACKGROUND

myON is a program that supports students accessing books online at home and at school. myON reader provides families with infinite access to a growing collection of over 4,000 enhanced digital books that can be read anytime. We have had access through the program for the past three years and have appreciated and seen strong results and positive feedback from schools and the community. All schools participate in a plan to encourage at-home reading and increased student access to quality books. Our goal with this program implementation is to increase learning time at home with the infusion of reading for all students daily. The cost for all elementary schools to include preschools, Spark! Discovery Preschool, both K-8 schools and Longs Peak Middle School for an additional two year contract would be as follows:

myON Renewal 2 years: 10/10/16 - 10/10/18 27 sites \$6,950.00 = \$375,300.00

Literacy Tool Kit 2 years: 10/10/16 - 10/10/18 27 sites \$2,495.00 = \$134,730.00

Professional Development: 2 days 8/15/15 8/15/16 \$2,000 = \$4,000.00

Subtotal: \$514,030.00

myON Discount/Grant: -\$66,960.00

Literacy Tool Kit – Multi Year Discount -\$134,730.00

Total Cost for renewal: \$312,340.00

Regina Renaldi, Assistant Superintendent of Area 3 will be available to answer questions about this proposal.

## MEMORANDUM

DATE: August 26, 2015  
TO: Board of Education  
FROM: Dr. Don Haddad, Superintendent of Schools  
SUBJECT: Executive Summary on Board Policy Manual Overhaul Project

PURPOSE

For the Board of Education to hear a summary report on the progress of the Board Policy Manual Overhaul Project.

BACKGROUND

The Board of Education of the St. Vrain Valley School District (SVVSD) approved a contract with the Colorado Association of School Boards (CASB) on November 13, 2013 to work on the Board Policy Manual Overhaul Project. This Project had CASB representatives review each of the current District policies and identify areas where policy is lacking or needs improvement. Following receipt of monthly CASB recommended policy revisions, additions or deletions, the Committee met with administration policy owners to review each policy and finalize policy revisions, additions or deletions. CASB recommendations were provided and Committee/policy owner review was carried out according to an agreed-upon timeline.

The Board approved a Board Policy Review Committee of three Board members at the February 12, 2014 Regular Meeting. Weekly Board Policy Review Committee meetings were held and were publicly posted. Other Board members and the public were invited to participate.

At this time, the Committee has completed all sections of the Board Policy Manual revisions and has returned those completed copies to CASB for production of the final manual. Section J was completed and approved by the Board on June 24, 2015. When the rest of the Board Manual sections are returned to the District by CASB, the Committee will go over each policy for accuracy, and the Board of Education will then approve the remainder of the manual in its entirety.