NOTICE OF REGULAR MEETING AND AGENDA



June 12, 2019

Educational Services Center 395 South Pratt Parkway Longmont, Colorado 80501

Joie Siegrist, 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, Secretary
Chico Garcia, Member
Dr. Richard Martyr, Member
Paula Peairs, Treasurer
Karen Ragland, Asst Secretary
Joie Siegrist, President
Robert J. Smith, Vice President

1. CALL TO ORDER:

6:00 pm Regular Business Meeting

2. ADDENDUMS/CHANGES TO THE AGENDA:

3. AUDIENCE PARTICIPATION:

4. VISITORS:

- 1. Westview Middle School Robotics
- 2. Apple Award Soaring Heights PK-8

5. SUPERINTENDENT UPDATE:

6. REPORTS:

- 1. Spring Athletics/Fine Arts Report
- 2. Finance & Audit Committee Update
- 3. Public Hearing of Superintendent's Proposed Budget for FY2020

7. CONSENT ITEMS:

- Approval: Staff Terminations/Leaves
- 2. Approval: Staff Appointments
- 3. Approval: Approval of Minutes for the May 8, 2019 Regular Meeting,

the May 15, 2019 Study Session, and the May 22, 2019

Regular Meeting

4. Approval: Approval to Accept Every Student Succeeds Act (ESSA)

Consolidated Federal Grant Funds for the 2019-2020 SY

- 5. Approval: Approval of Meal Price Increase for the 2019-2020 SY
- 6. Approval: Approval of Acquisition of Land in Erie for Future

Elementary School

- 7. Approval: Approval of Fuel Purchases for the 2019-2020 SY
- 8. Approval: Adoption of Resolution to Appropriate Funds for

Superintendent's Contract

9. Approval: Approval of Purchase of Cisco Flex Enterprise Agreement

Subscription

10. Approval: Approval of Purchase of Check Point Hardware and

Software Support

11. Approval: Approval of Recommendation to Hire Principal for Thunder

Valley K-8

12. Approval: Approval of Recommendation to Hire Assistant Principal

for Thunder Valley K-8

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- 13. Approval: Approval of Recommendation to Hire Dean of Students for Prairie Ridge Elementary School
- 14. Approval: Approval of Change Order 1 for Additional Abatement at Main Street School Renovation Project
- 15. Approval: Approval of District Transport Gas Contract with Centerpoint
- Approval: Approval of Change Order 4 to Construction Manager/ General Contractor (CMGC) Contract for Niwot High School Renovation Project
- 17. Approval: Approval of Contract Award for Burlington Elementary School RTU Replacement Project
- 18. Approval: Approval of Contract Award for Renovation of Main Street School Cafeteria

8. ACTION ITEMS:

1. Recommendation: Approval of Exhibit B for all Charter School

Contracts

2. Recommendation: First Reading, Discussion, Board Policies DJ/DJA

– Purchasing/Purchasing Authority; DJCA*-R –Purchasing Procedures and DJE – Procurement

Procedures

3. Recommendation: First Reading, Discussion, Board Exhibit JQ-E -

Schedule of Student Fees

4. Recommendation: Adoption of Resolution to Accept Colorado State

Model Evaluation System

9. DISCUSSION ITEMS:

- Charter School Contract Renewals
- 2. Town of Lyons Urban Renewal Authority Eastern Corridor
- 3. Board Reports

10. ADJOURNMENT:

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

Wednesday, June 26 5:30 pm Financials

6:00 pm Regular Meeting

Wednesday, August 14 6:00 pm Regular Meeting

MEMORANDUM

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Spring Athletics/Fine Arts Report

<u>PURPOSE</u>

To provide the Board of Education with a summary of the accomplishments of the 2018/2019 Spring Athletics and Fine Arts.

BACKGROUND

Rob Berry, Executive Director of Athletics, Fine Arts, PE & Health will be present to provide a verbal report and answer questions.

MEMORANDUM

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Finance and Audit Committee Update

PURPOSE

To provide the Board of Education with a report from the Finance and Audit Committee.

BACKGROUND

The primary function of the Finance and Audit Committee is to assist the Board in fulfilling its financial oversight responsibilities to the public (parents and taxpayers). This Committee reviews financial information provided by the District, reviews the District's financial systems and associated internal controls, reviews the projected and amended budget, and reviews the District's auditing, accounting and financial reporting processes. Heather Parrish, Chairperson, will be present at the meeting to answer questions related to the following:

Overview of Work Accomplished – 2018-2019 School Year

The purpose of this committee is to assist the Board in providing independent oversight in relation to:

- Financial reporting process
- Internal control systems
- Budget
- Annual audit
- Charter school financial data
- Oversight of Internal Auditor
- Investment Goals and Strategies

Internal Auditor

Conduct on-site desk reviews for compliance with financial policies, processes, and procedures with staff members who handle money.

- Phase 1 consists of an online training module that concludes in an assessment. This assessment must be completed by October 1st. Phase 2 is an unannounced desk review to test the cash handling process against the procedures. Recommendations on process changes, if any, are noted.
- Complete other investigations as required, including:
 - Review frequency of deposits to ensure timely deposit of collected funds.
 - Review purchasing card transactions for compliance with the District's pCard guidelines, including intentionally manipulating or splitting transactions to avoid hitting single purchase limits and/or other purchasing requirements.

Parent Organization Interface

Maintain a database of the parent organizations' board of directors which includes contact information.

- ❖ According to District Board Policy KBE-R, external assessments by an experienced accounting professional are to be completed at least once every three years. There are 20 out of 36 parent organizations who have had the external assessment completed and are in compliance with the requirement. The other PTOs have been contacted and requested that this assessment be completed.
- ❖ Annual workshop (October 2018) Anton Dworak, Attorney for Lyons Gaddis, presented at the annual workshop for the last thirteen years.
- Ensuring all Option 2 parent organizations have required insurance policies and certificates on file.
- ❖ The self-assessment checklists for Option 2 organizations are required to be completed by September 30th of each year. A proposed change is to have this self-assessment checklist completed in May of each year as PTOs generally elect new officers in the spring. Requiring the self-assessment be completed will help the new board be assured all federal, state and District requirements have been completed.

Continuing Education

To gain a better understanding of processes that affect the financial statements, the Finance and Audit Committee requested presentations by key stakeholders of the following programs/processes:

- Competitive Grants and School Partnerships
- Bond Construction Update
- Community and Business Development
- Cybersecurity
- Update from Superintendent
- Planning/School Boundaries
- ♦ Athletics & Fine Arts
- ❖ Tour of New Innovation Center & Soaring Heights PK-8
- Budgeting
- Monthly Financial Reporting

Engagement and Interaction with Outside Auditors

- Final year with the auditing firm, RubinBrown LLP. The Comprehensive Annual Financial Report (CAFR) was presented to and accepted by the District's Board of Education on October 24, 2018.
- RubinBrown provided an unmodified opinion on the District's financial statements for the year ended June 30, 2018, and indicated that the District has good controls in place this year and have always implemented the recommendations put forth.
- his was another year with a very good audit and very few adjustments.
- New outside audit firm, CliftonLarsonAllen (CLA) awarded in April 2019.

CAFR

- Clean opinion from RubinBrown LLP.
- Certificate of Excellence in Financial Reporting by Association of School Business Officials (ASBO) - the District's FY18 CAFR qualified for the fifteenth consecutive year.
- ❖ FY18 Certificate of Achievement for Excellence in Financial Reporting by Government Finance Officers Association (GFOA) for fifteen years.

Single Audit

❖ Two major programs were tested, and there were no findings in the FY18 audit.

Budget

- The FY19 Amended Budget was presented to the Committee on January 14, 2019 and adopted by the Board of Education on January 23, 2019.
- Reviewed Proposed FY20 Budget on May 20, 2019.

Investment Goals and Strategies

- Improved Bond ratings with Standard and Poor's to AA+.
- ❖ Moved to Wells Fargo Sweep Account minimal fee increase for significant investment improvement.
- Review other investment opportunities.

Other Key Focus Items

- RFP for new external audit firm in accordance with best practices.
- District continued with increased enrollment.
- 2018 Bond pricing saving \$11M by front loading bonds (saved \$23M compared to ballot language.

MEMORANDUM

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Public Hearing of the Superintendent's Proposed Budget—All Funds, for

Fiscal Year 19-20

PURPOSE

To provide the Board of Education with the Superintendent's Proposed Budget--All Funds, for Fiscal Year 19-20, and conduct the Public Hearing.

BACKGROUND

The Proposed Fiscal Year 19-20 Budget was introduced to the Board of Education on May 22, 2019. Tony Whiteley, Executive Director of Budget and Finance, will present a brief overview of the Proposed Fiscal Year 19-20 Budget and answer questions from Board members, then the Board will conduct a Public Hearing. The final budget adoption is scheduled for June 26, 2019. This timing complies with all the rules and regulations of the State of Colorado.



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

Boulder, Broomfield, Larimer, and Weld Counties

SUPERINTENDENT'S ADOPTED BUDGET

2020 Fiscal Year July 1, 2019 – June 30, 2020

May 22, 2019 (Introduction)

www.svvsd.org

"Our mission is to educate each student in a safe learning environment so that they may develop to their highest potential and become contributing citizens."

St. Vrain Valley School District RE-1J • 395 South Pratt Parkway • Longmont • CO • 80501-6436



ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J

SUPERINTENDENT'S AMENDED BUDGET FISCAL YEAR ENDING JUNE 30, 2020

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SUPERINTENDENT'S BUDGET MESSAGE

DATE: May 22, 2019

TO: Board of Education and Citizens of the St. Vrain Valley School District

This St. Vrain Valley School District General Fund budget, together with the budgets for other funds for Fiscal Year 2020, is the current expenditure plan for all funds generated through local, state and federal sources, commencing July 1, 2019 and extending through June 30, 2020. This document includes financial, budgetary, and program information that we believe will provide the user with a better understanding of the District's operations. Financial negotiations with the St. Vrain Valley Education Association (SVVEA) were successful. Therefore, the accompanying General Fund budget has been prepared showing the adjustments to compensation as agreed to with the SVVEA.

The General Fund budget appropriation for 2019-20 is \$448,742,975, which includes appropriated expenditures of \$329,180,416 plus appropriated fund balance reserves of \$119,562,559.

The following summary provides appropriated expenditures by fund, including appropriated District reserves. Additional detailed information summarized by fund, operating activity, individual school, and department, as well as other pertinent information is included in the accompanying financial budget document.

		Appropriated	Total
	Appropriated	Surplus and	Appropriations
	Expenditures	Fund Balance	(Total Resources)
Operating Funds			_
General Fund	\$ 329,180,416	\$ 119,562,559	\$ 448,742,975
Capital Reserve Capital Projects Fund	7,460,029	9,864,550	17,324,579
Fair Contributions for Public School Sites Fund	2,000,000	7,386,716	9,386,716
Nutrition Services Fund	10,466,000	1,951,727	12,417,727
Governmental Designated Purpose Grant Fund	10,303,000	-	10,303,000
Risk Management Fund	3,889,370	6,626,242	10,515,612
Student Activities Special Revenue Fund	7,497,000	5,583,048	13,080,048
Student Activities Agency Fund	-	-	-
Self Insurance Fund	22,121,960	7,049,810	29,171,770
Sub-Total - General Student Population	392,917,775	158,024,652	550,942,427
Colorado Preschool Program Fund	1,794,171	827,504	2,621,675
Community Education Fund	7,432,306	3,501,754	10,934,060
Sub-Total - Operating Funds	402,144,252	162,353,910	564,498,162
Other Funds			
Bond Redemption Fund	59,003,839	58,445,089	117,448,928
Building Fund	2,805,000	95,696,316	98,501,316
Student Scholarship Fund	-	-	-
Total Budget	\$ 463,953,091	\$ 316,495,315	\$ 780,448,406



The 2020 fiscal year budgets of the St. Vrain Valley School District will provide instructional and support services for a student body membership of nearly 33,000 students.

The program budgeting process is based primarily upon the Board-adopted Mission Statement, the District's Strategic Priorities and the goals set by the District's Board of Education.

All final revenues and expenditures are within current limitations established by Colorado Revised Statutes and the TABOR Amendment.

The annual budget development is a cooperative effort between the St. Vrain Valley Schools Board of Education, staff, and community. We continue to appreciate the time and support provided by those contributing to the process, especially the Finance and Audit Committee. We invite further participation of anyone interested in helping provide a high quality education for our children.

Respectfully,

<Signature on File>

Don Haddad, Ed.D. Superintendent of Schools





APPROPRIATION RESOLUTION

Be it resolved by the Board of Education of St. Vrain Valley School District RE-1J in Boulder, Weld, and Larimer Counties and the City and County of Broomfield that it hereby appropriates the amounts shown in the following schedule to each fund for the ensuing fiscal year beginning July 1, 2019, and extending through June 30, 2020, and adopts the budgets related thereto.

Be it further resolved that the Board authorizes the use of a portion of beginning fund balance for the funds indicated in the following schedules, the use of which will not lead to an ongoing deficit in those funds.

		Appropriated	Total
	Appropriated	Surplus and	Appropriations
	Expenditures	Fund Balance	(Total Resources)
Operating Funds			
General Fund	\$ 329,180,416	\$ 119,562,559	\$ 448,742,975
Capital Reserve Capital Projects Fund	7,460,029	9,864,550	17,324,579
Fair Contributions for Public School Sites Fund	2,000,000	7,386,716	9,386,716
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Risk Management Fund	3,889,370	6,626,242	10,515,612
Student Activities Special Revenue Fund	7,497,000	5,583,048	13,080,048
Student Activities Agency Fund	-	-	-
Self Insurance Fund	22,121,960	7,049,810	29,171,770
Sub-Total - General Student Population	392,917,775	158,024,652	550,942,427
Colorado Preschool Program Fund	1,794,171	827,504	2,621,675
Community Education Fund	7,432,306	3,501,754	10,934,060
Sub-Total - Operating Funds	402,144,252	162,353,910	564,498,162
Other Funds			
Bond Redemption Fund	59,003,839	58,445,089	117,448,928
Building Fund	2,805,000	95,696,316	98,501,316
Student Scholarship Fund	-	-	
Total Budget	\$ 463,953,091	\$ 316,495,315	\$ 780,448,406

Date of the adoption of the budgets	June 26, 2019
Signature – President of the Board	

APPROPRIATION RESOLUTION 5



EXECUTIVE BUDGET SUMMARY BY FUND

While the appropriations resolution above represents the total resources available to the district, it does not reflect the current year spending plan. The following Executive Budget Summary by Fund presents a snapshot of the budgeted changes to fund balance for each fund based on the anticipated revenues and expenditures as contained within each of the individual fund budgets. Details on each fund budget can be found in the accompanying financial document.

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J ADOPTED BUDGET SUMMARY BY FUND FISCAL YEAR ENDING JUNE 30, 2020

		Proj. Beginning		Budgeted	Budgeted	Surplus/	Ending
		Fund Balance		Revenues	Expenditures	(Spend-Down)	Fund Balance
Fund #	Fund	7/1/19					6/30/20
10	General Fund	\$ 119,562,559	\$	329,180,416	\$ 341,630,111	\$ (12,449,695)	\$ 107,112,864
18	Risk Management	6,626,242		3,889,370	5,889,370	(2,000,000)	4,626,242
19	Colorado Preschool Program	827,504		1,794,171	1,918,582	(124,411)	703,093
21	Nutrition Services	1,951,727		10,466,000	10,936,432	(470,432)	1,481,295
22	Designated Grants	-		10,303,000	10,303,000	-	-
23	Student Activities Special Rev.	5,583,048		7,497,000	7,572,000	(75,000)	5,508,048
27	Community Education	3,493,840	1	7,440,220	7,432,306	7,914	3,501,754
29	Fair Contributions	6,826,716		2,560,000	2,000,000	560,000	7,386,716
31	Bond Redemption	54,058,928		63,390,000	59,003,839	4,386,161	58,445,089
41	Building Fund	95,696,316		2,805,000	70,832,600	(68,027,600)	27,668,716
43	Capital Reserve	9,864,550		7,460,029	9,288,000	(1,827,971)	8,036,579
65	Self-Insurance	6,166,290		23,005,480	22,121,960	883,520	7,049,810
72	Student Scholarship	-	47	-	-	-	-
74	Student Activities Agency			-	-	-	-
	Total	\$ 310,657,720	\$	469,790,686	\$ 548,928,200	\$ (79,137,514)	\$ 231,520,206

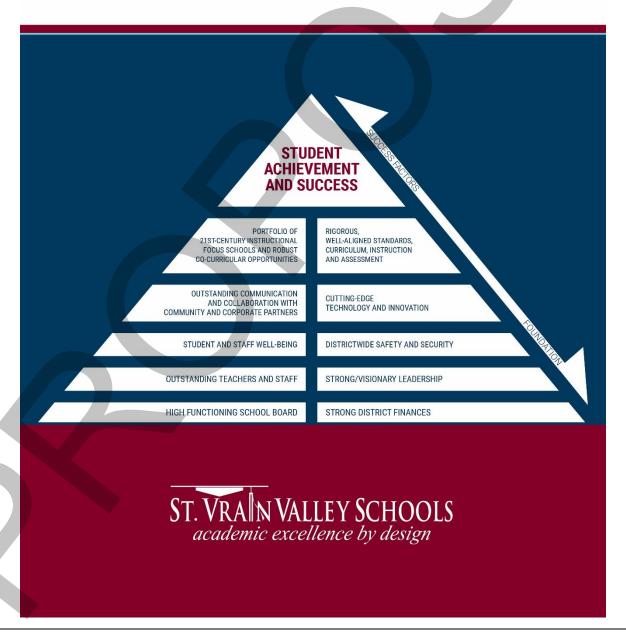


ST. VRA N VALLEY SCHOOLS

academic excellence by design

STRATEGIC PRIORITIES HIERARCHY

STRATEGIC PRIORITIES FOR STUDENT ACHIEVEMENT AND SUCCESS



STRATEGIC PRIORITIES HIERARCHY



BUDGET INFORMATION

The Superintendent's Budget is the District's annual operating budget. The following information is intended to provide a general understanding of the budget process and resulting budget document.

Fund Accounting

The District uses funds to report its financial position and results of operations. Fund accounting is designed to demonstrate legal compliance and to aid financial management by segregating transactions related to certain government functions or activities. A fund is a separate accounting entity with a balanced set of accounts.

Funds are classified into three categories: governmental, proprietary, and fiduciary. Each category, in turn, is divided into separate "fund types".

Governmental funds are used to account for all or most of a government's general activities, including the collection and disbursement of earmarked funds (special revenue funds), the acquisition, construction or remodeling of major capital facilities (capital projects funds), and the servicing of long-term debt (debt service funds). The District's major governmental funds are the General Fund (including the CPP and Risk Management Funds as subfunds), Bond Redemption Fund, and the Building Fund:

General Fund – The General Fund is the District's general operating fund and is used to account for all financial transactions except those required to be accounted for in another fund. Major revenue sources include local property taxes, specific ownership taxes, and State of Colorado equalization funding, as determined by the School Finance Act of 1994, as amended.

Expenditures include all costs associated with the daily operation of the schools, except for programs funded by grants from federal and state governments, school construction, certain capital outlay expenditures, debt service, food service operations, extracurricular athletic and other pupil activities, and insurance transactions.

Colorado Preschool Program Fund – This fund is reported as a sub-fund of the General Fund. Monies allocated to this fund from the General Fund are used to pay the costs of providing preschool services directly to qualified at-risk children enrolled in the District's preschool program pursuant to C.R.S. 22-28-102.

Risk Management Fund — This fund is also a sub-fund of the General Fund. Monies allocated to this fund from the General Fund are used to account for the payment of loss or damage to the property of the District, workers' compensation, property and liability claims, insurance premiums, and the payment of related administration expenses.

Debt Service Fund – The District has one debt service fund, the Bond Redemption Fund. This fund is used to account for the accumulation of resources for, and the payment of, long-term debt principal, interest, and related costs. The fund's primary revenue source is local property taxes levied specifically for debt service.

Capital Projects Funds – The District has two capital projects funds, the Building Fund (major) and the Capital Reserve Capital Projects Fund (non-major). The *Building Fund* accounts for the proceeds of bond sales and expenditures for capital outlay for land, buildings, improvements of grounds, construction of buildings, additions or remodeling of buildings or initial, additional and replacement equipment. *The Capital Reserve Capital Projects Fund* is used to account for revenue allocations from the General Fund and other revenues allocated to or

BUDGET INFORMATION 8



earned in this fund, and the expenditures for the ongoing capital needs of the District, such as acquisition of land, building additions and improvements, and major equipment purchases.

The other "non-major" governmental funds of the District are Special Revenue Funds – These funds account for revenues derived from earmarked revenue sources, federal and state grants, charges for food service, charges for supporting educational services, and tuition. The "non-major" Special Revenue Funds consist of the *Nutrition Services Fund*, *Governmental Designated Purpose Grants Fund*, *Community Education Fund*, *Fair Contributions Fund*, and *Student Activities Special Revenue Fund*.

Proprietary Funds focus on the determination of the changes in net assets, financial position, and cash flows and are classified as either enterprise or internal service. The District's only internal service fund is the *Self Insurance Fund* which accounts for the financial transactions related to the District's self-funded dental and medical insurance plans.

Fiduciary Funds – Fiduciary fund reporting focuses on net assets and changes in net assets. The fiduciary fund category is split into four classifications: pension trust funds, investment trust funds, private-purpose trust funds, and agency funds. Trust funds are used to account for assets held by the District under a trust agreement for individuals, private organizations, or other governments and are therefore not available to support the District's own programs. The *Student Scholarship Fund* was the District's only trust fund, which was closed in FY19. Agency funds are custodial in nature (assets equal liabilities) and do not involve measurement of results of operations. The District's only agency fund was the *Student Activities Agency Fund*, which was closed in FY18.

BUDGET INFORMATION 9



FUND 10 – GENERAL FUND

The General Fund is a governmental fund which includes the revenues and expenditures for the general operations of the District. The expenditures for the school and departmental operations are primarily budgeted and accounted for in the General Fund. The total budgeted revenues in the General Fund are \$329,180,416. The total budgeted expenditures in the General Fund are \$341,630,111. Therefore, the General Fund fund balance is budgeted to decrease by \$12,449,695 in Fiscal Year 2020. Fund balance reserves of \$119,562,559 are also appropriated in the General Fund. A portion of the reserve appropriation includes \$7,082,000 for contingency reserve as required by Board policy, and \$10,623,000 for constitutionally-required TABOR reserves. The total General Fund budget appropriation for the year ending June 30, 2020 is \$448,742,975.





Budget Development Assumptions

1. 2020 Fiscal Year Budget

This budget for the school year July 1, 2019 - June 30, 2020 (FY20) is presented based on the Colorado Public Schools Finance Act of 1994, as amended.

2. Pupil Membership

This budget is based upon a PK-12 student headcount of 32,696.

3. Funded Pupil Count

Pupil Membership is the actual number of PK-12 students attending SVVSD. Funded pupil count (FPC) is based on whether those students are funded at full-time, half-time, or may be tuition-based preschool students for which the district does not receive additional funding. The FPC for this budget is 31,174.0, an increase of 985.5 (3.26%) above FY19. For the 2019-20 school year, the State of Colorado authorized funding Kindergarten students as 1.0 FPC, rather than 0.58 as was previous practice. This change resulted in an increased Funded Pupil Count of 911.4 for FY20.

4. Instructional Supplies and Materials

District policy requires the budget include \$238 per student for instructional supplies, books, field trips and capital outlay. The required minimum instructional supplies and materials budget is \$6,678,042. This is based on 28,059.0 FPC (FPC net of charter schools).

5. Capital Reserve/Risk Management

District policy requires direct allocation of funding to the Capital Reserve Fund and Risk Management Fund in the amount of at least \$377 per student for FY20. A total of \$10,914,399 is included in FY20. This includes \$3,739,370 to the Risk Management Fund, and \$7,090,204 to the Capital Reserve Fund. The remaining \$84,825 is allocated to the Capital Reserve Fund from the CPP Fund.

6. State Equalization Program

Based on current appropriation from the State of Colorado, the District is expecting \$8,266.65 per pupil FPC as per pupil revenue (PPR) for FY20. PPR was \$7,916.73 for FY19.

7. Mill Levy Override

The voters of the District passed mill levy overrides in November of 2008 and 2012, both of which provide additional funds for a variety of items as defined within the ballot questions. As required, accounting for the MLO funds is incorporated within the General Fund totals. Additional details regarding planned expenditures are included in the tables below.



8. Charter Schools

The District must account for 100% of the District's per pupil revenue, including the increased funding for all-day kindergarten, multiplied by the funded pupil count of the charter schools. The District also shares Mill Levy Override revenues with each of the six charter schools in proportion to their respective funded pupil counts. The student FPC for the charter schools for FY20 is 3,115.0, an increase of 225.6 compared to FY19, resulting in a total budgeted charter school allocation of \$30,570,099 as follows:

	<u>FPC</u>	Allocation
Aspen Ridge	449.0	\$ 4,406,886
Carbon Valley	235.0	2,304,414
Flagstaff Academy	896.0	8,791,269
Imagine at Firestone	565.0	5,534,599
St. Vrain Montessori	230.0	2,253,425
Twin Peaks	740.0	7,279,506
	<u>3,115.0</u>	\$30,570,099

For FY20, a 2.0% Board-established contingency reserve is calculated on seven operating funds and is maintained entirely within the budget of the General Fund.

The TABOR Reserve is funded as required per Article X of the State Constitution (TABOR Amendment) and is held in cash and investments in the General Fund.

Schools are allocated a supplies and materials budget based on student enrollment. Staffing is allocated based on student-teacher ratios, focus programs, and individual school needs. Schools are not allowed to carry over unexpended General Fund budgets from year-to-year unless identified for a specific purpose and explicitly authorized.

Salaries expense includes an average compensation increase of 7.59%, and funding for education advancement on the salary schedule. Benefits expense includes the additional PERA funding required and net increase in health and dental insurance premiums. This is the case for each fund that pays salaries and benefits.

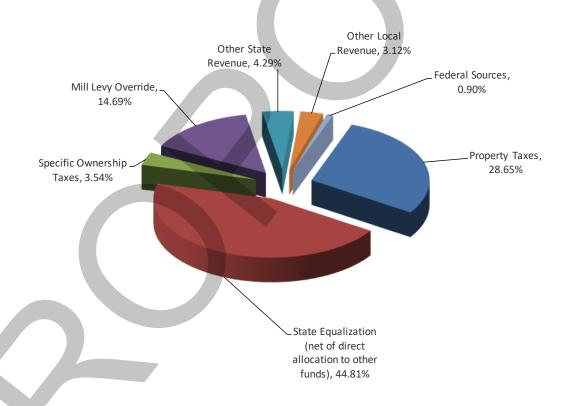
- 9. Contingency Reserve
- 10. TABOR Emergency Reserve
- 11. School Allocations
- 12. Salaries and Benefits



ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J SUMMARY OF GENERAL FUND REVENUES & EXPENDITURES FISCAL YEARS ENDED 2018 - 2020

		Adopted Amended Projected				Adopted	
	Actual	Budget		Budget	Actual		Budget
Sources of Revenues	6/30/18	6/30/19		6/30/19	6/30/19		6/30/20
Local Revenues	\$ 148,687,828	\$ 150,875,979	\$	159,406,219	\$ 160,994,325	\$	164,569,911
State Revenues	151,934,366	163,288,243		161,129,080	161,129,080		174,314,066
Federal Revenues	3,391,143	2,704,999		2,896,009	3,274,020		2,986,009
Primary General Fund Revenues	304,013,337	316,869,221		323,431,308	325,397,425		341,869,986
Allocation to:							
Capital Reserve Fund	(8,654,105)	(5,930,132)		(9,831,083)	(9,831,083)		(7,090,204)
Risk Management Fund	(3,836,715)	(3,768,720)		(4,113,891)	(4,113,891)		(3,739,370)
Colorado Preschool Program	(1,610,713)	(1,709,914)		(1,733,140)	(1,733,140)		(1,859,996)
Total General Fund Revenues	289,911,804	305,460,455		307,753,194	309,719,311		329,180,416
Other Sources	10,348,651	-		2,743,210	2,743,210		-
Total Revenues and Other Sources	300,260,455	305,460,455		310,496,404	312,462,521		329,180,416
Expenditures	293,661,617	314,344,268		316,731,676	306,832,751	Į	341,630,111
Transfers (in) out	52,654	-		-	-		-
Total Expenditures & Transfers	293,714,271	314,344,268		316,731,676	306,832,751		341,630,111
F							
Excess of Revenues Over	0.540.404	(0.000.040)		(2.005.070)	5 000 770		(40, 440, 005)
Expenditures & Transfers	\$ 6,546,184	\$ (8,883,813)	\$	(6,235,272)	\$ 5,629,770	\$	(12,449,695)

GENERAL FUND REVENUE SOURCES Fiscal Year Ending 06/30/20



		Adopted	
Summary of General Fund Revenue	E	Budget 2020	%
Property Taxes	\$	94,307,685	28.65%
State Equalization (net of direct allocations to other funds)		147,508,214	44.81%
Specific Ownership Taxes		11,655,687	3.54%
Mill Levy Override		48,351,489	14.69%
Other State Revenue		14,116,282	4.29%
Other Local Revenue		10,255,050	3.12%
Federal Sources		2,986,009	0.90%
Total	\$	329,180,416	100.00%



ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J GENERAL FUND SUMMARY OF REVENUES BY SOURCE AND EXPENDITURES BY ACTIVITY FISCAL YEARS ENDED 2018 - 2020

		Adopted	Amended	Projected	Adopted
	Actual	Budget	Budget	Actual	Budget
	6/30/18	6/30/19	6/30/19	6/30/19	6/30/20
Revenues					
Local Revenues	\$ 148,687,828	\$ 150,875,979	\$ 159,406,219		\$ 164,569,911
State Revenues	151,934,366	163,288,243	161,129,080	161,129,080	174,314,066
Federal Revenues	3,391,143	2,704,999	2,896,009	3,274,020	2,986,009
Revenue Allocation:	/· · · ·	<i>(</i>			(=
Capital Reserve Fund	(8,654,105)	(5,930,132)			(7,090,204)
Risk Management Fund	(3,836,715)				(3,739,370)
Colorado Preschool Program Fund	(1,610,713)	(1,709,914)			(1,859,996)
Total Revenues	289,911,804	305,460,455	307,753,194	309,719,311	329,180,416
Other Sources	10,348,651	-	2,743,210	2,743,210	-
Total Revenues and Other Sources	300,260,455	305,460,455	310,496,404	312,462,521	329,180,416
Expenditures					
Instruction					
Direct Instruction					
Preschool Education	4,964,504	5,790,360	6,347,304	6,148,930	7,010,520
Elementary Education	49,264,754	51,929,489	51,449,761	49,841,784	57,146,897
Middle School Education	24,519,084	26,440,064	26,585,343	25,754,462	27,990,410
High School Education	34,571,557	35,902,377	36,190,316	35,059,247	38,718,352
Other Regular Education	26,719,940	26,030,614	26,962,860	26,120,180	24,743,571
Special Programs	21,232,610	23,652,807	22,721,587	22,011,461	25,519,283
Subtotal-Direct Instruction	161,272,449	169,745,711	170,257,171	164,936,064	181,129,033
Indirect Instruction					
Pupil Support Services	16,856,023	18,760,303	20,078,364	19,450,848	22,437,794
Instructional Staff Services	11,012,610	12,981,673	15,942,369	15,444,117	13,791,269
School Administration	21,184,010	22,418,018	22,365,843	21,666,836	23,909,651
Subtotal-Indirect Instruction	49,052,643	54,159,994	58,386,576	56,561,801	60,138,714
Total Instruction	210,325,092	223,905,705	228,643,747	221,497,865	241,267,747
Other Expenditures					
General Administration	2,523,037	2,740,795	2,822,553	2,734,339	3,148,071
Fiscal Services	3,513,845	4,222,200	4,500,668	4,360,007	5,033,948
Operations/Maintenance/Custodial	22,828,322	26,649,846	25,884,069	25,075,105	27,416,428
Pupil Transportation	9,363,879	10,228,129	9,980,456	9,668,533	11,238,404
Central Services	13,558,694	16,574,456	16,824,056	16,298,248	17,678,861
Community Services	3,940,305	372,665	622,665	603,205	5,276,553
Charter Schools	27,608,443	29,650,472	27,453,462	26,595,449	30,570,099
Total Other Expenditures	83,336,525	90,438,563	88,087,929	85,334,886	100,362,364
Total Expenditures	293,661,617	314,344,268	316,731,676	306,832,751	341,630,111
Revenues Less Expenditures	6,598,838	(8,883,813)	(6,235,272)	5,629,770	(12,449,695)
Transfers in (out)	(52,654)	-	-	-	-
Net Change in Fund Balance	6,546,184	(8,883,813)	(6,235,272)	5,629,770	(12,449,695)
Beginning Fund Balance	107,386,605	113,601,328	113,932,789	113,932,789	119,562,559
Ending Fund Balance	113,932,789	104,717,515	107,697,517	119,562,559	107,112,864
Nonspendable - Deposits, Inventories, &					
Prepaids	1,418,518	600,000	1,400,000	1,400,000	600,000
Restricted for TABOR	9,886,636	9,880,000	9,893,000	9,205,000	10,623,000
Restricted for Federal Contract	3,177,133	2,574,361	3,177,133	3,377,133	3,177,133
Committed for Contingencies	6,591,091	6,587,000	6,596,000	6,136,655	7,082,000
Committed for BOE allocations	10,577,852	9,500,000	10,577,852	10,577,852	9,500,000
Assigned for Subsequent Year Expenditures	10,354,915	10,000,000	10,354,915	10,354,915	10,000,000
Assigned for Mill Levy Override	44,396,663	50,486,386	53,322,848	53,322,848	64,346,250
Unassigned Fund Balance	\$ 27,529,981	\$ 15,089,768	\$ 12,375,769	\$ 25,188,156	\$ 1,784,481



ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J GENERAL FUND SUMMARY OF REVENUES BY SOURCE AND EXPENDITURES BY OBJECT FISCAL YEARS ENDED 2018 - 2020

		Adopted	Amended	Projected	Adopted
	Actual	Budget	Budget	Actual	Budget
	6/30/18	6/30/19	6/30/19	6/30/19	6/30/20
Revenues	0,00,10	5,55,15	0,00,10		
Local Revenues					
Property taxes	\$ 82,112,929	\$ 85,586,220	\$ 87,995,288	\$ 87,995,288	\$ 94,307,685
Specific ownership taxes	11,588,740	10,134,650	11,500,000	11,500,000	11,655,687
Mill levy override	43,332,885	44,101,486	46,049,037	46,049,037	48,351,489
Investment income	1,463,914	1,400,000	2,000,000	2,400,000	2,200,000
Charges for services	6,264,809	5,588,705	6,657,935	6,250,000	4,324,935
Miscellaneous	3,924,551	4,064,918	5,203,959	6,800,000	3,730,115
Total Local Revenues	148,687,828	150,875,979	159,406,219	160,994,325	164,569,911
State Revenues					
Equalization	139,726,941	151,063,207	147,784,424	147,784,424	160,197,784
Special education	6,284,568	6,176,641	6,446,548	6,446,548	7,246,548
Vocational education	972,800	1,056,873	1,303,749	1,303,749	1,303,749
Transportation	1,879,928	1,875,500	2,047,297	2,047,297	2,047,297
Gifted and talented	298,730	298,730	304,458	304,458	304,458
English Language Proficiency Act	1,605,224	1,605,224	1,650,202	1,650,202	1,650,202
BEST Grant	-	-	250,000	250,000	750,000
Miscellaneous	1,166,175	1,212,068	1,342,402	1,342,402	814,028
Total State Revenues	151,934,366	163,288,243	161,129,080	161,129,080	174,314,066
Federal Revenues					
Other Federal Revenues	1,952,428	1,242,142	1,442,989	1,821,000	1,542,989
Build America Bond Rebates	1,421,930	1,421,930	1,428,020	1,428,020	1,428,020
Migrant grant pass through BOCES	16,785	40,927	25,000	25,000	15,000
Total Federal Revenues	3,391,143	2,704,999	2,896,009	3,274,020	2,986,009
Revenue Allocation:					
Capital Reserve Fund	(8,654,105)	(5,930,132)	(9,831,083)	(9,831,083)	(7,090,204)
Risk Management Fund	(3,836,715)	(3,768,720)		(4,113,891)	(3,739,370)
Colorado Preschool Program Fund	(1,610,713)	(1,709,914)	(1,733,140)		(1,859,996)
Total Revenues	289,911,804	305,460,455	307,753,194	309,719,311	329,180,416
Other Sources	10,348,651	-	2,743,210	2,743,210	-
Total Revenues and Other Sources	300,260,455	305,460,455	310,496,404	312,462,521	329,180,416
Expenditures					
Salaries	162,720,261	179,150,408	178,852,737	174,024,000	196,069,646
Benefits	52,813,002	60,302,022	59,888,442	58,271,000	66,448,018
Purchased services	14,681,864	13,429,670	14,568,670	15,006,000	15,072,780
Supplies and materials	20,529,260	30,075,732	30,216,691	23,326,615	26,446,898
Other	4,387,173	1,402,264	2,424,764	5,424,764	5,795,175
Charter schools	27,608,443	29,650,472	27,453,462	27,453,462	30,570,099
Capital outlay	10,921,614	333,700	3,326,910	3,326,910	1,227,495
Total Expenditures	293,661,617	314,344,268	316,731,676	306,832,751	341,630,111
Revenues Less Expenditures	6,598,838	(8,883,813)	(6,235,272)	5,629,770	(12,449,695)
Transfers in (out)	(52,654)	-	-	-	-
Net Change in Fund Balance	6,546,184	(8,883,813)	(6,235,272)	5,629,770	(12,449,695)
Beginning Fund Balance	107,386,605	113,601,328	113,932,789	113,932,789	119,562,559
Ending Fund Balance	113,932,789	104,717,515	107,697,517	119,562,559	107,112,864
Nonspendable - Deposits, Inventories, &					
Prepaids	1,418,518	600,000	1,400,000	1,400,000	600,000
Restricted for TABOR	9,886,636	9,880,000	9,893,000	9,205,000	10,623,000
Restricted for Federal Contract	3,177,133	2,574,361	3,177,133	3,377,133	3,177,133
Committed for Contingencies	6,591,091	6,587,000	6,596,000	6,136,655	7,082,000
Committed for BOE allocations	10,577,852	9,500,000	10,577,852	10,577,852	9,500,000
Assigned for Subsequent Year Expenditures	10,354,915	10,000,000	10,354,915	10,354,915	10,000,000
Assigned for Mill Levy Override	44,396,663	50,486,386	53,322,848	53,322,848	64,346,250
3.12.12.13.12.13 Zerij Zerindo	,555,556	23, .30,030	55,522,570	55,522,570	5 .,5 10,200
Unanimad Fund Dalama	¢ 07.500.004	¢ 45,000,700	¢ 40.075.700	¢ 05 400 450	6 4 704 404
Unassigned Fund Balance	\$ 27,529,981	\$ 15,089,768	\$ 12,375,769	\$ 25,188,156	\$ 1,784,481



ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J SCHEDULE OF GENERAL FUND REVENUES FROM LOCAL, STATE, AND FEDERAL SOURCES FISCAL YEARS ENDED 2018 - 2020

		Adopted	Amended	Projected	Adopted
	Actual			Actual	Budget
Local Revenues	6/30/18	6/30/19	6/30/19	6/30/19	6/30/20
Property Taxes	\$ 82,112,929	\$ 85,586,220	\$ 87,995,288	\$ 87,995,288	\$ 94,307,685
Specific Ownership Taxes	11,588,740	10,134,650	11,500,000	11,500,000	11,655,687
Mill Levy Override	43,332,885	44,101,486	46,049,037	46,049,037	48,351,489
Subtotal Taxes	137,034,554	139,822,356	145,544,325	145,544,325	154,314,861
Other Local					
Investment Income	1,463,914	1,400,000	2,000,000	2,400,000	2,200,000
Charges for Service	6,264,809	5,588,705	6,657,935	6,250,000	4,324,935
Rental of Facilities	240,901	200,000	225,000	225,000	225,000
Indirect Cost Revenue	802,486	1,100,000	800,000	800,000	800,000
Services to Charter Schools	861,731	900,000	900,000	875,000	900,000
Other Local	2,019,433	1,864,918	3,278,959	4,900,000	1,805,115
Subtotal Other Local	11,653,274	11,053,623	13,861,894	15,450,000	10,255,050
Total Local Revenues	148,687,828	150,875,979	159,406,219	160,994,325	164,569,911
Percent Change		1.47%	7.21%	8.28%	2.22%
State Revenues					
State Equalization Aid, net	139,726,941	151,063,207	147,784,424	147,784,424	160,197,784
Special Education	6,284,568	6,176,641	6,446,548	6,446,548	7,246,548
Vocational Education	972,800	1,056,873	1,303,749	1,303,749	1,303,749
Transportation	1,879,928	1,875,500	2,047,297	2,047,297	2,047,297
Gifted and Talented	298,730	298,730	304,458	304,458	304,458
English Language Proficiency Act	1,605,224	1,605,224	1,650,202	1,650,202	1,650,202
BEST Grant			250,000	250,000	750,000
Other State	1,166,175	1,212,068	1,342,402	1,342,402	814,028
Total State Revenues	151,934,366	163,288,243	161,129,080	161,129,080	174,314,066
Percent Change		7.47%	6.05%	6.05%	8.18%
Federal Revenues					
Other Federal Revenues	1,952,428	1,242,142	1,442,989	1,821,000	1,542,989
Build America Bond Rebates	1,421,930	1,421,930	1,428,020	1,428,020	1,428,020
Migrant Grant Pass Through BOCES	16,785	40,927	25,000	25,000	15,000
Total Federal Revenues	3,391,143	2,704,999	2,896,009	3,274,020	2,986,009
Percent Change		-20.23%	-14.60%	-3.45%	
Total Revenue Before Allocations	\$ 304,013,337	\$ 316,869,221	\$ 323,431,308	\$ 325,397,425	\$ 341,869,986
Percent Change		4.23%	6.39%	7.03%	5.06%
Revenue Allocations:					
Capital Reserve Fund	(8,654,105)				
Risk Management Fund	(3,836,715)			(4,113,891)	
Colorado Preschool Program Fund	(1,610,713)				
Total General Fund Revenues	289,911,804	305,460,455	307,753,194	309,719,311	329,180,416
Percent Change		5.36%	6.15%	6.83%	6.28%
Other Sources	10,348,651	-	2,743,210	2,743,210	-
Total Revenues and Other Sources	300,260,455	305,460,455	310,496,404	312,462,521	329,180,416
Percent Change		1.73%	3.41%	4.06%	5.35%

^{*}FY19 Adopted, Amended, and Projected Actual percentages are in comparison to FY18 Actuals. FY20 Adopted percentages are in comparison to FY19 Projected Actuals.

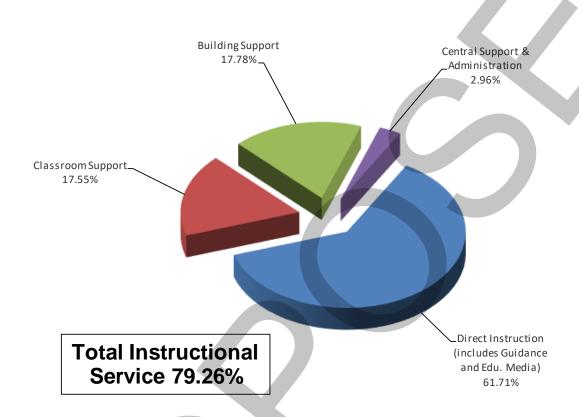


ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J GENERAL FUND ADOPTED BUDGET EXPENDITURES BY ACTIVITY AND OBJECT FISCAL YEAR ENDING JUNE 30, 2020

Elementary, School								-	
Preschool School 0 \$ 4,384,331 \$ 1,754,983 \$ \$ 697,292 \$ 6,500 \$ 7,700,000 \$ 7,700,000 \$ 1,244,440 \$ 1	Item	Salaries							Total
Elementary, School 40,023,007 13,868,868 2,268,462 8,500 9,744,668 Middle School 20,058,225 7,008,869 37,133 1,20,077 0,20 7,20 7,20 7,20 1,20 1,20 1,20 1,20 1,20 1,20 1,20 1	Regular Instruction								
Elementary, School		\$ 4,364,334	\$ 1,754,958	\$ -	\$ 627,228	\$ -	\$ -	\$ 264,000	\$ 7,010,520
Mode School				_		8.500	_	-	57,146,897
High School 27,002 115 9,648,003 317,133 1,300,670 2,000 - 96,487 173,65						-			
Ginder and Telerrord 594,888 167,999 1.195,725 3.881,745 139,000 - 72,000 -				317 133		9 200		_	
Integranded Education				317,133					
Gemeral Instructional Media Actatles and Athleticis Other Replat Instructional Media Other Replata Instruction Actatles and Athleticis Other Replata Instruction Actatles and Athleticis Other Replata Instruction Actatles and Athleticis Actatles and Athleticis Actatles and Athleticis Other Replata Instruction Actatles and Athleticis Actatles				1 105 705				00.405	
Activities and Athelics				1,100,720		130,000		90,495	
Other Require Instruction 2,646,639 328,313 800 333,000 3,300,000 3,4493 358,556,692 356							-	-	
Regular Instruction Total 108,704,785 35,4104,785 57,686 9,169,778 21,556 354,496 156,687 354,496 156,687 354,496 156,687 354,496 156,687 354,496 156,687 354,496 156,687 354,496				-,				-	
Special Education							•	-	3,369,752
General 13,911,224 5,643,280 2,294,975 101,000 7,500 2,957,000 3,900 5,9000 1,9000 2,957,000 1,9000 2,957,000 3,90		108,704,785	35,410,478	1,748,658	9,169,778	221,556	•	354,495	155,609,750
Helang and Vision	Special Education								
Helenting and Vision	General	13,911,224	5,643,260	2,294,975	101,030	7,500			21,957,989
Special Programs Total 16,586,220 6,529,558 2,204,975 191,039 7,500 2,255,192 191,039 7,500 2,255,192 191,039 7,500 2,255,192 191,039 7,500 2,255,192 191,039 7,500 2,255,192 191,039 7,500 2,255,192 191,039 7,500 2,255,192 191,039 7,500 2,255,192 191,039 19	Hearing and Vision		84 010	_	_		_		340,360
Special Programs Total 16,586,220 6,529,588 2,294,975 101,030 7,500 2,25,192									
Grand Total Direct Instruction 155,291,005 41,940,038 4,043,633 9,270,808 229,056 354,495 181,129.0				2 204 075	101 030	7 500			
Support Services Pupils Student Support Services 920,687 1,191,091 1,515,500 28,867 5,000 5,906. 5,906. 6,175,000 2,005,671 1,0100 2,865 5,000 5,906. 6,175,000 2,005,671 1,0100 2,865 5,000 5,906. 6,175,000 2,005,671 1,0100 2,865 5,000 5,906. 6,175,000 2,005,671 1,0100 2,865 5,000 5,906. 6,175,000 2,005,671 1,0100 2,865 6,100 2,005,671 1,000 1,000								254 405	
Pupils Student Support Services 920,887 278,632 1,191,091 1,515,500 28,859 5,000 5,900,20 6,900,20		125,291,005	41,940,036	4,043,633	9,270,808	229,056		354,495	181,129,033
Student Support Services 228.637 278.632 278.632 278.632 28.965 5000 1.237.2 2.247.148 2.247.1									
Attendance and Social Work Services Gurdance Gur	Pupils						`		
Attendance and Social Work Services Gurdance Gur	Student Support Services	920,687	278,632	-	26,976	11,000	-	-	1,237,295
Guidennee				1 515 050			- ,		5,906,231
Health									8,304,633
Peychlogical Services					~~~~~~~				
Audiology (179,800 54,898 65,100 - 224,377 - 279,600 - 224,377 - 279,600 - 224,377 - 279,600 - 224,377 - 279,600 - 224,377 - 279,600 - 224,377 - 279,600 - 224,377 - 279,600 - 224,377 - 279,600 - 224,377 - 279,600 - 224,377 - 279,600 - 224,377 - 279,600 - 224,377 - 279,600 - 224,377 - 279,600 - 224,377 - 279,600 - 2				5,000	11,2/9	1,000		-	
Differ		~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~						-	2,360,951
Pupils Total 15,327,863 5,379,705 1,530,150 183,076 37,000 - 22,437,7 Instructional Staff Curriculum Development 4,744,758 4,446,991 407,170 755,731 41,845 - 7,394,1 Instructional Staff Training 238,774 45,932 528,725 111,605 6,800 - 22,000 Cither Instructional Staff Services 2,828,684 889,281 57,000 180,223 2,800 - 1,278,6 Instructional Staff Total 8,638,584 2,842,155 978,195 1,164,289 368,066 - 13,791,2 School Administration 17,025,502 5,680,728 1,4650 1,186,031 32,740 - 23,909,6 - 3,148,0 Office of the Principal 17,025,502 5,680,728 1,4550 1,186,031 32,740 - 23,909,6 - 60,138,7 General Administration 1,189,706 343,362 2,522,995 2,513,396 437,806 - 60,138,7 Senderal Administration 1,189,706 343,362 2,120,1354 347,849 65,800 - 3,148,0 Senderal Administration 1,189,706 343,362 2,120,1354 347,849 65,800 - 3,148,0 Senderal Administration 1,189,706 343,362 2,120,1354 347,849 65,800 - 3,148,0 Senderal Administration 1,189,706 343,362 2,120,1354 347,849 65,800 - 3,148,0 Senderal Administration 1,189,706 343,362 2,120,1354 347,849 56,800 - 3,148,0 Senderal Research 1,712,271 52,2028 652,800 35,600 516,000 - 1,343,8,6 Senderal Research 1,200,233 332,366 1,200,334 347,849 Senderal Research 1,200,233 323,366 1,200,304 4,000 42,200 - 1,595,200 4,00						•	-	-	234,498
Pupils Total 15,327,863 5,379,705 1,530,150 183,076 37,000 - 22,437,7 Instructional Staff Curriculum Development 4,744,758 4,446,991 407,170 755,731 41,845 - 7,394,1 Instructional Staff Training 238,774 45,932 528,725 111,605 6,800 - 22,000 Cither Instructional Staff Services 2,828,684 889,281 57,000 180,223 2,800 - 1,278,6 Instructional Staff Total 8,638,584 2,842,155 978,195 1,164,289 368,066 - 13,791,2 School Administration 17,025,502 5,680,728 1,4650 1,186,031 32,740 - 23,909,6 - 3,148,0 Office of the Principal 17,025,502 5,680,728 1,4550 1,186,031 32,740 - 23,909,6 - 60,138,7 General Administration 1,189,706 343,362 2,522,995 2,513,396 437,806 - 60,138,7 Senderal Administration 1,189,706 343,362 2,120,1354 347,849 65,800 - 3,148,0 Senderal Administration 1,189,706 343,362 2,120,1354 347,849 65,800 - 3,148,0 Senderal Administration 1,189,706 343,362 2,120,1354 347,849 65,800 - 3,148,0 Senderal Administration 1,189,706 343,362 2,120,1354 347,849 65,800 - 3,148,0 Senderal Administration 1,189,706 343,362 2,120,1354 347,849 56,800 - 3,148,0 Senderal Research 1,712,271 52,2028 652,800 35,600 516,000 - 1,343,8,6 Senderal Research 1,200,233 332,366 1,200,334 347,849 Senderal Research 1,200,233 323,366 1,200,304 4,000 42,200 - 1,595,200 4,00	Other	150,862	63,639	-	65,100	-			279,601
Instructional Staff Curriculum Development				1,530,150		37.000	-	-	22,437,794
Curriculum Development 1,744,788 1,444,691 407,170 755,731 41845 7,394.1 1,191,191,191,191,191,191,191,191,191,1		,	,,		,	2.,.30			,,
Instructional Staff Training		/ 7// 7F0	1 444 604	107 170	755 724	/1 Q/E			7 20/ 105
Christructional Staff Services 2,828,884 889,281 37,300 116,730 316,821 4,188.8 Educational Media 8,68,848 262,251 7,000 180,223 2,900 1,278.8 1,3791.2 1,390.2	·		, ,				_	_	
Educational Media						***************************************	-	-	
Instructional Staff Total	Other Instructional Staff Services	2,828,684	889,281	37,300	116,730	316,821	-	-	4,188,816
School Administration	Educational Media	826,348	262,251	7,000	180,223	2,800	-	-	1,278,622
School Administration	Instructional Staff Total	8,638,564	2,642,155	978,195	1,164,289	368,066	-		13,791,269
Office of the Principal Grand Total Classroom Support 40,991,929 13,672,588 2,522,995 2,513,396 437,806 - 23,999,6 General Administration Board of Education and Executive Administration Total 1,188,706 343,362 1,201,354 347,849 65,800 - 3,148,0 General Administration Total Fiscal Services 1,712,271 522,028 652,800 56,800 - 3,148,0 Fiscal Services 1,712,271 522,028 652,800 35,600 56,800 - 3,438,6 Fiscal Services Total 1,000,283 322,266 621,800 48,060 12,040 - 1,595,2 Fiscal Services Total 2,712,554 845,294 884,400 83,660 528,040 - 5,033,3 Operations and Maintenance Administration 2,03,666 59,886 127,300 40,000 42,220 - 473,1 Care & Upkeep of Grounds 1,199,048 423,676 263,890 1,142,000 28,600 98,000 16,647,0 Care & Upkeep of Grounds 1,199,048 423,676		, ,							
General Administration		17 025 502	5 650 728	14 650	1 196 031	32 740		_	22 000 651
Seneral Administration							_	_	
Beard of Education and Executive 1,188,706 343,362 1,201,354 347,849 65,800		40,991,929	13,672,588	2,522,995	2,513,396	437,806	-	-	60,138,714
Administration									
General Administration Total 1,189,706 343,362 1,201,354 347,849 65,800	Board of Education and Executive								
Fiscal Services	Administration	1,189,706	343,362	1,201,354	347,849	65,800	-	-	3,148,071
Fiscal Services	General Administration Total	1,189,706	343,362	1,201,354	347,849	65,800	-		3,148,071
Fiscal Services	Fiscal Services			7					
Printing/Purchasing/Warehouse		1 712 271	522 028	652 800	35 600	516,000	_	_	3 /38 600
Fiscal Services Total 2,712,554 845,294 864,400 83,660 528,040 - - 5,033,950					,		_	_	
Operations and Maintenance							-	-	
Administration Utilities		2,712,554	845,294	864,400	83,660	528,040	-	-	5,033,948
Utilities	Operations and Maintenance								
Care & Upkeep of Buildings	Administration	203,966	59,686	127,300	40,000	42,220	-	-	473,172
Care & Upkeep of Buildings	Utilities			2,740,247	4.625.600	_	_	_	7,365,847
Care & Upkeep of Grounds	Care & Unkeep of Buildings	10 /01 055	1 033 370			28 600	_	98 000	
Other Operation and Maintenance Security Services						20,000			
Security Services						-	-	25,000	
Operations and Maintenance Total 12,090,504 4,563,152 4,120,743 6,411,209 107,820 - 123,000 27,416,45	Other Operation and Maintenance				- ,	37,000	-	-	419,725
Transportation	Security Services	65,535	17,986	94,000	125,809				303,330
Transportation	Operations and Maintenance Total	12,090.504	4,563.152	4,120,743	6,411.209	107.820		123.000	27,416,428
Administration 316,782		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	.,2,0	,,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		,,,,,,	,,
Vehicle Operations 4,651,013 2,051,282 416,630 700,000 - - 7,818,9 Vehicle Service and Maintenance Other Transportation Expenses 1,239,022 433,744 95,000 350,000 500 - - 2,118,2 Transportation Total 6,692,506 2,764,768 570,630 1,200,000 10,500 - - 11,238,4 Central Services Assessment & Evaluation 459,920 143,677 125,324 70,464 5,800 - - 805,1 Unemployment Insurance - - 300,000 - - - 300,0 Planning Services 256,760 80,822 15,716 277,000 6,000 9,800 - - 355,1 Communication Services 545,962 151,716 277,000 6,000 9,800 - - 990,4 Human Resources 1,610,188 501,574 360,559 146,500 12,000 - - 2,630,8 Technology Services 4,008,8612	· ·	246 700	100.355	7 500	140.000	10.000			E70 007
Vehicle Service and Maintenance						10,000	·	I -	
Other Transportation Expenses						-	-		7,818,925
Transportation Total 6,692,506 2,764,768 570,630 1,200,000 10,500 - - 11,238,4 Central Services Assessment & Evaluation 459,920 143,677 125,324 70,464 5,800 - - 805,1 300,000 - - - 300,000 - - - 300,000 - - - 300,000 - - - 300,000 - - - 300,000 - - - 300,000 - - - 300,000 - - - 300,000 - - - 300,000 - - 300,000 - - 300,000 - - 300,000 - - 300,000 - - - 300,000 - - - 300,000 - - - - - - - 20,000 - - - - - - - - - -	Vehicle Service and Maintenance	1,239,022	433,744	95,000	350,000	500	-	-	2,118,266
Transportation Total 6,692,506 2,764,768 570,630 1,200,000 10,500 - - 11,238,4 Central Services Assessment & Evaluation 459,920 143,677 125,324 70,464 5,800 - - 805,1 Unemployment Insurance - - 300,000 - - - 300,000 Planning Services 256,760 80,822 12,258 3,800 1,500 - - 355,1 Communication Services 545,962 151,716 277,000 6,000 9,800 - - 990,4 Human Resources 1,610,188 501,574 360,559 146,500 12,000 - 2,630,8 Technology Services 4,038,612 1,314,851 465,500 6,393,212 500 - 12,212,6 Other Support Services 190,000 126,178 68,384 - - - - 384,5 Central Services Total 7,101,442 2,318,818 1,690,25 6,619,976	Other Transportation Expenses	485.689	177.387	51.500	10.000	-	-	-	724,576
Central Services Assessment & Evaluation 459,920 143,677 125,324 70,464 5,800 - - 805,1 Unemployment Insurance - - 300,000 - - - 300,00 Planning Services 256,760 80,822 12,258 3,800 1,500 - - 355,1 Communication Services 545,962 151,716 277,000 6,000 9,800 - - 990,4 Human Resources 1,610,188 501,574 360,559 146,500 12,000 - - 2,630,8 Technology Services 4,038,612 1,314,851 465,500 6,393,212 500 - - 12,212,6 Other Support Services 190,000 126,178 68,384 - - - - - 12,212,6 Other Support Services 70,11,442 2,318,818 1,609,025 6,619,976 29,600 - - - 17,678,8 Community Services 70,778,641						10 500			
Assessment & Evaluation		0,092,300	2,104,100	370,030	1,200,000	10,500			11,230,404
Unemployment Insurance 300,000 300,000 Planning Services 256,760 80,822 12,258 3,800 1,500 355,1 Communication Services 545,962 151,716 277,000 6,000 9,800 990,4 Human Resources 1,610,188 501,574 360,559 146,500 12,000 2,630,8 Technology Services 4,038,612 1,314,851 465,500 6,393,212 500 12,212,6 Other Support Services 190,000 126,178 68,384 334,5 Central Services Total 7,101,442 2,318,818 1,609,025 6,619,976 29,600 17,678,8 Grand Total Support Services 70,778,641 24,507,982 10,889,147 17,176,090 1,179,566 - 123,000 124,654,4 Community Services 140,000 - 4,386,553 - 750,000 5,276,5 Charter Schools Aspen Ridge Academy Carbon Valley Academy Flagstaff Academy, Inc. Imagine Charter School at Firestone St. Vrain Community Montessori Twin Peaks Charter Academy Thin Thin Thin Thin Thin Thin Thin Thin			1	1				1	1
Planning Services 256,760 80,822 12,258 3,800 1,500 - - 355,1	Assessment & Evaluation	459,920	143,677	125,324	70,464	5,800	-	-	805,185
Planning Services 256,760 80,822 12,258 3,800 1,500 - - 355,1	Unemployment Insurance	-	-	300,000	-	-	-	-	300,000
Communication Services		256 760	80 822		3 ጸበበ	1 500	-	-	355,140
Human Resources							1	1	
Technology Services 4,038,612 1,314,851 465,500 6,393,212 500 12,212,6 68,384 384,5 (6,619,976 29,600 17,678,8 (6,619,976 29,600 17,678,8 (6,619,976 29,600 17,678,8 (6,619,976 29,600 17,678,8 (6,619,976 29,600 17,678,8 (6,619,976 29,600 17,678,8 (6,619,976 29,600 17,678,8 (6,619,976 29,600 17,678,8 (6,619,976 29,600 123,000 124,654,4 (7,17,176,090 1,179,566 - 123,000 124,654,4 (7,17,176,090 1,179,566 - 123,000 124,654,4 (7,176,090 1,176,090 1,179,566 - 123,000 124,654,4 (7,176,090 1,179,566 - 123,000 124,654,4 (7,176,090 1,179,566 - 123,000 124,654,4 (7,176,090 1,179,566 - 123,000 124,654,4 (7,176,090 1,179,566 1,176,090 124,654,4 (7,176,090 1,176,090 1,179,566 1,176,090 1,179,566 1,176,090 1,179,566 1,176,090 1,179,566 1,176,090 1,179,566 1,176,090 1,179,566 1,176,090 1,179,566 1,176,090 1,179,566 1,176,090 1,179,566 1,176,090 1,179,566 1,176,090 1,179,566 1,176,090 1,176,090 1,176,090 1,176,090 1,176,090 1,176,090 1,176,090 1,176,090 1							_	·	
Other Support Services 190,000 126,178 68,384 - - - - 384,5 Central Services Total 7,101,442 2,318,818 1,609,025 6,619,976 29,600 - - 17,678,8 Grand Total Support Services 70,778,641 24,507,982 10,889,147 17,176,090 1,179,566 - 123,000 124,654,4 Community Services - - 4,386,553 - 750,000 5,276,5 Charter Schools Aspen Ridge Academy 4,406,886 4,406,886 4,406,886 4,406,886 4,406,886 2,304,414 2,3							-	-	2,630,821
Other Support Services 190,000 126,178 68,384 - - - - 384,5 Central Services Total 7,101,442 2,318,818 1,609,025 6,619,976 29,600 - - 17,678,8 Grand Total Support Services 70,778,641 24,507,982 10,889,147 17,176,090 1,179,566 - 123,000 124,654,4 Community Services - - 4,386,553 - 750,000 5,276,5 Charter Schools Aspen Ridge Academy 4,406,886 4,406,886 4,406,886 4,406,886 4,406,886 2,304,414 2,3	Technology Services	4,038,612	1,314,851	465,500	6,393,212	500	-	-	12,212,675
Central Services Total 7,101,442 2,318,818 1,609,025 6,619,976 29,600 - - - 17,678,8 Grand Total Support Services 70,778,641 24,507,982 10,889,147 17,176,090 1,179,566 - 123,000 124,654,4 Community Services - - 140,000 - 4,386,553 - 750,000 5,276,5 Charter Schools Aspen Ridge Academy 4,406,886 4,406,886 2,304,414 2,304,414 2,304,414 2,304,414 8,791,289 8,791,2 Imagine Charter School at Firestone St. Vrain Community Montessori 5,534,599 5,534,599 5,534,599 5,534,599 2,253,425 2,253,425 2,253,425 7,279,506 7,279,506 7,279,506						-	-		384,562
Grand Total Support Services 70,778,641 24,507,982 10,889,147 17,176,090 1,179,566 - 123,000 124,654,4 Community Services - - 140,000 - 4,386,553 - 750,000 5,276,5 Charter Schools Aspen Ridge Academy 4,406,886 4,406,886 4,406,886 2,304,414 2,304,414 2,304,414 2,304,414 8,791,269 8,791,2 1,791,269 5,534,599 5,534,599 5,534,599 5,534,599 5,534,599 5,534,599 2,253,425 2,253,425 2,253,425 2,253,425 7,279,506					6 610 070	20 600			
Community Services - - 140,000 - 4,386,553 - 750,000 5,276,5 Charter Schools Aspen Ridge Academy 4,406,886 4,406,886 2,304,414 2,304,414 2,304,414 2,304,414 8,791,29 8,791,29 8,791,29 5,534,599 5,534,599 5,534,599 5,534,59 5,534,59 5,534,59 2,253,425 2,253,425 2,253,425 2,253,425 7,279,506 7,279,506 7,279,506								400.000	
Charter Schools 4,406,886 4,406,886 4,406,886 4,406,886 2,304,414 2,304,414 2,304,414 2,304,414 2,304,414 8,791,269 8,791,269 8,791,269 5,534,599 5,534,599 5,534,599 5,534,59 5,534,59 5,534,59 2,253,425 2,253,425 2,253,425 2,253,425 7,279,506		70,778,641	24,507,982		17,176,090		-	,	
Charter Schools 4,406,886 4,406,886 4,406,886 4,406,886 2,304,414 2,304,414 2,304,414 2,304,414 2,304,414 8,791,269 8,791,269 8,791,269 5,534,599 5,534,599 5,534,599 5,534,59 5,534,59 2,253,425 2,253,425 2,253,425 2,253,425 7,279,506	Community Services	-	- L	140,000	-	4,386,553	-	750,000	5,276,553
Aspen Ridge Academy 4,406,886 4,406,886 Carbon Valley Academy 2,304,414 2,304,4 Flagstaff Academy, Inc. 8,791,269 8,791,2 Imagine Charter School at Firestone 5,534,599 5,534,599 St. Vrain Community Montessori 2,253,425 2,253,425 Twin Peaks Charter Academy 7,279,506 7,279,506								I	
Carbon Valley Academy 2,304,414 2,304,4 Flagstaff Academy, Inc. 8,791,269 8,791,2 Imagine Charter School at Firestone 5,534,599 5,534,59 St. Vrain Community Montessori 2,253,425 2,253,425 Twin Peaks Charter Academy 7,279,506 7,279,506			1	1			4 406 000	1	4 400 000
Flagstaff Academy, Inc. 8,791,269 8,791,269 Imagine Charter School at Firestone 5,534,599 5,534,599 St. Vrain Community Montessori 2,253,425 2,253,425 Twin Peaks Charter Academy 7,279,506 7,279,5									
Imagine Charter School at Firestone 5,534,599 5,534,599 St. Vrain Community Montessori 2,253,425 2,253,425 7,279,506 7,279			1	1				1	2,304,414
St. Vrain Community Montessori 2,253,425 2,253,425 Twin Peaks Charter Academy 7,279,506 7,279,5	Flagstaff Academy, Inc.		L	L			8,791,269	L	8,791,269
St. Vrain Community Montessori 2,253,425 2,253,425 Twin Peaks Charter Academy 7,279,506 7,279,5				Ī				l	5,534,599
Twin Peaks Charter Academy 7,279,506 7,279,5			1	1				1	
Total General Fund Expenditures \$196,069,646 \$ 66,448,018 \$ 15,072.780 \$ 26,446.898 \$ 5,795,175 \$ 30,570,099 \$ 1,227.495 \$341.630.1	Iwin Peaks Charter Academy						7,279,506		7,279,506
Total General Fund Expenditures \$196,069,646 \$66,448,018 \$15,072,780 \$26,446,898 \$5,795,175 \$30,570,099 \$1,227,495 \$341,630.1									
	Total General Fund Expenditures	\$196,069,646	\$ 66,448,018	\$ 15,072,780	\$ 26,446,898	\$ 5,795,175	\$ 30,570,099	\$ 1,227,495	\$341,630,111



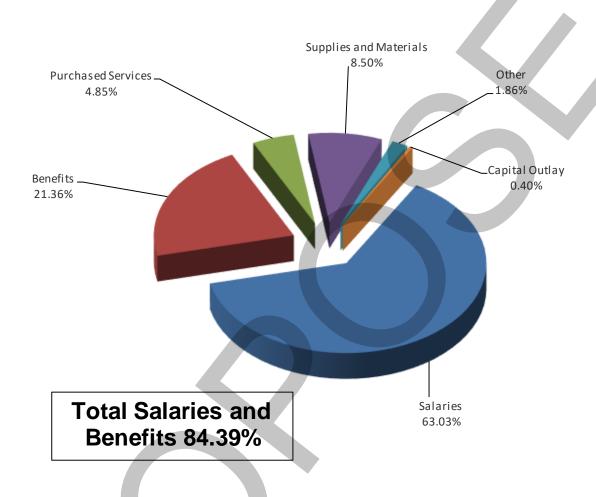
ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J GENERAL FUND ADOPTED BUDGET EXPENDITURE ANALYSIS BY ACTIVITY FISCAL YEAR ENDING JUNE 30, 2020



	Adopted	
	Budget	
Summary of General Fund Expenses by Activity	6/30/20	%
Direct Instruction (includes Guidance and Edu. Media)	\$ 191,949,583	61.71%
Classroom Support	54,594,717	17.55%
Building Support		
Transportation	11,238,404	
Operations/Maintenance/Custodial	27,416,428	
Printing/Purchasing/Warehouse	1,595,249	
Communication Services	990,478	
Technology Services	12,212,675	
Assessment/Planning/Risk Management	1,844,887	
	55,298,121	17.78%
Central Support & Administration		
Human Resources	2,630,821	
Finance/Payroll/Budgeting	3,438,699	
Superintendent's Office/General Administration	3,148,071	
	9,217,591	2.96%
Sub-Total	311,060,012	100.00%
Charter Schools	30,570,099	
Total	\$ 341,630,111	



ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J GENERAL FUND ADOPTED BUDGET EXPENDITURE ANALYSIS BY OBJECT FISCAL YEAR ENDING JUNE 30, 2020



	Adopted	
	Budget	
Summary of General Fund Expenses by Object	Total	%
Salaries	\$ 196,069,646	63.03%
Benefits	66,448,018	21.36%
Purchased Services	15,072,780	4.85%
Supplies and Materials	26,446,898	8.50%
Other	5,795,175	1.86%
Capital Outlay	1,227,495	0.40%
Sub-Total	311,060,012	100.00%
Charter Schools	30,570,099	
Total	\$ 341,630,111	



ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J GENERAL FUND INSTRUCTIONAL MATERIALS AND SUPPLIES FISCAL YEARS ENDED 2018 - 2020

	Actual		Adopted Budget		Amended Budget		Projected Actual			Adopted Budget
Description		6/30/18		6/30/19		6/30/19		6/30/19		6/30/20
Program Codes 0010 - 2099										
Repairs and maintenance	\$	103,619	\$	158,500	\$	158,500	\$	158,500	\$	170,500
Rentals		10,412		-		-		-		-
Printing, binding and duplicating		11,821		4,500		4,500		4,500	4	4,300
Travel, registration, and entrance		142,786		41,833		41,833		41,833		32,633
Supplies		3,749,360		8,306,462		8,403,835		8,403,835	,,,,,	5,264,854
Books and periodicals		3,816,990		3,780,748		3,780,748		3,780,748		4,005,954
Equipment		10,265,118		275,700		275,700		275,700		354,495
Internal transportation charges		139,199		133,356		133,356		133,356		214,356
Other internal charges		17,857		15,500		15,500		15,500		12,500
Total Expenditures	\$	18,257,162	\$	12,716,599	\$	12,813,972	\$	12,813,972	\$	10,059,592
Required Allocation										
Student FTE (Excl. Charters)		26,941.5		26,933.6		27,299.1		27,299.1		28,059.0
Rate per student		216		230		228		228		238
Current year allocation	\$	5,819,364	\$	6,194,728	\$	6,224,195	\$	6,224,195	\$	6,678,042
Carryover from prior year		NONE		NONE		NONE		NONE		NONE
Total Required Allocation	\$	5,819,364	\$	6,194,728	\$	6,224,195	\$	6,224,195	\$	6,678,042
Carryover to Subsequent Year		NONE		NONE		NONE		NONE		NONE



ST VRAIN VALLEY SCHOOL DISTRICT RE-1J 2008 AND 2012 MILL LEVY OVERRIDE SUMMARY * FISCAL YEARS ENDED 2018 - 2020

Description	Actual 6/30/18	Adopted Budget 6/30/19	Amended Budget 6/30/19	Projected Actual 6/30/19	Adopted Budget 6/30/20
Mill Levy Override Revenues	\$ 43,332,885	\$ 44,101,486	\$ 46,049,037	\$ 46,049,037	\$ 48,351,489
Mill Levy Override Expenditures					
Advanced Placement Programs	208,750	200,000	200,000	200,000	193,940
Focus School Allocations	1,811,000	1,960,981	1,990,981	1,990,981	1,984,541
Operations and Maintenance	1,026,000	1,026,000	1,026,000	1,026,000	1,026,000
Preschool Programs	143,050	1,150,000	1,150,000	1,150,000	1,150,000
Reduce Class Sizes	8,416,180	8,416,180	8,416,180	8,416,180	8,416,180
Safety and Security	680,000	750,000	750,000	750,000	750,000
STEM Programming	300,000	300,000	300,000	300,000	300,000
Teacher/Staff Compensation	10,350,000	10,350,000	10,350,000	10,350,000	10,350,000
Technology	8,710,640	8,585,000	8,585,000	8,585,000	8,585,000
Charter School Allocations	4,088,743	4,170,518	4,354,691	4,354,691	4,572,426
Total Mill Levy Override Expenditures	35,734,363	36,908,679	37,122,852	37,122,852	37,328,087
Change in MLO Fund Bal. Assignment	7,598,522	7,192,807	8,926,185	8,926,185	11,023,402
Beginning MLO Fund Bal. Assignment	36,798,141	43,293,579	44,396,663	44,396,663	53,322,848
Ending MLO Fund Bal. Assignment	\$ 44,396,663	\$ 50,486,386	\$ 53,322,848	\$ 53,322,848	\$ 64,346,250

^{*}The above amounts are included in the previous budget schedules within the categories to which they belong; they are presented in the above schedule to provide details specific to the Mill Levy Override revenue and related uses.



Total Program Funding

Total Program Funding is the primary funding source for the District's General Fund. The Colorado Department of Education uses a formula to determine how much Total Program Funding is provided to each Colorado school district based on a number of factors. Total Program can be expressed in total dollars, or in terms of Per-Pupil Revenue (PPR) multiplied by the District's Funded Pupil Count (FPC).

Total Program is funded by three sources: Local Property Tax, Specific Ownership Tax (i.e. vehicle registrations), and the remainder is provided to St. Vrain Valley Schools by the State of Colorado through what is called "State Equalization."

Below is a historical breakdown of Total Program Funding for St. Vrain Valley Schools.

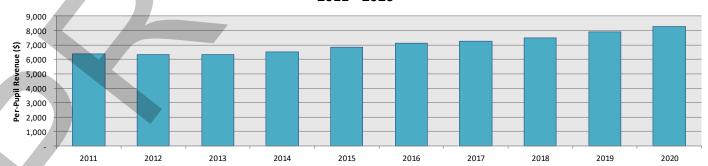
ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J GENERAL FUND SUMMARY OF TOTAL PROGRAM FUNDING PER CDE* FISCAL YEARS ENDED 2011 - 2020

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Local Property Tax	\$ 58,458,046	\$ 58,451,393	\$ 60,902,524	\$ 60,496,735	\$ 59,712,081	\$ 72,693,957	\$ 74,653,111	\$ 80,732,969	\$ 85,984,021	\$ 92,211,355
Specific Ownership Tax	3,264,963	3,125,544	3,127,653	3,354,034	3,882,507	3,887,950	3,756,272	4,488,357	5,189,596	5,345,283
State Equalization	101,304,149	103,816,214	108,361,241	119,163,453	133,605,666	133,240,934	138,009,845	139,771,356	147,820,587	160,147,909
Total Program Funding	\$163,027,158	\$165,393,151	\$172,391,418	\$183,014,222	\$197,200,254	\$209,822,841	\$216,419,228	\$224,992,682	\$238,994,204	\$257,704,547
Funded Pupil Count	25,493.3	26,120.2	27,207.8	28,011.8	28,740.5	29,373.5	29,821.6	30,032.3	30,188.5	31,174.0
Per-Pupil Revenue	\$ 6,394.90	\$ 6,332.00	\$ 6,336.10	\$ 6,533.47	\$ 6,861.41	\$ 7,143.27	\$ 7,257.13	\$ 7,491.69	\$ 7,916.73	\$ 8,266.65

St. Vrain Valley Schools Total Program Funding 2011 - 2020



St. Vrain Valley Schools Total Program Per-Pupil Revenue 2011 - 2020



^{*} Total Program Funding is calculated per the Colorado Department of Education (CDE). Actual amounts budgeted and received by the district vary due to actual vs. expected tax collections, CDE rescissions from the State Equalization payment, and rounding.



FUND 18 – RISK MANAGEMENT FUND

The Risk Management Fund is used to account for the payment of loss or damage to the property of the school district, liability claims, workers' compensation claims, insurance premiums, and related administrative expenses.

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; injuries to employees; and natural disasters. The District plans to provide for or restore the economic damages of those losses through risk retention and risk transfer.

The District is a member of two public entity risk sharing pools. The District's share of each pool varies based on exposures, the contribution paid to each pool, the District's claims experience, each pool's claims experience, and each pool's surplus and dividend policy. The District may be assessed to fund any pool surplus deficit.

Since July 1, 2002, the District has been a member of the Colorado School Districts Self Insurance Pool for property and liability insurance. The District has insurance deductibles of \$50,000 (property and general liability), and \$1,000 (vehicle liability) per claim.

Prior to July 1, 2002, the District purchased its property and liability insurance from the Northern Colorado School Districts Property Self Insurance Pool, and the Northern Colorado School Districts Liability Self Insurance Pool, respectively. These two pools have since been dissolved. All financial obligations of the Pools have been met and the remaining financial assets of the Pools were redistributed to participating Districts as of 12/31/2017.

Since July 1, 1985, the District has been a member of the Northern Colorado School Districts Workers' Compensation Self Insurance Pool. The other current pool members are Park School District (Estes Park) and Windsor School District. The workers' compensation pool discontinued insurance operations effective July 1, 1998, and resumed insurance operations on July 1, 2003. During the intervening years, insurance coverage was obtained outside the pool. The District's deductible is \$50,000 per claim for the year ended June 30, 2020.



ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J RISK MANAGEMENT FUND FISCAL YEARS ENDED 2018 - 2020

		Adopted Amended			Adouted
	Actual	Adopted		Projected	Adopted
	Actual	Budget	Budget	Actual	Budget
	6/30/18	6/30/19	6/30/19	6/30/19	6/30/20
Revenues					
Investment income	\$ 51,309	\$ 60,000	\$ 80,000	\$ 130,000	\$ 125,000
State equalization	3,836,715	3,768,720	4,113,891	4,113,891	3,739,370
Miscellaneous	2,246,785	25,000	25,000	20,000	25,000
Total revenues	6,134,809	3,853,720	4,218,891	4,263,891	3,889,370
Expenditures					
Salaries	246,177	235,962	272,870	272,870	331,210
Benefits	70,218	73,933	86,196	86,196	104,275
Purchased services	1,429,222	1,746,370	2,062,370	1,950,000	3,638,700
Supplies and materials	72,412	113,835	113,835	80,000	132,685
Claims paid	982,341	1,632,000	1,632,000	1,200,000	1,632,000
Capital outlay	-	1,000	1,000		-
Other	6,653	50,620	50,620	15,000	50,500
Total expenditures	2,807,023	3,853,720	4,218,891	3,604,066	5,889,370
Excess of revenues over					
(under) expenditures	3,327,786	-	-	659,825	(2,000,000)
Fund balance, beginning	2,638,631	3,886,397	5,966,417	5,966,417	6,626,242
Fund balance, ending					
Committed	5,966,417	3,886,397	5,966,417	6,626,242	4,626,242
Fund balance, ending	\$ 5,966,417	\$ 3,886,397	\$ 5,966,417	\$ 6,626,242	\$ 4,626,242



FUND 19 – COLORADO PRESCHOOL PROGRAM FUND

The Colorado Preschool Program (CPP) Fund is used to account for revenue allocations from the General Fund used for the Colorado Preschool Program which is a state funded program for preschool children the year before kindergarten. Children who qualify for the Colorado Preschool Program may have a variety of risk factors in their family, including low income or substance abuse. Funding for the program uses a calculated amount called per-pupil operating revenue (PPOR), which is the General Fund's per-pupil revenue under the state funding formula, less the Board-required Risk Management and Capital Reserve per-student allocation. The PPOR multiplied by the number of CPP student FPC that is certified in the October Count results in the total amount allocated to the CPP fund. A total of 450 slots are expected to be certified for FY20, resulting in a CPP Funded Pupil Count of 225, which translates to \$1,775,171 in equalization revenue for the fund, net of the required allocation to the cap reserve fund.

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J COLORADO PRESCHOOL PROGRAM FUND FISCAL YEARS ENDED 2018 - 2020

	FISCAL TEARS ENDED 2016 - 2020											
		Adopted	Amended	Projected	Adopted							
	Actual	Budget	Budget	Actual	Budget							
	6/30/18	6/30/19	6/30/19	6/30/19	6/30/20							
Revenues												
Equalization	\$ 1,537,183	\$ 1,709,914	\$ 1,733,140	\$ 1,806,670	\$ 1,859,996							
Investment income	3,888	3,300	10,000	17,600	19,000							
Alloc. to Cap Reserve Fund		(78,045)	(79,278)	(73,530)	(84,825)							
Total revenues	1,541,071	1,635,169	1,663,862	1,750,740	1,794,171							
Expenditures												
Salaries	182,586	195,370	197,040	197,040	209,465							
Benefits	55,397	62,864	57,611	57,611	64,732							
Purchased services	1,101,863	1,180,050	1,180,050	1,172,330	1,280,725							
Supplies and materials	85,697	73,765	73,765	76,359	87,450							
Capital outlay	-	250,000	250,000	60,000	250,000							
Other	25,772	26,405	26,405	26,600	26,210							
Total expenditures	1,451,315	1,788,454	1,784,871	1,589,940	1,918,582							
Excess of revenues over												
(under) expenditures	89,756	(153,285)	(121,009)	160,800	(124,411)							
Fund balance, beginning	576,948	575,215	666,704	666,704	827,504							
Fund balance, ending												
Restricted	666,704	421,930	545,695	827,504	703,093							
Fund balance, ending	\$ 666,704	\$ 421,930	\$ 545,695	\$ 827,504	\$ 703,093							



FUND 21 – NUTRITION SERVICES FUND

The Nutrition Services Department is accountable for the meal service programs within the District. The program operates with a financially self-supporting budget. The program purchases food and supplies for preparation and service of meals according to Federal Child Nutrition Program guidelines. The Nutrition Services office staff assesses the needs of the department and its customers, sets measurable goals, and maintains a philosophy of customer service in dealing with students, parents, school staff, and the community.

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J NUTRITION SERVICES FUND FISCAL YEARS ENDED 2018 - 2020

			Adopted		Amended	Projected			Adopted
	Actual		Budget		Budget		Actual		Budget
	6/30/18		6/30/19		6/30/19		6/30/19		6/30/20
Revenues									
Investment income	\$ 15,855	\$	12,000	\$	23,000	\$	25,101	\$	25,000
Charges for services	3,587,104		3,878,593		3,967,438		3,892,276		4,100,000
Miscellaneous	76,087		60,000		60,000		42,667		95,000
State match	167,830	7	170,000		198,594		196,104		190,000
Commodities entitlement	657,167		651,949		666,806		612,115		656,000
National school lunch program	5,252,650		5,286,412		5,091,558		5,028,360		5,400,000
Total revenues	9,756,693		10,058,954		10,007,396		9,796,623		10,466,000
Expenses									
Salaries	3,386,035		3,498,305		3,623,672		3,643,388		4,008,191
Benefits	1,332,576		1,364,339		1,446,006		1,491,553		1,687,241
Purchased services	142,798		140,000		135,000		50,000		140,000
Supplies and materials	4,813,322		4,876,949		4,882,806		4,868,456		4,931,000
Equipment	138,683		85,000		35,000		45,000		70,000
Other	100,000		100,000		100,000		100,000		100,000
Total expenses	9,913,414		10,064,593		10,222,484		10,198,397		10,936,432
Transfers (in) out	(21,462)		_		_		(32,000)		-
Net change in fund balance	(135,259)		(5,639)		(215,088)		(369,774)		(470,432)
Fund balance, beginning	2,456,760		2,247,474		2,321,501		2,321,501		1,951,727
Fund balance, ending	\$ 2,321,501	\$	2,241,835	\$	2,106,413	\$	1,951,727	\$	1,481,295



FUND 22 – GRANTS FUND

The Governmental Designated Purpose Grant Fund is used to account for restricted state and federal grants.

The ESSA (Every Student Succeeds Act) of 2015 replaced and updated the NCLB (No Child Left Behind) Act of 2001. ESSA gives greater deference to state education policies and reduced the federal government's role and oversight with regard to the education of Colorado's K-12 students. For more information, visit www.ed.gov/essa.

Consolidated Grants

Title I: Part A: Improving Academic Achievement of the Disadvantaged

This funding focuses on promoting school-wide reform in at-risk schools and ensuring student access to scientifically based instructional strategies and challenging academic content. This program is the largest ESSA program and allocates its resources based on the poverty rates of students.

Title II: Part A: Teachers and Principals Training and Recruiting

This grant helps to ensure high quality teachers will be available for all students. The grant provides for teacher training and recruitment of highly qualified teachers, para-educators, and principals capable of ensuring that all children achieve high standards.

Title III: Language Instruction for Limited English Proficient and Immigrant Students

This grant helps children with limited English skills develop high levels of academic attainment in English and meet the state academic achievement standards set for each grade level. Title III also addresses the need for family literacy, providing English language instruction for parents and preschool age children.

Title IV: Part A: Student Support and Academic Enrichment

This grant is intended to improve students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Federal Grants

IDEA - PL 94-142 - Part B

The purposes of the Individuals with Disabilities Education Act (IDEA) are to ensure that all children with disabilities have available to them free appropriate public education which emphasizes special education and related services designed to meet their unique needs; ensure the rights of children with disabilities are protected; assist local educational agencies to provide education of all children with disabilities; and assess and ensure the effectiveness of efforts to educate children with disabilities.

IDEA - PL 99-457 - Preschool

Provides grants to local education agencies to assist in providing special education and related services to children with disabilities ages three to five.

FUND 22 – GRANTS FUND 27



Carl Perkins – Career and Technical Education

This grant develops the vocational skills of secondary students by promoting integrated career, academic, and technical instruction.

McKinney - Education for Homeless Children and Youth

This grant ensures that all homeless children and youth have equal access to the same free, appropriate public education available to other children.

Other Grants

Expelled and At-Risk Student Services (EARSS)

This grant provides education services and support services to expelled students, students at risk of being expelled, enrolled truant students and/or students at risk of being declared, or already are, habitually truant.

School to Work Alliance Program (SWAP)

The purpose of SWAP is to provide career development and employment related services to youth with disabilities through partnership with the Colorado Department of Education, the Division of Vocational Rehabilitation and school districts. SWAP is designed to enhance transition services mandated through IDEA.

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J GOVERNMENTAL DESIGNATED PURPOSE GRANTS FUND FISCAL YEARS ENDED 2018 - 2020

		Adopted	Amended	Projected	Adopted
	Actual	Budget	Budget	Actual	Budget
	6/30/18	6/30/19	6/30/19	6/30/19	6/30/20
Revenues					
State grants	\$ 518,051	\$ 465,332	\$ 807,477	\$ 603,000	\$ 982,000
Federal grants	8,714,698	11,020,182	11,489,962	8,584,000	9,321,000
ARRA - Federal Education Stimulus Funds	70,483	-	-	-	-
Total revenues	9,303,232	11,485,514	12,297,439	9,187,000	10,303,000
Expenditures					
Salaries	5,957,930	6,255,517	6,317,231	5,611,000	6,185,000
Benefits	1,892,383	2,130,429	2,162,686	1,882,000	1,983,000
Purchased services	302,511	296,755	701,218	575,000	495,000
Supplies and materials	581,856	1,851,164	2,253,946	550,000	807,000
Capital outlay	103,317	26,819	37,559	110,000	32,000
Other	465,235	924,830	824,799	459,000	801,000
Total expenditures	9,303,232	11,485,514	12,297,439	9,187,000	10,303,000
Excess of revenues over					
(under) expenditures	-	-	-	-	-
Fund balance, beginning	-	-	-	-	-
Fund balance, ending	\$ -	\$ -	\$ -	\$ -	\$ -

FUND 22 – GRANTS FUND 28



FUND 23 – STUDENT ACTIVITIES SPECIAL REVENUE FUND

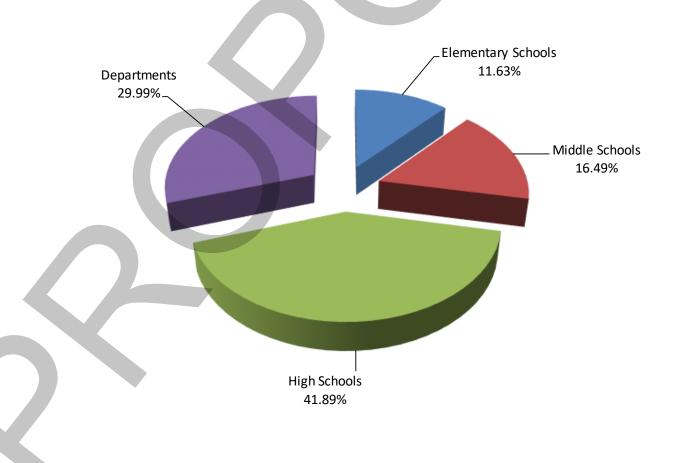
The Student Activities Special Revenue Fund records financial transactions related to school sponsored pupil intrascholastic and interscholastic athletic and other related activities. Although these activities are generally supported by revenues from pupils and gate receipts, they may be supplemented by fundraisers and gifts. Accounting is maintained for each District school and department, and separate activities within each location.



ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J STUDENT ACTIVITIES SPECIAL REVENUE FUND FISCAL YEARS ENDED 2018 - 2020

	JOAL ILANO LIIDLD 2010					<u> </u>			$\overline{}$	
		Actual 6/30/18		Adopted Budget 6/30/19		Amended Budget 6/30/19		Projected Actual 6/30/19		Adopted Budget 6/30/20
Revenues										
Investment Income	\$	65,914	\$	57,000	\$	100,000	\$	127,000	\$	140,000
Athletic activities		2,745,578		2,638,000		2,800,000		2,799,000		2,772,000
Pupil activities		3,945,960		3,846,000		4,000,000		3,661,000		3,803,000
PTO/Gift activities		639,515		797,000		640,000		925,000		782,000
Total revenues		7,396,967		7,338,000		7,540,000		7,512,000		7,497,000
Expenditures							\geq			
Athletic activities		2,577,931		4,542,275		2,600,000		3,084,000		3,084,000
Pupil activities		3,702,121		6,603,189		3,800,000		3,289,000		3,703,000
PTO/Gift activities		764,221		1,475,651		800,000		785,000		785,000
Total expenditures		7,044,273		12,621,115		7,200,000		7,158,000		7,572,000
Excess of revenues over expenditures		352,694		(5,283,115)		340,000		354,000		(75,000)
Other financing sources (uses)										
Transfer from/(to) other funds		54,693		_		-		(5,022)		-
Net change in fund balance		407,387		(5,283,115)		340,000		348,978		(75,000)
Fund balance, beginning		4,826,683		5,283,115		5,234,070		5,234,070		5,583,048
Fund balance, ending	\$	5,234,070	\$		\$	5,574,070	\$	5,583,048	\$	5,508,048

Fund Balance June 30, 2018





ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J Student Activities Special Revenue Fund Balances

Location	6/30/15	6/30/16	6/30/17	6/30/18		
Elementary Schools						
Alpine	\$ 18,371	\$ (12,135)				
Black Rock	74,367	53,031	43,451	38,187		
Blue Mountain	26,348	(6,162)	18,624	12,678		
Burlington	55,253	64,124	70,157	48,344		
Centennial	14,902	15,423	16,017	11,978		
Central	46,732	38,609	35,675	37,557		
Columbine	26,100	25,623	22,785	19,365		
Eagle Crest	35,054	30,773	32,259	26,883		
Erie	(2,533)		8,253	13,459		
Fall River	56,361	53,832	49,631	52,144		
Grand View	10.570	14 040	F 007	4 507		
Hygiene	10,572	14,040	5,097	4,507		
Indian Peaks	7,858	10,664	15,047	17,668		
Legacy	38,135	20,166	21,613	16,209		
Longmont Estates	9,748 50,469	6,403 44,751	6,852 40,476	8,624 31,391		
Lyons Mead						
Mountain View	28,857	32,479	34,661	40,102		
Niwot	22,984 21,717	23,793 22,957	16,545 27,601	32,556 15,775		
Northridge	8,307	10,237	16,319	20,232		
Prairie Ridge	45,146	43,239	45,347	47,839		
Red Hawk	65,498	46,556	46,777	40,356		
Rocky Mountain	15,656	23,754	21,955	21,559		
Sanborn	21,588	25,147	32,060	35,853		
Elementary Schools Total	697,490	595,857	611,191	608,805		
Middle and K-8 Schools						
Altona	46,355	78,250	78,977	49,892		
Coal Ridge	63,101	75,604	81,576	77,438		
Erie	114,722	138,344	161,708	174,563		
Longs Peak	23,676	31,269	28,196	21,026		
Mead	68,004	83,408	89,737	82,168		
Sunset	171,093	174,819	169,085	157,521		
Soaring Heights PK8	-	-	-	10,000		
Thunder Valley K8	18,522	33,233	38,330	47,592		
Timberline PK8	49,864	57,978	69,654	61,681		
Trail Ridge	62,101	70,417	77,582	73,173		
Westview	51,147	75,072	104,364	107,971		
Middle and K-8 Schools Total	668,585	818,394	899,209	863,024		
High Schools						
CDC	122,741	143,129	126,096	112,690		
Erie	201,263	270,067	332,490	383,720		
Frederick	131,835	152,371	164,534	208,115		
Longmont	309,301	315,767	298,749	310,464		
Lyons	127,198	88,725	107,733	80,224		
Mead	84,127	137,463	182,713	272,629		
Niwot	203,665	214,152	239,660	230,518		
Olde Columbine	49,782	56,367	63,338	73,647		
Silver Creek	147,358	189,155	189,144	226,139		
Skyline	216,031	240,690	271,360	294,252		
High Schools Total	1,593,301	1,807,886	1,975,817	2,192,399		
Departments						
Athletics	464,777	441,209	508,642	602,598		
Extracurricular	19,366	20,751	22,293	28,024		
Other	465,105	619,971	809,531	939,219		
Departments Total	949,248	1,081,931	1,340,466	1,569,841		
District Total	\$ 3,908,624	\$ 4,304,068	\$ 4,826,683	\$ 5,234,070		



FUND 27 – COMMUNITY EDUCATION FUND

The Community Education Fund is a Special Revenue Fund and is used to record financial transactions from such activities as driver's education, summer school, community projects, and student alternative make-up programs.

<u>Community Schools</u> - Funds are generated through tuition and fees. Expenditures include salaries, enrichment program services, supplies/materials, and some furniture/equipment purchases. Community Schools includes before/after school child care, wrap-around programs for part-time preschool or kindergarten students, and after-school, summer, or non-school-day enrichment programs. Community Schools primarily serves elementary school age students.

<u>Facility Use</u> - Funds are generated through rental and use fees of district facilities. Expenditures include costs for custodial services, repairs and maintenance, administration, and supplies and materials.

<u>Summer School</u> - Funds are generated through tuition and donations. Expenditures include instructor salaries, clerical support, supplies/materials, tuition assistance and utility/custodial support. This program serves students in both elementary and secondary grades.

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J COMMUNITY EDUCATION FUND FISCAL YEARS ENDED 2018 - 2020

FISCAL TEARS ENDED 2018 - 2020									
		Adopted	Amended	Projected	Adopted				
	Actual	Budget	Budget	Actual	Budget				
	6/30/18	6/30/19	6/30/19	6/30/19	6/30/20				
Revenues									
Investment income	\$ 41,587	\$ 41,000	\$ 80,000	\$ 85,000	\$ 90,000				
Charges for services	6,992,628	7,044,000	7,214,000	7,285,924	7,350,220				
Total revenues	7,034,215	7,085,000	7,294,000	7,370,924	7,440,220				
Expenditures									
Instruction	4,789,878	5,350,000	5,150,000	5,268,865	5,337,686				
Support services	1,694,665	1,343,000	1,850,000	1,864,131	1,994,620				
Capital outlay	65,870	100,000	100,000	72,457	100,000				
Total expenditures	6,550,413	6,793,000	7,100,000	7,205,453	7,432,306				
Excess (deficiency) of revenues									
over (under) expenditures	483,802	292,000	194,000	165,471	7,914				
Other financing sources (uses)									
Transfers in(out)	126,450	-	-	-	-				
Net change in fund balance	610,252	292,000	194,000	165,471	7,914				
Fund balance, beginning	2,718,117	2,988,813	3,328,369	3,328,369	3,493,840				
Fund balance, ending									
Restricted	3,328,369	3,280,813	3,522,369	3,493,840	3,501,754				
Fund balance, ending	\$ 3,328,369	\$ 3,280,813	\$ 3,522,369	\$ 3,493,840	\$ 3,501,754				



FUND 29 – FAIR CONTRIBUTIONS FUND

This Special Revenue Fund was first established November 15, 1995 in accordance with the Intergovernmental Agreement Concerning Fair Contributions for Public School Sites between the City of Longmont and the St. Vrain Valley School District in order to collect monies for acquisition, development or expansion of public school sites based on the impacts created by residential subdivisions. Since that date, additional intergovernmental agreements have been set up with the Towns of Mead, Frederick, Firestone, Erie, and Lyons. Additional fair contribution fees for public school sites are collected from Boulder County, Larimer County, and from individual developers in Weld County.

The fee is assessed according to the type of dwelling: single family, duplex/triplex, condo/townhouse, multifamily or mobile home. The fees are collected for use within the senior high school feeder attendance area boundaries, which serve the individual dwelling units.

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J FAIR CONTRIBUTIONS FOR PUBLIC SCHOOL SITES FUND FISCAL YEARS ENDED 2018 - 2020

	Actual 6/30/18	Adopted Budget 6/30/19	Amended Budget 6/30/19	Projected Actual 6/30/19	Adopted Budget 6/30/20
Revenues					
Investment income	\$ 93,056	\$ 95,000	\$ 75,000	\$ 148,000	\$ 160,000
Miscellaneous	1,600,684	1,600,000	2,100,000	2,300,000	2,400,000
Total revenues	1,693,740	1,695,000	2,175,000	2,448,000	2,560,000
Expenditures					
Purchased services	439,356	500,000	500,000	250,000	500,000
Capital outlay	3,237,405	7,608,737	2,000,000	750,000	1,500,000
Total expenditures	3,676,761	8,108,737	2,500,000	1,000,000	2,000,000
Excess of revenues over					
(under) expenditures	(1,983,021)	(6,413,737)	(325,000)	1,448,000	560,000
Fund balance, beginning	7,361,737	6,413,737	5,378,716	5,378,716	6,826,716
Fund balance, ending					
Committed	5,378,716	-	5,053,716	6,826,716	7,386,716
Fund balance, ending	\$ 5,378,716	-	\$ 5,053,716	\$ 6,826,716	\$ 7,386,716



FUND 31 – BOND REDEMPTION FUND

The Bond Redemption Fund is a debt service fund used to account for property taxes levied and investment income earned, and to provide for payment of general long-term debt principal retirement, semi-annual interest, and related fees.

The District's long-term debt, in the form of general obligation bonds, total \$548,690,000 as of June 30, 2019, which includes \$60 million of general obligation building bonds issued in October of 2018. In November of 2016, District taxpayers authorized \$260 million of general obligation debt in order to address the District's capital needs due to growth. In December of 2016, the District issued \$200 million of the \$260 million that was authorized, and issued the remaining \$60 million in October of 2018. The budgeted amount for the District's debt service and related fees for Fiscal Year 2019-20 is \$59,003,839. Property taxes provide nearly all of the revenue for this fund, with investment income contributing less than 2%.

The legal debt limit of 20% of the District's 2018 assessed valuation of \$3.44 billion is \$688.0 million. This exceeds the net amount of the District's bonds payable as of December 31, 2018 by approximately \$139.3 million.

The District's enrollment has increased between 0.67% and 2.92% per year over the past five years and continued annual increases of approximately 2 - 3% are expected for the next several years. District needs for additional school facilities are expected to continue to increase in subsequent years. Additional facility needs increased due to the expansion of the kindergarten program in the 2019-20 school year. The need for the issuance of bonds to provide for these school facilities is carefully considered with the assistance of the Long-Range Facilities Planning Committee. The Board of Education approved a bond issue ballot measure for the November 2016 ballot and \$260 million of additional school bonds were authorized by voters. \$200 million of the \$260 million was issued in October of 2018.

The property tax levy for principal and interest on bonds was Board-approved at 17.550 mills for 2018, which is approximately 31.1% of the total tax levy of 56.385 mills. The District's debt service payments remain stable until 2023. In 2024, debt service payments are structured to drop by approximately \$15 million per year, decreasing modestly until 2031. Principal and interest payments from 2032 forward are structured to increase again until the majority of bonds are paid off in 2034, with a few remaining bonds scheduled through 2036. Maintaining the current scheduled repayment of long-term debt is not expected to have any significant financial impact on current or future operations of the District.

General Obligation Bonds

In April 2006, \$43,455,000 general obligation refunding bonds were issued. Interest accrues at 5.25% and is payable each June 15th and December 15th. Principal is due annually on December 15 through 2020. The premium of \$2,520,719 is being amortized over the life of the bonds. As of June 30, 2019, the outstanding balance is \$15,100,000. This issuance was partially refunded in October of 2016.

In February 2009, \$104,000,000 general obligation building bonds were issued. Interest accrues at rates ranging from 3.000% to 3.625% and is payable each June 15th and December 15th. Principal is due annually on December 15 through 2021. In Fiscal Year 2016, a portion of these bonds was refinanced due to favorable market conditions. The premium of \$504,199 that was received upon the issuance of the bonds is being amortized based upon maturity of the bonds. As of June 30, 2019, the outstanding balance is \$300,000.



In May 2010, \$8,590,000 general obligation building bonds were issued. Interest accrues at 5.25% and is payable each June 15th and December 15th. Principal is due annually on December 15, 2023 through 2025. The premium of \$1,191,756 received upon the issuance of the bonds is being amortized based upon maturity of the bonds. As of June 30, 2019, the outstanding balance is \$8,590,000.

In May 2010, \$76,410,000 of taxable general obligation building bonds were issued as part of the Direct Pay Build America Bond program. Interest accrues at rates ranging from 5.34% to 5.79% and is payable each June 15th and December 15th. Principal is due annually on December 15, 2026 through 2033. As of June 30, 2019, the outstanding balance is \$76,410,000.

In May 2011, \$34,355,000 general obligation refunding bonds were issued. Interest accrues at 5.0% and is payable each June 15th and December 15th. Principal is due annually on December 15 through 2019. The premium of \$4,011,133 is being amortized over the life of the bonds. As of June 30, 2019, the outstanding balance is \$7,440,000.

In June 2011, \$31,150,000 general obligation refunding bonds were issued. Interest accrues at 2.75% to 5.0% and is payable each June 15th and December 15th. Principal is due annually on December 15 through 2022. The premium of \$4,359,203 is being amortized over the life of the bonds. As of June 30, 2019, the outstanding balance is \$25,125,000.

In February 2012, \$34,695,000 general obligation refunding bonds were issued. Interest accrues at 2.0% to 4.0% and is payable each June 15th and December 15th. Principal is due annually on December 15 through 2024. The premium of \$4,245,413 is being amortized over the life of the bonds. As of June 30, 2019, the outstanding balance is \$26,695,000.

In October 2014, \$50,355,000 general obligation refunding bonds were issued. Interest accrues at 3.0% to 5.0% and is payable each June 15th and December 15th. Principal is due annually on December 15 through 2026. The premium of \$10,821,491 is being amortized over the life of the bonds. As of June 30, 2019, the outstanding balance is \$47,025,000.

In February 2016, \$115,155,000 general obligation refunding bonds were issued. Interest accrues at 2.5% to 5.0% and is payable each June 15th and December 15th. Principal is due annually on December 15 through 2033. The premium of \$12,871,395 is being amortized over the life of the bonds. As of June 30, 2019, the outstanding balance is \$97,435,000.

In October 2016, \$14,390,000 general obligation refunding Bonds were issued. Interest accrues at 1.75% to 5.0% and is payable each June 15th and December 15th. Principal is due annually on December 15 from 2021 through 2022. The premium of \$2,430,004 is being amortized over the life of the bonds. As of June 30, 2019, the outstanding balance is \$14,390,000.

In December 2016, \$200,000,000 general obligation building bonds were issued. Interest accrues at 3.0% to 5.0% and is payable each June 15th and December 15th. Principal is due annually on December 15 from 2017 through 2036. The premium of \$23,640,238 is being amortized over the life of the bonds. As of June 30, 2019, the outstanding balance is \$187,225,000.



In October 2018, \$60,340,000 general obligation building bonds were issued. Interest accrues at 5.0% and is payable each June 15th and December 15th. Principal is due annually on December 15 from 2018 through 2022. The premium of \$3,415,401 is being amortized over the life of the bonds. As of June 30, 2019, the outstanding balance is \$42,955,000.

Additional information relative to the principal and interest of the general obligation bonds through Fiscal Year 2037 is presented below.

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J BOND REDEMPTION FUND FISCAL YEARS ENDED 2018 - 2020

			Adopted	Amended	Projected	7	Adopted
		Actual	Budget	Budget	Actual		Budget
		6/30/18	6/30/19	6/30/19	6/30/19		6/30/20
Revenues							
Property taxes	\$	56,873,293	\$ 56,953,000	\$ 59,467,000	\$ 59,467,000	\$	62,440,000
Investment income		493,250	475,000	500,000	875,000		950,000
Total revenues		57,366,543	57,428,000	59,967,000	60,342,000		63,390,000
Expenditures							
Debt principal		24,485,000	25,345,000	42,730,000	42,730,000		33,775,000
Interest		25,494,214	24,421,264	26,106,920	26,106,920		25,208,839
Fiscal charges		9,867	15,000	20,000	19,000		20,000
Total expenditures		49,989,081	49,781,264	68,856,920	68,855,920		59,003,839
Excess of revenues over							
(under) expenditures		7,377,462	7,646,736	(8,889,920)	(8,513,920)		4,386,161
Other financing sources (uses)							
Proceeds of bonds		-	-	-	-		-
Premium received on issuance of bonds		-	-	-	-		-
Payment to bond escrow agent	4	-	-	-	-		-
Total other financing sources (uses)			-	-	-		-
Excess of revenues and other							
sources over (under)							
expenditures and other uses		7,377,462	7,646,736	(8,889,920)	(8,513,920)		4,386,161
Fund balance, beginning		55,195,386	61,479,172	62,572,848	62,572,848		54,058,928
Fund balance, ending	\$	62,572,848	\$ 69,125,908	\$ 53,682,928	\$ 54,058,928	\$	58,445,089



ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J BOND REDEMPTION FUND GENERAL OBLIGATION BONDS AS OF JUNE 30, 2019

	Principal	Interest		Total
General Obligation Bonds				
Refunding 1997 in 2006	\$ 15,100,000	\$ 803,250	\$	15,903,250
Building 2009	300,000	15,438		315,438
Building 2010A	8,590,000	2,495,325		11,085,325
Building 2010B	76,410,000	50,406,552		126,816,552
Refunding 2003 in 2011	7,440,000	186,000		7,626,000
Refunding 2003 in 2011B	25,125,000	3,082,325		28,207,325
Refunding 2004 in 2012	26,695,000	3,601,050		30,296,050
Refunding 2006 in 2014	47,025,000	14,337,250		61,362,250
Refunding 2009 in 2016A	97,435,000	43,428,950		140,863,950
Refunding 2006 in 2016B	14,390,000	1,871,344		16,261,344
Building 2016C	187,225,000	102,985,875		290,210,875
Building 2018	42,955,000	4,438,375		47,393,375
Total G.O. Bonds	\$ 548,690,000	\$ 227,651,734	\$	776,341,734

DETAIL OF ANNUAL PAYMENTS - ALL BONDS

			Total
Fiscal Year	Principal	Interest	Principal/Interest
2019-20	33,775,000	25,208,839	58,983,839
2020-21	36,585,000	23,559,439	60,144,439
2021-22	36,185,000	21,932,820	58,117,820
2022-23	36,795,000	20,284,189	57,079,189
2023-24	23,050,000	18,900,695	41,950,695
2024-25	24,560,000	17,823,958	42,383,958
2025-26	25,910,000	16,616,139	42,526,139
2026-27	27,510,000	15,272,742	42,782,742
2027-28	28,190,000	13,853,223	42,043,223
2028-29	29,270,000	12,367,637	41,637,637
2029-30	30,185,000	10,877,601	41,062,601
2030-31	31,530,000	9,381,106	40,911,106
2031-32	39,680,000	7,654,560	47,334,560
2032-33	43,875,000	5,629,415	49,504,415
2033-34	39,815,000	3,725,221	43,540,221
2034-35	20,345,000	2,478,400	22,823,400
2035-36	20,430,000	1,560,750	21,990,750
2036-37	21,000,000	525,000	21,525,000
Total	\$ 548,690,000	\$ 227,651,734	\$ 776,341,734



FUND 41 – BUILDING FUND

The Building Fund is a Capital Project Fund used to budget and account for the proceeds of bond sales and expenditures for capital outlay for land, buildings, improvements of grounds, construction of buildings, additions or remodeling of buildings, or the initial purchase and replacement of certain equipment.

In December 2016, the District issued \$200 million in bonds and received an additional \$23.6 million in bond premium. This resulted in a total of \$223.6 million in proceeds from the initial sale of bonds that were authorized by voters in November 2016. Many projects are funded by these bonds, including the recently-opened Grand View Elementary, Soaring Heights PK-8, and the St. Vrain Innovation Center.

An additional \$60 million bond issuance took place in October of 2018, generating an additional \$3.4 million in premium. This provided the balance of the funds necessary for all of the planned projects as described in the November 2016 ballot information.

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J BUILDING FUND

FISCAL YEARS ENDED 2018 - 2020

	FISCAL ILA				
		Adopted	Amended	Projected	Adopted
	Actual	Budget	Budget	Actual	Budget
	6/30/18	6/30/19	6/30/19	6/30/19	6/30/20
Revenues					
Investment income	\$ 2,454,786	\$ 2,400,000	\$ 2,400,000	\$ 3,100,000	\$ 2,800,000
Miscellaneous	46,750	-	5,000	18,600	5,000
Total revenues	2,501,536	2,400,000	2,405,000	3,118,600	2,805,000
Expenditures					
Salaries	474,983	610,000	550,000	461,000	635,600
Benefits	141,592	185,000	175,000	153,000	192,000
Purchased services	11,279,741	8,000,000	12,000,000	12,000,000	10,000,000
Supplies and materials	235,972	-	-	-	-
Capital outlay	92,043,910	70,490,247	125,000,000	60,000,000	60,000,000
Other	5,270	5,000	6,000	5,000	5,000
Total expenditures	104,181,468	79,290,247	137,731,000	72,619,000	70,832,600
Excess of revenues over					
(under) expenditures	(101,679,932)	(76,890,247)	(135,326,000)	(69,500,400)	(68,027,600)
Other financing sources (uses)					
Proceeds of bonds	-	-	60,340,000	60,340,000	-
Premium received on issuance	-	-	3,415,401	3,415,401	-
Bond issuance costs		-	450,518	-	-
Total other financing sources	-	-	64,205,919	63,755,401	-
Net change in fund balance	(101,679,932)	(76,890,247)	(71,120,081)	(5,744,999)	(68,027,600)
Fund balance, beginning	203,121,247	76,890,247	101,441,315	101,441,315	95,696,316
Fund balance, ending	\$ 101,441,315	\$ -	\$ 30,321,234	\$ 95,696,316	\$ 27,668,716

FUND 41 – BUILDING FUND 38



FUND 43 – CAPITAL RESERVE FUND

The Capital Reserve Capital Projects Fund is used to account for revenue allocations from the General Fund and other revenues allocated to or earned in this fund, and the expenditures for the ongoing capital needs of the District, such as acquisition of land, building additions and improvements, and major equipment purchases.

Schools and departments submit project and equipment funding requests. Requests are evaluated and recommended by the Capital Reserve Committee and submitted to the Board of Education for final approval.

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J CAPITAL RESERVE CAPITAL PROJECTS FUND FISCAL YEARS ENDED 2018 - 2020

	TIOOAL TEA				
		Adopted	Amended	Projected	Adopted
	Actual	Budget	Budget	Actual	Budget
	6/30/18	6/30/19	6/30/19	6/30/19	6/30/20
Revenues					
Equalization	\$ 8,727,635	\$ 6,008,177	\$ 9,910,361	\$ 9,910,361	\$ 7,175,029
Investment income	100,809	100,000	165,000	200,000	210,000
Miscellaneous	102,858	75,000	75,000	40,000	75,000
Total revenues	8,931,302	6,183,177	10,150,361	10,150,361	7,460,029
Expenditures					
Capital expenditures	7,759,576	9,500,000	9,960,000	8,000,000	9,288,000
Total expenditures	7,759,576	9,500,000	9,960,000	8,000,000	9,288,000
Excess of revenues over					
(under) expenditures	1,171,726	(3,316,823)	190,361	2,150,361	(1,827,971)
Fund balance, beginning	6,542,463	7,438,098	7,714,189	7,714,189	9,864,550
Fund balance, ending					
Nonspendable - deposits, prepaids	280	280	-	-	-
Committed	7,713,909	4,120,995	7,904,550	9,864,550	8,036,579
Fund balance, ending	\$ 7,714,189	\$ 4,121,275	\$ 7,904,550	\$ 9,864,550	\$ 8,036,579



Cap Reserve FY 2020 Summary

		GF Funded 2020 CAP Reserve ESTIMATED COSTS							
Fund Accounts	Fund Manager	Percent of Total	2020 Proposed CAP Summary	2020 CAP Funding Source					
Arts/Athletics	Chase McBride	2.008%	\$ 186,500	2020 General Fund					
Custodial	John Goddard	0.732%	\$ 68,000	2020 General Fund					
Furniture- FFE Districtwide	John Goddard	3.876%	\$ 360,000	2020 General Fund					
Maintenance Districtwide	Rick Ruffino	70.613%	\$ 6,558,500	2020 General Fund					
Regulatory Compliance	Brian Lamer	3.768%	\$ 350,000	2020 General Fund					
Support Services-Growth	Brian Lamer	1.507%	\$ 140,000	2020 General Fund					
Transportation	Lance Yoxismer	13.189%	\$ 1,225,000	2020 General Fund					
Technology	Michelle Bourgeois	4.307%	\$ 400,000	2020 General Fund					
	TOTAL	100%	\$ 9,288,000	2020 General Fund					



FUND 65 – SELF INSURANCE FUND

The Self Insurance Fund is an internal service fund used to account for the District's self-funded insurance plan. Revenues for the fund include employee and District contributions towards health and dental claims, and rebates or incentives from healthcare provider contracts. Expenditures include salary, benefits, purchased services, supplies, and equipment related to managing the self-insurance health and dental plans and complying with the Health Insurance Portability and Accountability Act (HIPAA).

Initial funding for the fund was in the form of transfers from the General Fund that were attributable to the United, Cigna and MetLife plan histories, and the results of successful negotiations by the District Administration on behalf of the District's employees.

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J SELF INSURANCE FUND FISCAL YEARS ENDED 2018 - 2020

		Adopted Amended		Projected	Adopted	
	Actual	Budget	Budget	Actual	Budget	
	6/30/18	6/30/19	6/30/19	6/30/19	6/30/20	
Revenues						
Investment income	\$ 81,848	\$ 85,000	\$ 100,000	\$ 120,000	\$ 120,000	
Charges for services	17,926,808	19,728,000	21,075,000	21,181,000	22,875,480	
Miscellaneous	94,991	1,500	50,000	10,000	10,000	
Total revenues	18,103,647	19,814,500	21,225,000	21,311,000	23,005,480	
Expenditures						
Salaries	178,429	186,000	190,000	190,000	205,200	
Benefits	51,960	53,000	55,000	56,000	60,480	
Purchased services	2,180,447	2,644,000	2,669,000	2,716,000	3,052,480	
Supplies and materials	-	5,000	5,000	5,000	5,400	
Other	476,198	739,000	875,000	715,000	730,000	
Claims paid	15,424,833	16,632,000	16,632,000	15,910,000	18,068,400	
Total expenditures	18,311,867	20,259,000	20,426,000	19,592,000	22,121,960	
Excess of revenues over						
(under) expenditures	(208,220)	(444,500)	799,000	1,719,000	883,520	
Net assets, beginning	4,655,510	3,990,450	4,447,290	4,447,290	6,166,290	
Net assets, ending	\$ 4,447,290	\$ 3,545,950	\$ 5,246,290	\$ 6,166,290	\$ 7,049,810	



FUND 72 – STUDENT SCHOLARSHIP FUND

The Student Scholarship Fund is a trust fund that was used to account for assets held by a governmental unit in a trustee capacity and is used to record scholarship award monies, according to the individual trust guidelines.

There is no budget or appropriation for the Student Scholarship Fund for the 2019-20 fiscal year, as the fund was closed in FY19. Fund resources were transferred to the Education Foundation for the St. Vrain Valley, which will administer SVVSD student scholarship assets going forward. The table below is presented for historical information only.

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J STUDENT SCHOLARSHIP FUND FISCAL YEARS ENDED 2018 - 2020

	Adouted Amonded Dre							Adouted
			Adopted	Amended		Projected		Adopted
	Actual		Budget		Budget		Actual	Budget
	6/30/18		6/30/19		6/30/19		6/30/19	6/30/20 *
Additions								
Investment income	\$ 2,144	\$	2,000	\$	2,750	\$	3,161	\$ -
Contributions	38,334		37,000		40,000		32,000	-
Total additions	40,478		39,000		42,750		35,161	-
Deductions								
Scholarships and Transfers	32,740		39,000		42,750		266,411	-
Total deductions	32,740		39,000		42,750		266,411	-
Change in undistributed monies	7,738				-		(231,250)	-
Net assets, beginning	223,512		225,512		231,250		231,250	-
Net assets, ending	\$ 231,250	\$	225,512	\$	231,250	\$	-	\$ -

^{*} Fund closed in FY19, no budget or appropriation for FY20 and future years



FUND 74 – STUDENT ACTIVITIES AGENCY FUND

The Student Activities Agency Fund was used to record pupil organizations and activities that are self-supporting and do not receive direct or indirect District support. Accounting was maintained for each District school and department, and separate activities within each location. This fund included the District's Option 1 PTO organizations. Option 1 organizations were not separate 501(c)3 charitable organizations. Revenues were provided from fundraisers, gifts, vending machine proceeds, retail and grocery store certificates, and miscellaneous sources.

There is no budget or appropriation for the Student Activities Agency Fund for the 2019-20 fiscal year, as the fund was closed in FY18. Fund resources were transferred to the Community Education fund and the Student Activities Special Revenue fund. There are no longer any option 1 PTO organizations. The table below is presented for historical information only.

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J STUDENT ACTIVITIES AGENCY FUND FISCAL YEARS ENDED 2018 - 2020

	FISCAL YEARS ENDED 2018 - 2020							
		Adopted	Amended	Projected	Adopted			
	Actual	Budget	Budget	Actual	Budget			
	6/30/18	6/30/19 *	6/30/19 *	6/30/19 *	6/30/20 *			
Additions								
Elementary Schools	\$ 59,307	\$ -	\$ -	\$ -	\$ -			
Middle Schools	18,765	-	-	-	-			
High Schools	30,840	-	-	-	-			
Other Revenue	45,114	-	-	-	-			
Total additions	154,026	-	•	•	-			
Deductions								
Elementary Schools	77,596	-	-	-	-			
Middle Schools	16,551	-	-	-	-			
High Schools	51,561	-	-	-	-			
Other Expenditures	59,065	-	-	-	-			
Resources to special revenue funds	149,951	-		-	-			
Total deductions	354,724	-	-	-	-			
Change in undistributed monies	(200,698)	-	-	-	-			
Undistributed monies, beginning	200,698	-	-	-	-			
Undistributed monies, ending	\$ -	-	\$ -	\$ -	\$ -			

^{*} Fund closed in FY18, no budget or appropriation for FY19 and future years



SUMMARY BUDGET REPORTS

The following pages contain consolidated budgetary information to provide a district-wide, comprehensive summary of the individual fund budgets.

Consolidated Budget Summary

The first page of the Consolidated Budget Summary shows all funds available compared to total appropriations, indicating total non-appropriated fund balances, summarized by operating funds and other funds. Subsequent pages show the detail for each fund in a side-by-side, comparison format.

Operating funds include the General Fund, Capital Reserve Fund, Colorado Preschool Program Fund, Community Education Fund, Fair Contributions Fund, Designated Grant Fund, Nutrition Services Fund, Risk Management Fund, Self-Insurance Fund, Student Activities Special Revenue Fund, and Student Activities Agency Fund. The Student Activities Agency Fund closed in FY18, and the Student Scholarship Fund closed in FY19; there are no budgets or appropriations for these funds in FY20.

Other funds include the Bond Redemption Fund and Building Fund.

Expenditures by Program and Object

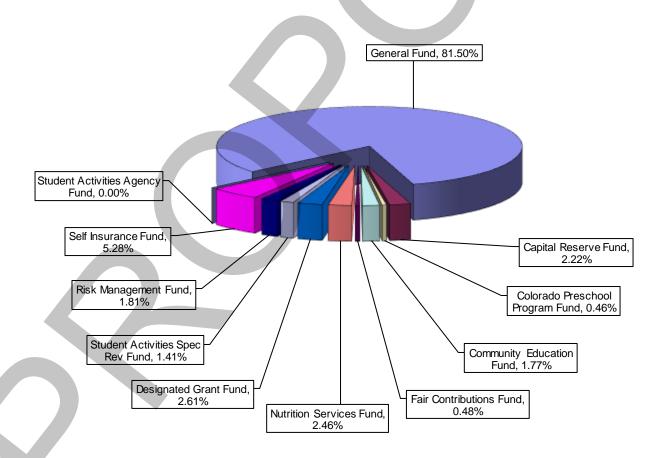
This schedule presents the budget of each fund, organized by program and object, according to the state-mandated "Uniform Budget Summary" format as required under C.R.S. 22-44-105(1)(d.5).



ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J CONSOLIDATED ADOPTED BUDGET SUMMARY FISCAL YEAR ENDING JUNE 30, 2020

	C	Net Operating Funds	Net Other Funds		District	
		Total	Total			Total
Beginning Fund Balance	\$	160,902,476	\$ 149,755,	244	\$	310,657,720
Revenues		403,595,686	66,195,	000		469,790,686
Other Sources		-		-		-
Total Funds Available	\$	564,498,162	\$ 215,950,	244	\$	780,448,406
Expenditures	\$	419,091,761	\$ 129,836,	439	\$	548,928,200
TABOR Reserves		10,623,000		-		10,623,000
Other Appropriated Reserves		134,783,401	86,113,	805		220,897,206
Total Appropriations		564,498,162	215,950,	244		780,448,406

Consolidated Operating Funds Expenditures





ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J CONSOLIDATED ADOPTED BUDGET SUMMARY OPERATING FUNDS FISCAL YEAR ENDING JUNE 30, 2020

		Capital	Colorado	Community	Fair
	General	Reserve	Preschool	Education	Contributions
Payanuas	Fund	Fund	Program Fund	Fund	Fund
Revenues State Formula					
Local Property Tax	\$ 94,307,685	\$ -	\$ -	\$ -	-
State Equalization	147,508,214	7,175,029	Ψ 1,775,171	Ψ	Ψ _
Specific Ownership Tax	5,345,283	7,175,025	1,775,171		4
Local Sources	3,543,203				
Other Specific Ownership Tax	6,310,404	_	_		_
Mill Lew Override	48,351,489	_			_
Investment Income	2,200,000	210,000	19,000	90,000	160,000
Charges for Services	4,324,935		-	7,350,220	-
Other	3,730,115	75,000		-,000,220	2,400,000
State Sources	5,1 55,115	. 0,000			
Special Education	7,246,548	-		_	_
Vocational Education	1,303,749	_	_	_	_
Transportation	2,047,297	-	_	_	_
Other	3,518,688			-	-
Federal Sources	2,210,000				
Special Education	-/	_	-	-	_
Other	2,986,009	_	-	-	-
Total Revenues	329,180,416	7,460,029	1,794,171	7,440,220	2,560,000
Other Sources	-	-	-	-	-
Total Revenues and Other Sources	329,180,416	7,460,029	1,794,171	7,440,220	2,560,000
Direct Instruction	181,129,033	-	1,280,725	5,337,685	=
Instructional Support Services	36,229,063	-	637,857	1,994,620	-
School Management	23,909,651	-	-	-	-
Instruction Services Subtotal	241,267,747)	1,918,582	7,332,306	-
District Wide Support Services					
General Administration	3,148,071	-	-	-	-
Fiscal Services	5,033,948	-	-	-	-
Operations/Maintenance/Custodial	27,416,428	-	-	-	-
Pupil Transportation	11,238,404	-	-	-	-
Central Services	17,678,861	-	-	-	-
Nutrition Services		-	-	-	-
Capital Outlay	-	9,288,000	-	100,000	1,500,000
Other Support Services	-	-	-	-	500,000
District Wide Support Services					
Subtotal	64,515,712	9,288,000	-	100,000	2,000,000
Community Services	5,276,553	-	-	-	-
Other Operating Expenditures	-	-	-	-	-
Charter Schools	30,570,099	-	-	-	-
District Wide Subtotal	35,846,652	-	-	-	-
Total Budgeted Expenditures	341,630,111	9,288,000	1,918,582	7,432,306	2,000,000
Transfers (in) out	-	-	-	-	-
Total Expenditures and Transfers	341,630,111	9,288,000	1,918,582	7,432,306	2,000,000
Net Change in Fund Balance	(12,449,695)	(1,827,971)	(124,411)	7,914	560,000
Beginning Fund Balance	119,562,559	9,864,550	827,504	3,493,840	6,826,716
Ending Fund Balance	107,112,864	8,036,579	703,093	3,501,754	7,386,716
Assigned	74,346,250	-	-	-	-
Committed	9,500,000	8,036,579	-	-	-
Nonspendable	600,000	-	-	-	-
Restricted for TABOR	10,623,000	-	-	-	-
Restricted	3,177,133	-	703,093	3,501,754	-
Committed for Contingencies	7,082,000	-	-	-	-
Assigned / Unassigned Fund Balance	\$ 1,784,481	\$ -	\$ -	\$ -	\$ 7,386,716
Funded Pupil Count	30,274.0	31,174.0	900.0		31,174.0
		· · · · · · · · · · · · · · · · · · ·			

 Funded Pupil Count
 30,274.0
 31,174.0
 900.0
 31,174.0

 Budgeted Expenditures per Funded Pupil
 \$ 11,285
 \$ 298
 \$ 2,132
 \$ 64



Declarated	No. doi:10. o. o.	Di-I-	0-16	0(0111	Net
Designated	Nutrition	Risk	Self	Student	Student	Net
Grant	Services	Management	Insurance	Activities	Activities	Operating Funds
Fund	Fund	Fund	Fund	Spec Rev Fd	Agency Fund	Total
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 94,307,685
-	-	3,739,370	-	-	-	160,197,784
-	ı	-	-	-	-	5,345,283
-	-	-	-	=	-	6,310,404
-	-	-	-	-	-	48,351,489
-	25,000	125,000	120,000	140,000	-	3,089,000
-	4,100,000	-	22,875,480	-	-	38,650,635
-	95,000	25,000	10,000	7,357,000	-	13,692,115
-	-	-	-		-	7,246,548
_	-	_	_	_	_	1,303,749
_	_	_	_	-	_	2,047,297
982,000	190,000	_			_	4,690,688
302,000	100,000					4,000,000
3,607,026	_	_			_	3,607,026
5,713,974	6,056,000					14,755,983
10,303,000	10,466,000	3,889,370	23,005,480	7,497,000	-	403,595,686
10,303,000	10,400,000	3,009,370	23,003,400	7,497,000		403,393,000
10,303,000	10,466,000	3,889,370	23,005,480	7,497,000	-	403,595,686
9,248,103	10,400,000	3,003,370	23,003,400	7,437,000	-	196,995,547
1,054,897	_				_	
1,054,697	-				-	39,916,437
40 202 000	-	-		-	-	23,909,651
10,303,000	-	-	-	-	-	260,821,635
						0.440.074
-	-		-	-	-	3,148,071
						5,033,948
-	-	-	-	=	=	27,416,428
-	-		<u>-</u>	-	-	11,238,404
-	-	5,889,370	22,121,960	-	-	45,690,191
-	10,936,432	-	-	-	-	10,936,432
-	-	-	-	=	=	10,888,000
-	-	-	-	-	-	500,000
-	10,936,432	5,889,370	22,121,960	-	-	114,851,474
-	-	-	-	-	-	5,276,553
-	-	-	-	7,572,000	-	7,572,000
-	-	-	-			30,570,099
			-	7,572,000	-	43,418,652
10,303,000	10,936,432	5,889,370	22,121,960	7,572,000	-	419,091,761
-	-	-	=	ı	=	-
10,303,000	10,936,432	5,889,370	22,121,960	7,572,000	-	419,091,761
-	(470,432)	(2,000,000)	883,520	(75,000)		(15,496,075)
	1,951,727	6,626,242	6,166,290	5,583,048	-	160,902,476
	1,481,295	4,626,242	7,049,810	5,508,048	-	145,406,401
-	-	-	-	-	-	74,346,250
_	_	4,626,242	7,049,810	_	_	29,212,631
	-	-, 520,212	- , , , , , , , , , , , , , , , , , , ,	_	_	600,000
	_	_	_			10,623,000
]	1,481,295	_	_	5,508,048		14,371,323
<u> </u>	1,401,233		_	5,500,040		7,082,000
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,171,197
	-			Ψ -		Ψ 3,1/1,13/

 31,174.0
 31,174.0
 31,174.0
 31,174.0

 \$ 330
 \$ 351
 \$ 189
 \$ 243
 \$



ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J CONSOLIDATED ADOPTED BUDGET SUMMARY OTHER FUNDS

FISCAL	YEAR	ENDING	JUNE 30	2020
---------------	------	---------------	----------------	------

	Bond		Student		
	Redemption	Building	Scholarship	Net Total	
Description	Fund	Fund	Fund	Other Funds	
Revenues					
Local Sources					
Property Tax	\$ 62,440,000	\$ -	\$ -	\$ 62,440,000	
Investment Income	950,000	2,805,000	-	3,755,000	
Fund Raising and Contributions	-	-		-	
Proceeds From Borrowing	-	-	-	-	
Total Revenues	63,390,000	2,805,000	-	66,195,000	
Expenditures					
Debt Services	59,003,839	-	-	59,003,839	
Capital Construction	-	70,832,600	-	70,832,600	
Student Scholarships	-)	-	
Total Budgeted Expenditures	59,003,839	70,832,600	•	129,836,439	
Net Change in Fund Balances	4,386,161	(68,027,600)	-	(63,641,439)	
Beginning Fund Balances	54,058,928	95,696,316		149,755,244	
Ending Fund Balances	\$ 58,445,089	\$ 27,668,716	\$ -	\$ 86,113,805	

Estimated Funded Pupil Count	31,174.0	31,174.0	
Budgeted Expenditures per Funded			
Pupil	\$ 1,893	\$ 2,272	



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ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J CONSOLIDATED ADOPTED BUDGET SUMMARY EXPENDITURES BY PROGRAM AND OBJECT FISCAL YEAR ENDING JUNE 30, 2020

		TEAR ENDING					
	Fund #	10	18	19	21	22	23
Description	Fund Name	General Fund	Risk Management	Colorado Preschool Program	Nutrition Services	Designated Grants	Student Activities Spec Rev Fund
BEGINNING FUND BALANCE							
(Includes ALL Reserves)	Object/ Source	119,562,559	6,626,242	827,504	1,951,727		5,583,048
REVENUES							
Local Sources	1000 - 1999	164,517,271	150,000	19,000	4,220,000	_	7,497,000
Intermediate Sources	2000 - 2999	52,640	-	-	-	-	-
State Sources	3000 - 3999	174,314,066	-	-	190,000	982,000	-
Federal Sources	4000 - 4999	2,986,009	-		6,056,000	9,321,000	
TOTAL REVENUES		341,869,986	150,000	19,000	10,466,000	10,303,000	7,497,000
TOTAL BEGINNING FUND BALANCE & REVENUES		461,432,545	6,776,242	846,504	12,417,727	10,303,000	13,080,048
TOTAL ALLOCATIONS (TO)/FROM OTHER FUNDS	5600,5700,5800	(12,689,570)	3,739,370	1,775,171			
TRANSFERS (TO)/FROM OTHER FUNDS	5200 - 5300	-	-				
TRANSFERS TO CHARTER SCHOOLS	5200,5700	(30,570,099)	-,	-	-		-
	5100,5400,						
Other Sources	5500,5900, 5990, 5991	_					_
AVAILABLE BEGINNING FUND BALANCE & REVENUES (Plus or Minus (if Revenue) Allocations and Transfers)		418,172,876	10,515,612	2,621,675	12,417,727	10,303,000	13,080,048
EXPENDITURES							
Instruction - Program 0010 to 2099							
Salaries	0100	125,291,005	-	-		3,295,306	
Employee Benefits	0200	41,940,036		,		1,047,500	
Purchased Services	0300,0400,0500	4,043,633		1,280,725		25,576	-
Supplies and Materials	0600	9,270,808	-		-	413,434	7,572,000
Property	0700	354,495	-		-	24,330	-
Other	0800,0900	229,056	-	-	-	34,885	-
Total Instruction		181,129,033	_	1,280,725	-	4,841,031	7,572,000
Supporting Services						, , , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , , , , , , , , ,
Students - Program 2100							
Salaries	0100	15,327,863			_	1,270,028	_
Employee Benefits	0200	5,379,705			_	450,974	_
Purchased Services	0300,0400,0500	1,530,150				72,711	_
Supplies and Materials	0600	163,076	_	_		158,672	_
Property	0700	103,070				126	
Other	0800,0900	37,000	_			3,364	_
Total Students		22,437,794				1,955,875	
Instructional Staff - Program 2200		22,431,134	_		-	1,955,075	
Salaries	0100	8,638,564		209,465		1,452,547	
Employee Benefits	0200	2,642,155		64,732		435,070	
Purchased Services	0300,0400,0500	978,195		04,732		205,346	
Supplies and Materials	0600		-	97.450	-		
	0700	1,164,289	-	87,450	-	107,468	-
Property Other	0800,0900	368.066	-	250,000	-	142	-
Total Instructional Staff	0000,0900	13,791,269	-	26,210 637,857	-	5,983 2,206,556	
General Administration - Program 2300							
Salaries	0100	1,189,706	-	-	-	-	
Employee Benefits	0200	343,362	-	-	-	-	
Purchased Services	0300,0400,0500	1,201,354	-	-	-	-	
Supplies and Materials	0600	347,849	-	-	-	-	
Property	0700	-	-	-	-	-	
Other	0800,0900	65,800	-				
Total General Administration		3,148,071	-				-
School Administration - Program 2400							
Salaries	0100	17,025,502	-	-	-	103,413	
Employee Benefits	0200	5,650,728	-	-	-	30,796	
Purchased Services	0300,0400,0500	14,650	-	-	-	16,162	
Supplies and Materials	0600	1,186,031	-	-	-	13,582	
Property	0700	-	-	-	-	504	
Other	0800,0900	32,740	-			1,169	
Total School Administration		23,909,651				165,626	
Business Services - Program 2500							
Salaries	0100	2,712,554	-	-	-		
Employee Benefits	0200	845,294	_			_	
Purchased Services	0300,0400,0500	864,400	_			34,239	
Supplies and Materials	0600	83,660	_			109,591	
Property	0700	-	_			6,898	
Other	0800,0900	528,040	_			-	
Total Business Services		5,033,948				150,728	
		0,000,040				130,720	



	I 20		44		٥-	70	74	
27	29	31	41	43	65	72	74 Student	
Community Education	Fair Contributions	Bond Redemption	Building Fund	Capital Reserve	Solf Incurance	Student Scholarship	Activities	TOTAL
Education	Contributions	Redemption	Building Fund	Capital Reserve	Serrinsurance	Scholarship	Agency Fund	TOTAL
2 402 040	6,826,716	E4 0E0 020	05 000 246	0.004.550	6 466 200			240 057 720
3,493,840	0,020,710	54,058,928	95,696,316	9,864,550	6,166,290	-		310,657,720
7,440,220	2,560,000	63,390,000	2,805,000	285,000	23,005,480			275,888,971
-	-	-	-		-	-	-	52,640
-	-	-	-	-	-	-	-	175,486,066
-			-			_		18,363,009
7,440,220	2,560,000	63,390,000	2,805,000	285,000	23,005,480	-		469,790,686
10,934,060	9,386,716	117,448,928	98,501,316	10,149,550	29,171,770	-	-	780,448,406
_		-	-	7,175,029			Î.	
-		-	-		_			(30,570,099)
-	-	-	-		-			-
10,934,060	9,386,716	117,448,928	98,501,316	17,324,579	29,171,770			749,878,307
10,934,000	3,300,710	117,440,320	30,301,310	17,324,373	23,171,770			143,010,301
4,343,811	-	-	-			-		132,930,122
1,193,926	-	-	-			4		44,181,462
761,142	-	-	-		-			6,111,076
648,469	-	-	-	-	-		-	17,904,711
142,477	-	-	-	-	-		-	521,302
342,481 7,432,306			-		-		-	606,422 202,255,095
1,432,300								202,233,093
-		-			,		-	16,597,891
-	-	-	•			-	-	5,830,679
-	-	-				-	-	1,602,861
-	-	-	,		-	-	-	321,748
-	-				-	-	-	126 40,364
-	-			-	-		-	24,393,669
								21,000,000
-	-	-	-		-	-	-	10,300,576
-					-	-	-	3,141,957
-					-	-	-	1,183,541
-	-				-	-	-	1,359,207
1								250,142 400,259
		-				-		16,635,682
								2,222,302
		-			-	-	-	1,189,706
			-	-	-	-	-	343,362
			-		-	-	-	1,201,354
			-	· .	-	-	-	347,849
	-	-	-	·	-	-	-	65,800
			-	-	-		-	3,148,071
								0,170,071
	-	-			-	-		17,128,915
	-	-	-	-	-	-	-	5,681,524
	-	-	-	-	-	-	-	30,812
	-	-	-	·	-	-	-	1,199,613
		-	-		-	-	-	504
-		-	-	_			-	33,909 24,075,277
		-				-	-	24,013,211
_		_			_	_		2,712,554
_		-				_	_	845,294
-	-	-	-		-	-	-	898,639
-	-	-	-	-	-	-	-	193,251
-	· .	-	-	-	-	-	-	6,898
-		-		-			-	528,040
		-	-		-	-		5,184,676



ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J CONSOLIDATED ADOPTED BUDGET SUMMARY EXPENDITURES BY PROGRAM AND OBJECT FISCAL YEAR ENDING JUNE 30, 2020

	Fund #	10	18	19	21	22	23
				Colorado			Student
Description	Fund Name	General Fund	Risk Management	Preschool Program	Nutrition Services	Designated Grants	Activities Spec Rev Fund
·	1						
Operations and Maintenance - Program 2600 Salaries	0100	42 000 F04				020	
	0100	12,090,504	-	-		928	
Employee Benefits	0200	4,563,152	-		-	105.000	
Purchased Services	0300,0400,0500	4,120,743	-		-	125,928	
Supplies and Materials	0600	6,411,209	-	-	-	-	-
Property	0700	123,000	-	-	-	-	•
Other	0800,0900	107,820	-	-		-	
Total Operations and Maintenance		27,416,428	-	-		126,856	
Student Transportation - Program 2700							
Salaries	0100	6,692,506	-				
Employee Benefits	0200	2,764,768	-		-		
Purchased Services	0300,0400,0500	570,630	7	-	-	-	
Supplies and Materials	0600	1,200,000	-				
Property	0700	-	-			-	
Other	0800,0900	10,500	-			9,716	
Total Student Transportation		11,238,404	-		-	9,716	
Central Support - Program 2800							
Salaries	0100	7,101,442	331,210	-	,	62,778	
Employee Benefits	0200	2,318,818	104,275	-		18,660	
Purchased Services	0300,0400,0500	1,609,025	3,771,385	4		15,038	
Supplies and Materials	0600	6,619,976	1,632,000			4,253	
Property	0700	-	-		-	-	
Other	0800,0900	29,600	50,500	-	-	745,883	
Total Central Support		17,678,861	5,889,370		-	846,612	
Enterprise Operations - Program 3200							
Salaries	0100	-	-	-	4,008,191	-	
Employee Benefits	0200		-	-	1,687,241	-	
Purchased Services	0300,0400,0500	140,000		-	140,000	-	
Supplies and Materials	0600		-		4,931,000	-	
Property	0700	-	-	-	70,000	-	
Other	0800,0900	-	-		100,000	-	-
Total Enterprise Operations		140,000			10,936,432	-	
Education for Adults - Program 3400							
Salaries	0100	-	-	-	-	-	
Employee Benefits	0200	-	-	-	-	-	
Purchased Services	0300,0400,0500	-	-	-	-	-	
Supplies and Materials	0600	-	-	-	-	-	
Property	0700		-	-	-	-	
Other	0800,0900	4,386,553	-	-	-	-	
Total Education for Adults Services		4,386,553	-	-	-	-	
Total Supporting Services		129,180,979	5,889,370	637,857	10,936,432	5,461,969	
Property - Program 4000							
Salaries	0100		_	-	-	-	
Employee Benefits	0200	_					
Purchased Services	0300,0400,0500	_					
Supplies and Materials	0600	_					
Property	0700	750,000					
					-		
Ottle		700,000	-	_		_	
Other Total Property	0800,0900		-	-	-		
Total Property		750,000	-	-	-	-	
			-	-			
Total Property Other Uses - Program 5000s - including Transfers Out and/or				-	-		
Total Property Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure	0800,0900				-		
Total Property Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure Salaries	0800,0900		-			- - - -	
Total Property Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure Salaries Employee Benefits	0800,0900 0100 0200		-	- - - - -	- - - -	- - - -	
Total Property Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure Salaries Employee Benefits Purchased Services	0800,0900 0100 0200 0300,0400,0500			- - - - -	- - - - -	- - - - - -	
Total Property Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure Salaries Employee Benefits Purchased Services Supplies and Materials	0800,0900 0100 0200 0300,0400,0500 0600			-	- - - - - -	- - - - - - - -	
Total Property Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure Salaries Employee Benefits Purchased Services Supplies and Materials Property	0800,0900 0100 0200 0300,0400,0500 0600 0700			- - - - - - -			
Total Property Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure Salaries Employee Benefits Purchased Services Supplies and Materials Property Other	0800,0900 0100 0200 0300,0400,0500 0600 0700	- 750,000 - - - - - -	5,889,370	- 1,918.582	- 10,936.432	- 10,303,000	7.572.000
Total Property Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure Salaries Employee Benefits Purchased Services Supplies and Materials Property Other Total Other Uses	0800,0900 0100 0200 0300,0400,0500 0600 0700		5,889,370	- 1,918,582	- 10,936,432	10,303,000	7,572,000
Total Property Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure Salaries Employee Benefits Purchased Services Supplies and Materials Property Other Total Other Uses RESERVES	0800,0900 0100 0200 0300,0400,0500 0600 0700 0800,0900	750,000 					
Total Property Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure Salaries Employee Benefits Purchased Services Supplies and Materials Property Other Total Other Uses TOTAL EXPENDITURES RESERVES Reserved Fund Balance	0800,0900 0100 0200 0300,0400,0500 0600 0700	750,000 311,060,012	5,889,370 4,626,242	- - - - - 1,918,582 703,093	- - - - - 10,936,432	10,303,000	
Total Property Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure Salaries Employee Benefits Purchased Services Supplies and Matérials Property Other Total Other Uses TOTAL EXPENDITURES RESERVES Reserved Fund Balance Reserve for TABOR 3% - Program 9310	0800,0900 0100 0200 0300,0400,0500 0600 0700 0800,0900	750,000 311,060,012 96,489,864 10,623,000	4,626,242	703,093	1,481,295	10,303,000	5,508,048
Total Property Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure Salaries Employee Benefits Purchased Services Supplies and Matérials Property Other Total Other Uses TOTAL EXPENDITURES RESERVES Reserved Fund Balance Reserve for TABOR 3% - Program 9310 TOTAL RESERVES	0800,0900 0100 0200 0300,0400,0500 0600 0700 0800,0900	750,000 311,060,012 96,489,864 10,623,000 107,112,864	4,626,242 - 4,626,242	703,093 - 703,093	1,481,295 - 1,481,295		5,508,048 5,508,048
Total Property Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure Salaries Employee Benefits Purchased Services Supplies and Matérials Property Other Total Other Uses TOTAL EXPENDITURES RESERVES Reserved Fund Balance Reserve for TABOR 3% - Program 9310	0800,0900 0100 0200 0300,0400,0500 0600 0700 0800,0900	750,000 311,060,012 96,489,864 10,623,000	4,626,242	703,093	1,481,295	10,303,000	5,508,048



27	29	31	41	43	65	72	74 Student	
Community	Fair	Bond				Student	Activities	
Education	Contributions	Redemption	Building Fund	Capital Reserve	Self Insurance	Scholarship	Agency Fund	TOTAL
-		-	-	-	-	-	7	12,091,432
-	-	-	-	-	-	-	-	4,563,152
-	-	-	-	-	-	-	7	4,246,671
-		-	-	-		-	-	6,411,209
			-	-		-		123,000 107,820
_			-	_				27,543,284
								1
-	-	-	-	-	-			6,692,506
-		-	-	-	-			2,764,768
-	-	-	-	-	_		-	570,630
-	-	-	-	-	-	-		1,200,000
-	-	-	-	-	-			`-
-	-	-		-	-	-		20,216
-	•	•	-	-	-		-	11,248,120
	_	_	_	_	205,200			7,700,630
					60,480			2,502,233
					21,120,880	4		26,516,328
-	_	_	-		5,400			8,261,629
-	-	-			730,000		-	730,000
-	-	-	-				-	825,983
-	-	-	-		22,121,960		-	46,536,803
-	-	-	-		-	-	-	4,008,191
-	-	-					-	1,687,241
								280,000 4,931,000
								70,000
-					-	-	-	100,000
-			-	-	•		-	11,076,432
-	-			-	-	-	-	-
			-				-	-
					-	-	-	
-		7				-		-
-							-	- - - -
- - - - - -					- - - -		- - - - -	- - - - 4,386,553
-					- - - - - 22,121,960	-	-	- - - -
					- - - - 22,121,960			4,386,553 4,386,553
					- - - - 22,121,960			4,386,553 4,386,553
-			192,000	-	- - 22,121,960			4,386,553 4,386,553 174,228,567 635,600
	500,000				- 22,121,960			4,386,553 4,386,553 174,228,567
			192,000 10,000,000 -		22,121,960	- - - - - - - - - - - - - - - - - - -		4,386,553 4,386,553 174,228,567 635,600 192,000
	500,000		192,000 10,000,000 - 60,000,000	- - - - - - - - - - - - - - - - - - -	22,121,960	- - - - - - - - - - - - - - - - - - -		4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000
	1,500,000 -		192,000 10,000,000 - 60,000,000 5,000		22,121,960			- - - - 4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000 - 71,538,000 5,000
			192,000 10,000,000 - 60,000,000	- - - - - - - 9,288,000	22,121,960			4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000
	1,500,000 -		192,000 10,000,000 - 60,000,000 5,000		22,121,960			- - - - 4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000 - 71,538,000 5,000
	1,500,000 -		192,000 10,000,000 - 60,000,000 5,000		22,121,960			- - - - 4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000 - 71,538,000 5,000
	1,500,000 -		192,000 10,000,000 - 60,000,000 5,000		22,121,960			4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000 - 71,538,000 5,000 82,870,600
	1,500,000 -		192,000 10,000,000 - 60,000,000 5,000		22,121,960			- - - - 4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000 - 71,538,000 5,000
	1,500,000 -		192,000 10,000,000 - 60,000,000 5,000		22,121,960			4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000 - 71,538,000 5,000 82,870,600
	1,500,000 -	20,000	192,000 10,000,000 - 60,000,000 5,000		22,121,960			4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000 - 71,538,000 5,000 82,870,600
	1,500,000 -	-	192,000 10,000,000 - 60,000,000 5,000		22,121,960			4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000 5,000 82,870,600
7,432,306	1,500,000 -	- - 58,983,839	192,000 10,000,000 - 60,000,000 5,000		22,121,960			4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000 5,000 82,870,600
7,432,306	- 1,500,000 - 2,000,000 - - - -	58,983,839 59,003,839	192,000 10,000,000 - 60,000,000 5,000 70,832,600	9,288,000				4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000 5,000 82,870,600
7,432,306 3,501,754	- 1,500,000 - 2,000,000 - - - -	58,983,839 59,003,839	192,000 10,000,000 - 60,000,000 5,000 70,832,600	9,288,000				4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000 5,000 82,870,600 20,000 - 20,000 - 58,983,839 59,003,839 518,358,101
3,501,754	- 1,500,000 - 2,000,000 - - - - - 2,000,000 7,386,716	58,983,839 59,003,839 59,003,839 58,445,089	192,000 10,000,000 - 60,000,000 5,000 70,832,600 - - - - - 70,832,600 27,668,716	9,288,000	- - - - - - - - - - - - - - - - - - -			4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000 5,000 82,870,600 20,000 - 20,000 - 58,983,839 59,003,839 59,003,839 518,358,101
3,501,754 - 3,501,754	- 1,500,000 - 2,000,000 - - - - - 2,000,000 7,386,716	58,983,839 59,003,839 59,003,839 58,445,089	192,000 10,000,000 - 60,000,000 5,000 70,832,600 70,832,600 27,668,716 - 27,668,716	9,288,000 9,288,000 8,036,579 - 8,036,579	- - - - - - - - - - - - - - - - - - -			4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000 5,000 82,870,600 20,000 - 20,000 - 58,983,839 59,003,839 518,358,101 220,897,206 10,623,000 231,520,206
3,501,754	- 1,500,000 - 2,000,000 - - - - - 2,000,000 7,386,716	58,983,839 59,003,839 59,003,839 58,445,089	192,000 10,000,000 - 60,000,000 5,000 70,832,600 - - - - - 70,832,600 27,668,716	9,288,000	- - - - - - - - - - - - - - - - - - -			4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000 5,000 82,870,600 20,000 - 20,000 - 58,983,839 59,003,839 59,003,839 518,358,101
3,501,754 - 3,501,754	- 1,500,000 - 2,000,000 - - - - - 2,000,000 7,386,716	58,983,839 59,003,839 59,003,839 58,445,089	192,000 10,000,000 - 60,000,000 5,000 70,832,600 70,832,600 27,668,716 - 27,668,716	9,288,000 9,288,000 8,036,579 - 8,036,579	- - - - - - - - - - - - - - - - - - -			4,386,553 4,386,553 174,228,567 635,600 192,000 10,500,000 5,000 82,870,600 20,000 - 20,000 - 58,983,839 59,003,839 518,358,101 220,897,206 10,623,000 231,520,206



Terminations Leaves of Absence

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				FMLA					
				MEDIC					
EFFECTIVE	NAME	POSITION/LOCATION	FMLA	AL		FXTFNDFD	RESIGNED	RFTIRFD	COMMENTS
ADMINISTRATIVE/PROFESSIONAL/TECHNICAL				712	1 211001012	LX I L I I J L J	1125101125	NETHIED	
5/9/2019	Gahagen, Stacy	Director, Security / Risk Management	Х						
	Stalcup, Kimberly	Assistant Principal / Erie High School					Х		
	Straka, Elizabeth	Programmer Analyst / Student Services					Х		
	Telfer, Deborah	Programmer Analyst / District Technology	Х						
	LICENSED								
5/24/2019	Beck, Michelle	Counselor / Timberline PK-8					Х		
	Billington, Christian	Counselor / Soaring Heights PK-8		<u> </u>			X		
3/24/2013	Dillington, Christian	Speech/Language Pathologist / Student					Α		
5/24/2019	Bloomberg, Ruth	Services						Х	15 years
	Bradford, Brittany	Teacher, Grade 3 / Soaring Heights PK-8					Х	Λ	15 years
	Brumagim, Michelle	Teacher, SE / Eagle Crest ES	Х				X		
3/13/2013	Bramagim, whenche	reaction, self eagle crest es							
5/24/2019	Coleman, Ashley	Teacher, Special Education / Eagle Crest ES					Χ		
	Conarro, Kayla	Teacher, Grade 5 / Erie ES					Х		
	Cone, Spencer	Teacher, Language Arts / Niwot HS					Х		
		l de la grada de la composição de la com							
5/24/2019	Coonts, Kelsey	Teacher, Special Education / Frederick HS					Χ		
	Darnell, Lindsay	Teacher, Special Education					Х		
	Douthitt, Breanne	Teacher, Kindergarten / Niwot ES					Х		
5/24/2019	Escobedo, Miguel	Psychologist / Student Services					Х		
	Fiebig, Emily	Teacher, Grade 5 / Northridge ES	Х						
5/24/2019	Gherardi, Melissa	Teacher, Foreign Language / Niwot HS					X		
5/15/2019	Gregg, Karen	Teacher, Instrumental Music / Lyons M/S	Х						
	Griffith Zimmerman,	Teacher, Special Education / Thunder Valley							
5/24/2019	Cynthia	K-8					X		
	Jickell, Christine	Teacher, SE / Thunder Valley K-8		Х	Х				
	·	Mechanic IV - Fleet Maintenance /							
6/13/2019	Kay, Matthew	Transportation					Χ		
	Keenan, Scott	Teacher, SE / Mead HS	Х						
	Kemp, Kathryn	Teacher, Language Arts / Erie MS	Х						
	Knox, Dara	Autism Specialist					Χ		
5/24/2019	Kobus, Molly	Counselor / Blue Mountain ES					Χ		
5/7/2019	Licardi, Megan	Teacher, Kindergarten / Erie ES		Х					

				NON-					
				FMLA					
EFFECTIVE	NAME	POSITION/LOCATION	 FMLA	MEDIC AL	PERSONAL	EXTENDED	RESIGNED	RETIRED	COMMENTS
_	Lind, Janice	Teacher, Grade 4 / Alpine ES	X	7.2	1 2110011712	LXII LII	1125101125	ILL IIILE	
	Lucas, Sarah	Counselor / Niwot HS					Χ		
	Marcellus, Amy	Teacher, SE / Prairie Ridge ES	Х						
	Mersch, Caroline	Teacher, Grade 4 / Soaring Heights PK-8					Χ		
	Miller, Kori	Teacher, Instrumental Music / Erie MS					Х		
	Miller, Susan	Teacher, Grade 5 / Timberline PK-8	Х						
	Ohl, Kristina	Teacher, Science / Timberline PK-8					Х		
	Parks, Stacey	Paraeducator, Preschool / Spark					Х		
	Pool, Janice	Teacher, Grade 2 / Prairie Ridge ES						Х	10 Years
	Potochnick, Hayley	Teacher, Grade 3 / Red Hawk ES					Х		
	Pratt, Julius William	Teacher, Science / Mead HS	Х						
	Robison, Elizabeth	Teacher, Kindergarten / Thunder Valley K-8					X		
	Salimeno, Ilia	Teacher, Kindergarten / Legacy ES					X		
5/16/2019	Samson, Matthew	Teacher, Social Studies / Frederick HS	Х						
5/16/2019	Samson, Nicola	Teacher, Language Arts / Frederick HS	Х						
4/23/2019	Sebestyen, Amanda	Teacher, Elementary Music / Sanborn ES	X						
	Sheehan, Danielle	Teacher, Grade 4 / Black Rock ES					Х		
	Stephens, Shelly	Teacher, Grade 4 / Prairie Ridge ES					X		
	Unrein, Danielle	Teacher, Physical Education/Longmont HS	-				X		
	Willis, Cassidy	Teacher, Grade 2 / Prairie Ridge ES	.,				Χ		
4/30/2019	Woelfle, Carrie	Teacher, Grade 5 / Erie ES	Х						
	CLASSIFIED								
	Barr, Brandon	Custodian, Head / Erie HS					Х		
	Bauer, Michele	Health Clerk / Legacy ES					X		
3/23/2019	bauer, whichele	Paraeducator, Instructional / Timberline PK-					^		
5/24/2010	Baxter, Lisa	2							Non Renew
	Beckett, Joan	Media Technician / Eagle Crest ES	Х						Non Kenew
	Bevab, Enes	Custodian / Soaring Heights ES	 ^						Administrative Recommendation
	Bierman, Leslie	Secretary, School / Niwot HS					Х		Administrative Necommendation
	Catrambone,	Paraeducator, Specialized Program / Silver					۸		
5/24/2019	•	Creek HS					Х		
	Cooper, Deborah	Paraeducator, SE / Altona MS		Х			^		
	Corder, Michael	Bus Driver / Transportation		^			Х		

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		I		NON-					
				FMLA					
				MEDIC					
EFFECTIVE	NAME	POSITION/LOCATION	FMLA	AL	PERSONAL	FXTFNDFD	RESIGNED	RFTIRFD	COMMENTS
211201172	TOTALL	Paraeducator, Specialized Program / Prairie	TIVILA	7-	LINGOIVAL	LXTLIVDED	IL SI GIVED	KETIKED	
5/24/2019	Curkendall, Benjamin						Χ		
57= 17=5=5									
4/26/2019	Darling, Rachel	Paraeducator, Special Education / Niwot HS					Χ		
	Deeter, Randy	Warehouse - Delivery / Warehouse						Х	35 years
5/31/2019	Delforge, Jill	Clerk, Department / Student Services							Non-Renew
	Denney, Taylor	Bus Assistant / Transportation					Х		
	Dreher, Cynthia	Nutrition Services Worker / Indian Peaks ES						Х	16 Years
	DuBois, Michael	Fleet Mechanic IV / Transportation						Λ	
5/7/2019	Dubois, Michael	Paraeducator, Instructional / Longmont							Deceased
5/24/2019	Duley, Lana	Estates ES							Non Renew, Staying on as LSUB
			· ·						Non Kenew, Staying on as ESOB
5/28/2019	Edwards, Karen	Specialist, Help Desk / District Technology Paraeducator, Instructional / Timberline PK-	Х						
E/24/2010	Elcock, Tyrell	8							Non Renew
	Ellis, Kristin	Nutrition Services Worker / Lyons M/S		Х					Non Renew
	Filchenko, Paige	Lab Technician / Red Hawk ES		^			X		
	Fregosi, Micki	Secretary, Principal / Mead MS					X		
3/3/2013	rregosi, wiieki	Paraeducator, Special Education / Red Hawk							
5/24/2019	Gill Jr., Kenneth	ES							Non Renew
	Golden, John	Behavior Coach / Main Street						Х	12 years
	Goldsberry, Mary	Secretary, Principal / Frederick HS	Х						
	Gonzalez, Wendy	Attendance Clerk / Northridge ES	X						
	Green, Misty	Secretary, Director / Student Services					Х		
	Harris, Eugene	Custodian /Custodial Services	Х						
	Heltemes, Luann		_^					V	
5/23/2019	Heitemes, Luann	Worker / Nutrition Services						Х	
F /2 4 /2040		Paraeducator, Instructional / Timberline PK-							L
5/24/2019	Herrmann, Lisa	8							Non Renew
		Paraeducator, Special Ed/Specialized							
	Hoskins, Carlie	Program / Mead MS					Х		
5/1/2019	Jacobs, Benjamin	Campus Supervisor / Main St. School	Х						
F /25 /25 : -									
	Keil, Shelby	Paraeducator, Preschool / Black Rock ES					Х		
4/12/2019	Kelley, Sarah	Paraeducator, Preschool / SPARK					Х		
5/24/2019	King, Lisa	Paraeducator, Instructional / Fall River ES							Non Renew

Terminations Leaves of Absence

				NON- FMLA					
				MEDIC					
EFFECTIVE	NAME	POSITION/LOCATION	FMLA	AL	PERSONAL	EXTENDED	RESIGNED	RETIRED	COMMENTS
5/24/2019	Lee, Hyeonseo	Accompanist / Timberline PK-8 & APEX					Х		
6/19/2019	Martinez, Benny	Custodian / Westview MS	Х						
5/24/2019	McDowell, Anne	Paraeducator, Instructional / Black Rock ES							Non Renew - Staying on as LSUB
5/31/2019	McGee, Kathryn	Behavior Coach / Main Street					Х		, ç
6/5/2019	Miller, Michael	Custodian / Silver Creek HS					Х		
		Paraeducator, Special Education / Silver							
5/24/2019	Misch, Susan	Creek HS					X		Staying on as LSUB
5/24/2019	Moore, Melody	Paraeducator, Specialized Program							Non-Renew
		Paraeducator, Special Education /							
6/28/2019	Moreland, Matthew	Timberline PK-8					Χ		
, ,	,	Paraeducator, Instructional & Group Leader							
5/24/2019	O'Brien, Rosemarie	/ Eagle Crest ES					Х		
4/4/2019	Olander, Nancy	Attendance Clerk / Longmont Estates ES	Х						
5/17/2019	Olivas, Emily	Paraeducator, Preschool / Student Services					Х		
5/23/2019	Olson, Nikol	Paraeducator, Preschool / Sanborn ES					Х		
5/3/2019	Parks, Stacey	Paraeducator, Preschool / Spark					Х		
		Paraeducator, Special Education / Silver							
5/24/2019	Pickering, Sara	Creek HS					X		Staying on as LSUB
	Prieto, Crystal	Community Liaison / Longs Peak MS					Х		
4/15/2019	Proctor, Karissa	Bus Driver / Transportation		Χ					
4/26/2019	Ramsaur, Scott	Behavior Coach / Student Services					X		
		Secretary - Department / Main Street							
5/28/2019	Roberts, Nicolle	School		Χ					
5/30/2019	Roberts, Nicolle	Secretary - Department / Main Street School					Х		Medical Resignation
5/24/2019	Rodriguez, Brenda	Paraeducator, Instructional / Columbine ES					Х		
	Rojas, Jessica	Nutrition Service Worker / Sunset MS					Х		
	Sayers, Kyle	Paraeducator, Special Ed. / Prairie Ridge ES					Х		Staying on as LSUB
·		Paraeducator, Specialized Program /							· -
5/24/2019	Seery, Michael	Frederick HS					Х		
	Shimer, Marcy	Bus Driver / Transportation	Х						
	Shykula, Lisa	Paraeducator, Instructional / Hygiene ES					Х		
	Smith, Brenda	Nutrition Services Worker / Black Rock ES					X		
	Spahn, Danielle	Paraeducator, Preschool / Grand View ES					X		

Terminations Leaves of Absence NON-FMLA MEDIC

				MEDIC					
EFFECTIVE	NAME	POSITION/LOCATION	FMLA	AL	PERSONAL	EXTENDED	RESIGNED	RETIRED	COMMENTS
6/7/2019	St Clair, Crystal	Media Clerk / Trail Ridge MS					Х		
5/24/2019	Talley, Giles	Behavior Coach / Student Services					Х		
5/2/2019	Thornton, Brandi	Health Clerk / Red Hawk ES		Χ					
5/22/2019	Toman, Jessica	Secretary - School / Niwot HS					Х		
		Paraeducator, Preschool / Mountain View							
5/13/2019	Turley, Lauren	ES		Х					
5/24/2019	Wagner, Sarah	Paraeducator, Instructional					Х		
5/23/2019	Weddle, Jennifer	Paraeducator, Preschool / SPARK					Х		

IIRE DATE	NAME	POSITION	LOCATION	NEW POSITION	REPLACEMENT
	ADMINISTRATIVE/PROFESSION	IAL/TECHNICAL			
5/30/2019	Orvis, Jennifer	Accountant	Financial Services		Х
	,				
	LICENSED				
8/6/2019	Abel, Amy	Teacher, Kindergarten	Soaring Heights PK-8		Х
	Cheeks, Pamela	Teacher, Foreign Language	Soaring Heights PK-8		Х
	Curton, Blake	Teacher, Special Education	Lyons M/S / Burlington ES		Х
	Geroche, Taryn	Teacher, Math	Sunset MS		Х
	Gunderson, Elizabeth	Teacher, Kindergarten	Soaring Heights PK-8	Х	
	O'Donnell, Caitlin	Teacher, Language Arts	Longs Peak MS		Х
	Penate, Kelcy	Teacher, Special Education	Niwot ES		Х
	Reid, Deana	Teacher, Special Education	Eagle Crest ES		Х
	Suchomel, Chelsea	Teacher, Grade 2	Soaring Heights PK-8		Х
	Whitty, Jennifer	Teacher, Math	Longs Peak MS		Х
. ,	•	·			
	CLASSIFIED				
5/13/2019	Arevalo, Idolina	Delivery Lead	Warehouse		Х
	DeTray, Cynthia	Paraeducator, Special Education	Columbine ES		Х
	loerger, Todd	Mechanic II - Fleet Maintenance	Transportation		Х
8/9/2019		Paraeducator, Instructional	Fall River ES		Х
	Lehman Weaver, Karl	Technician - Wellness	Human Resources		Х
	Melendez deGarces, Maria	Nutrition Services - Worker	Silver Creek HS	Х	
	Miramontes Chavez, Leticia	Custodian	Student Services	Х	
	Oiph, Kate	Specialized Program Paraeducator	Longmont Estates ES		Х
	Ramirez, Eva	Attendance Clerk	Timberline PK-8		Х
	Sanders, Jessica	Secretary - Principal	Altona MS		Х
	Sargent, Jesse	Custodian	Auxiliary Services	Х	
	Strycharski, Rebecca	Campus Supervisor	Erie MS		Х
5/17/2019	-	Registrar	Mead MS		Х
	Terrell, Randolph	Nutrition Services - Worker	Soaring Heights PK-8	Х	
	Terry, Betsy	Paraeducator, Special Education	Timberline PK-8		Х
	Tomlinson, Michael	Custodian	Auxiliary Services	Х	
	,		<u> </u>		
					İ
			1		

DATE: June 12, 2019

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 May Board Meetings.

BACKGROUND

The Board will be asked to approve the minutes from the May 8, 2019 Regular Meeting, the May 15, 2019 Study Session, and the May 22, 2019 Regular Meeting.

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval to Accept Every Student Succeeds Act (ESSA) Consolidated

Federal Grant Funds for the 2019-20 School Year

RECOMMENDATION

That the Board of Education authorize the administration to apply for, and accept if approved, a total not-to-exceed \$4,500,000 in Every Student Succeeds Act (ESSA) Consolidated Federal Grant Funds for the 2019-20 school year.

BACKGROUND

The Colorado Department of Education (CDE) has notified the District that it is eligible for funding for the 2019-2020 school year. We will complete the Acceptance or Relinquishment of ESSA Program Funds and Assurances Form and it will be submitted to CDE. The programs involved and their respective funding amounts for 2018-2019 and 2019-2020 are as follows:

	ESSA	ESSA
	2018-2019	2019-2020
	Final Allocation	Preliminary Allocation
Title I-A (Basic)	\$3,126,682	\$3,092,897
Title IIA (Teacher Quality)	\$578,827	\$621,823
Title III (Part A ELL)	\$304,186	\$301,321
Title IV (Student Support)	\$218,356	\$222,125
Total	\$4,228,051	\$4,238,166

Acceptance of these funds does not obligate the District to funds or personnel beyond the terms of the agreement.

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Meal Price Increase for the 2019-2020 School Year

RECOMMENDATION

That the Board of Education adopts the increase of school meal prices for the 2019-2020 school year. This increase is based on the continual increase in cost of food, labor, and benefits. The last meal increase was reflected in the 2016-17 school year.

BACKGROUND

A recommendation to increase the cost of school lunches based on the following information:

	K-8	High School	Adult
Breakfast Current	1.50	1.75	2.00
Breakfast 2019-20	1.50	1.75	2.00
Lunch Current	3.00	3.25	4.00
Lunch 2019-20	3.25	3.50	4.25

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Acquisition of a 10-Acre Parcel of Land in the Highlands

Subdivision of Erie for a Future Elementary School

RECOMMENDATION

That the Board of Education authorize District staff to sign the necessary closing documents and acquire a 10-acre parcel, known as Erie Highlands Filing #11, Block 5, Lot 1 (10.001 acres) for a future elementary school.

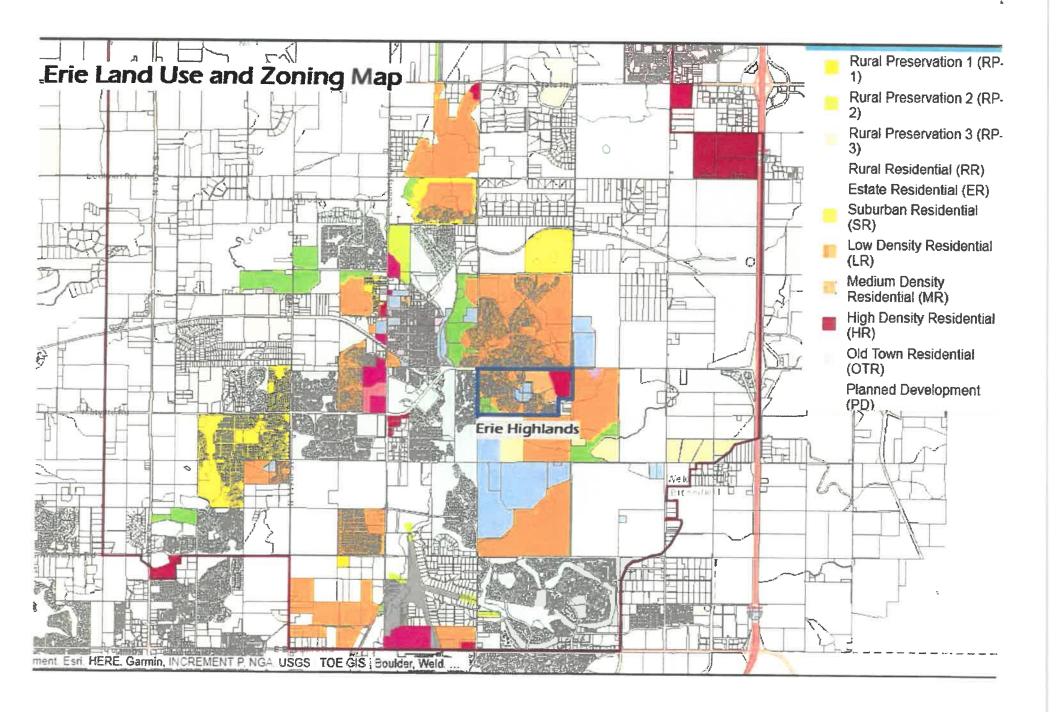
BACKGROUND

The parcel is located in the Erie Highlands development in the Town of Erie, south of Erie Parkway and west of Weld County Road 5. It is in an area of significant new housing development in the Town of Erie.

The developer is dedicating this parcel without cost to the District, free and clear of all liens, encumbrances and exceptions other than those reasonably approved by the District, and in compliance with all other applicable requirements of the Intergovernmental Agreement with the Town of Erie. This parcel has been evaluated in terms of oil well proximity and undermining and reviewed by the Colorado Geological Survey (CGS) as required by State Law HB 1045 (1984). The findings from the CGS mostly pertain to the expansive soils which are common to land in general in the Erie area. This would likely require over-excavation to mitigate the expansive soils prior to construction. There is undermining in the area from the Boulder Valley #1 mine at depths of 200-300 feet. The CGS agrees with a CTL/Thompson study that the probability is low that a void collapse would propagate at the surface, or to a height that could cause distress to structures, from a depth greater than 200 feet, and that the subsidence hazard within the filing is therefore low. There are no known mine shafts within Filing 11.

This parcel is outside of the 1000' radius of any oil well, and is not impacted by gas transmission lines/easements.

With approval by the Board, staff will complete the closing and acquire the parcel.







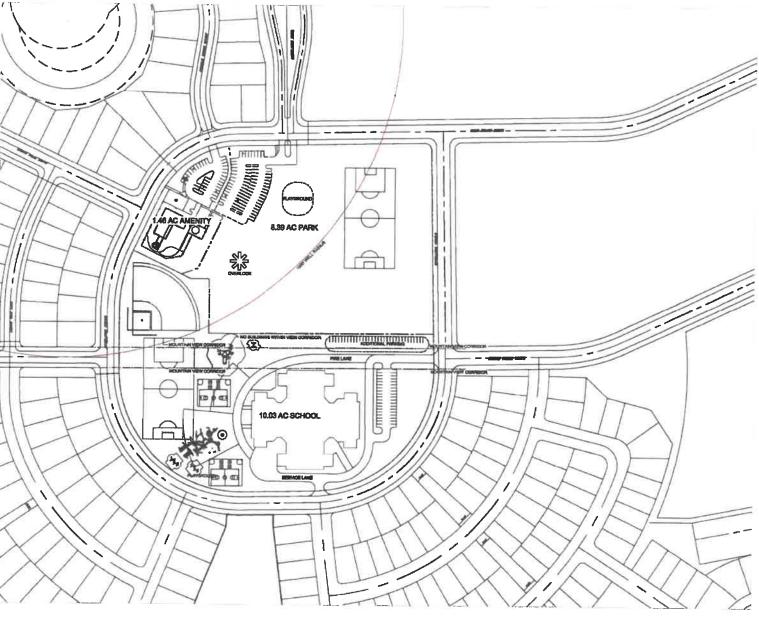


ERIE HIGHLANDS ILLUSTRATIVE SITE PLAN









ERIE HIGHLANDS Central Park Conceptual Plan A

terracina

ST. VRAIN VALLEY SCHOOLS academic excellence by design

395 South Pratit Parkway Longmont, CO 80501 Ph; (303) 682-7269 www.snr.eucis.co.us

PARTIAL SITE PLAN

HIGHLANDS PK-K-5 STUDY ERIE, CO 80516

ERIE

Deg No.

05/25/15 1 DF1

			Partially Dedicated by Developer -	Land	Land	Bond or General Fund		
Sites with School Facilities	Location	Land Fully Dedicated by Developer	Remaining Purchased by District	funded with		financing for land	Building and Improvments Funded By:	Acreage
Eagle Crest Elementary	SW Longmont	Yes					1997 Bond	10.6
Prairie Ridge Elementary	Firestone	Yes					1997 Bond	1
Fall River Elementary	NE Longmont	Yes					1997 Bond	10.0
Silver Creek High	SW Longmont				Yes	Yes	1997 Bond	48.2
Legacy Elementary	Frederick			Yes			2002 Bond	13.
Alpine Elementary	NE Longmont	Yes					2002 Bond	8.1
Black Rock Elementary	Erie	Yes					2002 Bond	10.9
Blue Mountain	SW Longmont		Yes	Yes			2002 Bond	12.1
Centennial	Firestone	Yes					2002 Bond	12.1
Coal Ridge Middle	Firestone	Yes					2002 Bond	2
Trail Ridge Middle	SE Longmont		Yes	Yes			2002 Bond	25.7
Altona Middle	SW Longmont		Yes	Yes			2002 Bond	19.3
SHS Site Expansion	NE Longmont			Yes			2002 Bond	13.9
NHS Site Expansion	Niwot			Yes			2002 Bond	34.29
FHS Site Expansion	Frederick			Yes			2002 Bond	19.9
Erie High	Erie				Yes	Yes	2002 Bond	56.59
Mead HS #7	Mead				Yes	Yes	2002 Bond	74.39
New Frederick High	Frederick					100	2002 Bond	56.51
Red Hawk Elementary	Erie	Yes					2008 bond	11.68
nnovation Center Campus	SE Longmont			Yes			2016 Bond	9.39
Soaring Heights K-8	Erie			Yes			2016 Bond	22.75
Grand View Elementary	Frederick	Yes		. 55			2016 Bond	10.77
Owned but Undeveloped Sites							2010 00110	10.77
ox Meadows Elem. Site	SE Longmont	Yes				_	Future Bond	10.64
Quail Property Ag. Site	SE Longmont	• • • •			Yes		Future Bond	10.64
iberty Ranch Elem. Site	Mead	Yes			1 69		Future Bond	9.64
Meadow Vale Elem. Site	Weld County	Yes					Future Bond	10
daho Creek Elem. Site	Weld County	Yes					Future Bond	10
Mountain View site expansion	NW Longmont	Yes					Future Bond	10
Colliers Hill Elem. Site	Erie	Yes						3.08
Erie Highlands Elem.	Erie	Transfer in progress	:				Future Bond	10
otal Acreage		The state of the s						10.001 591.471

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Fuel Purchases for the 2019 -2020 School Year

RECOMMENDATION

That the Board of Education approve the purchase of fuel for the 2019 – 2020 school year, and further authorize Brian Lamer, Assistant Superintendent of Operations, to sign appropriate documents.

BACKGROUND

The cost of the fuel is determined using the MAPO bid through Arapahoe County. The funds to purchase fuel are budgeted in the General Fund. The estimated amount for fuel for the year will be approximately \$800,000 based on fuel pricing. This is the same agreement the District has been using for fuel in past years.

DATE: June 12, 2019

TO: Board of Education

FROM: Joie Siegrist, President, Board of Education

SUBJECT: Adoption of Resolution to Appropriate Funds for the Superintendent's Contract

RECOMMENDATION

That the Board of Education adopt the Resolution to appropriate funds for the Superintendent's Contract.

BACKGROUND

This Resolution is needed for the Board to legally comply with Section 20 of Article X of the Colorado Constitution. It commits the source of funds to meet the financial obligations of the District in the event that the District terminates Dr. Haddad's contract pursuant to Section 6.4 of the Employment Agreement. Under TABOR, a multi-year financial obligation requires either voter approval or Board-approved committed funds to meet the future obligation.

Dr. Haddad's 2016-17 Second Restated Employment Agreement allows the Board to buy out his remaining term of employment up to a maximum of two years' salary/benefits. The amount of the committed funds would remain in the District's reserves, but would be moved from the "unassigned" to the "committed" classification. Once adopted, under TABOR, the commitment remains non-revocable until the obligation is eliminated. If the contract is not bought out, the committed reserves then automatically shift back into the unassigned reserves.

Greg Fieth, Chief Financial Officer, will be present to answer questions.

A RESOLUTION OF THE BOARD OF EDUCATION OF THE ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J COMMITTING AND RESERVING FUNDS TO MEET FUTURE FINANCIAL OBLIGATIONS

WHEREAS, Section 20 of Article X of the Colorado Constitution prohibits the creation of financial obligations without voter approval unless such obligations are met through an irrevocable pledge of existing funds which are currently unassigned within the District's reserves; and

WHEREAS, the District's General Fund will require committed funds in approximately the amount of \$800,000 with respect to meeting its obligations arising under Paragraph 6.4 under the Superintendent's Employment Agreement, and a one-time funding capped at \$84,000 for payments specified under Paragraph 5.2 under the Superintendent's Employment Agreement; and

WHEREAS, the District's Board of Education is willing to meet this future contingent financial obligation by irrevocably pledging a portion of its unassigned reserves in accordance with the provisions of Section 20 of Article X of the Colorado Constitution; and

WHEREAS, there is no tax increase or change in tax rate associated with this pledge of reserves:

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J THAT:

- 1. Pursuant to Section 20 of Article X of the Colorado Constitution, \$884,000 of the District's current unassigned General Fund Reserves is hereby committed as the source of revenue to meet the District's multi-year financial obligations to adequately fund the financial commitments arising under paragraph 6.4 and 5.2 of the Superintendent's Employment Agreement through the end of its term of June 30, 2023.
- 2. Such commitment shall remain irrevocable by the Board of Education until such obligation expires.
- 3. This Resolution shall be effective immediately upon passage.
- 4. District staff is hereby directed to take such action as may be required to effectuate the intent and purpose of this Resolution.

Dated: June 12, 2019	ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J
ATTEST:	By Joie Siegrist, Board President
John Ahrens, Board Secretary	

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Purchase of Cisco Flex Enterprise Agreement Subscription

RECOMMENDATION

That the Board of Education approve the purchase of a five (5) year Cisco FLEX Enterprise Agreement Subscription for an amount of \$866,400 from Converge One.

Annual payments of \$177,280 shall be fixed for the term of the subscription and subject to appropriation of funds.

BACKGROUND

The Cisco Flex Enterprise Agreement Subscription provides the District additional collaboration features utilizing Cisco's Webex platform in conjunction with existing hardware and integrations. The Cisco Flex Enterprise Agreement also allows for approximately 10% growth in the number of licenses needed by the District without additional cost.

The Purchasing Department issued Bid No. 2019-086 for Cisco FLEX Enterprise Agreement Subscription on May 2, 2019. Three (3) responses were received on May 16, 2019. All responses were reviewed for minimum requirements and equivalency of products offered. One (1) response was incomplete and did not conform to the bid requirements. Award is recommended to the lowest qualified, responsive and responsible bidder, Converge One.

Converge One	Zones, LLC.
\$866,400.00	\$3,853,824.00

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Purchase of Check Point Hardware and Software Support

RECOMMENDATION

That the Board of Education approve the purchase of Check Point Hardware and Software Support for our Next-Generation Firewalls in the amount of \$102,196 from The Root Group.

BACKGROUND

Check Point Hardware and Software Support is required to continue supporting mission-critical equipment and has been in use since 2016. The Next-Generation Firewall is responsible for website filtering (required for CIPA compliance) and protection of all devices using the District's network.

The Purchasing Department issued Bid No. 2019-087 for Check Point Support on May 8, 2019. Two (2) responses were received on May 23, 2019. Award is recommended to the lowest priced, qualified, responsive and responsible bidder, The Root Group.

The Root Group	Hypertec USA, Inc.
\$102,196.00	\$147,328.04

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Recommendation to Hire Principal for Thunder Valley K-8

RECOMMENDATION

That the Board of Education approve the recommendation to hire Ms. Catrina Estrada as the Principal for Thunder Valley K-8, effective July 1, 2019.

BACKGROUND

Ms. Estrada graduated from the University of Northern Colorado, with a Bachelor of Arts degree in Interdisciplinary Studies with an emphasis in Bilingual/Bicultural Education and English as a Second Language. She continued her education at the University of Phoenix, where she completed her Master of Arts degree in Educational Administration.

For the past two years, Ms. Estrada has been the Assistant Principal at Thunder Valley K-8 where she implemented school behavior management and supported classroom teachers with behavior plans. From 2012 to 2017, Ms. Estrada served as an Assistant Principal and Principal at Achieve Academy STEAM School PreK-8 in Mapleton Public Schools. Prior to that, she served at Adventure Elementary School PreK-6 in Mapleton Public Schools for five years as a Dean of Students, Title 1 Reading Interventionist, Teacher, and Gifted and Talented Coordinator. Ms. Estrada also taught at Centennial Elementary School K-5 in Weld County District 6 from 2004 to 2007.

<u>SALARY</u>

Annual salary will be according to schedule.

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Recommendation to Hire Assistant Principal for Thunder

Valley K-8

RECOMMENDATION

That the Board of Education approve the recommendation to hire Ms. Susana Wittrock as the Assistant Principal for Thunder Valley K-8, effective July 1, 2019.

BACKGROUND

Ms. Wittrock graduated from San Diego State University with a Bachelor of Arts degree in Sociology and a minor in Spanish. She continued her education at National University where she completed her Master of Science degree in School Psychology. She has also received her Principal Certificate from Colorado Mesa University.

For the past year, Ms. Wittrock has been the Assistant Principal in Mesa County Valley School District 51 where she developed structures and procedures to strengthen student supports. From 2013 to 2018, Ms. Wittrock served as an Executive Director of Student Re-Engagement and Support where she planned, implemented, and monitored district goals through building partnerships with community based organizations, students, staff, and families. Prior to that, she served as an Executive Director of Equity and Minority Student Success for four years. Ms. Wittrock has also been a School Psychologist, Student Advocate, and Services Supervisor.

SALARY

Annual salary will be according to schedule.

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Recommendation to Hire Dean of Students for Prairie Ridge

Elementary School

RECOMMENDATION

That the Board of Education approve the recommendation to hire Ms. Melissa Lettis as the Dean of Students for Prairie Ridge Elementary School, effective July 1, 2019.

BACKGROUND

Ms. Lettis graduated from the University of Colorado, Boulder, with a Bachelor of Arts degree in Psychology and Elementary Education. She continued her education at the University of Colorado, Denver, where she completed her Master of Arts degree in Counseling Psychology Counselor Education with a specialization in School Counseling. Ms. Lettis is currently pursuing her Ed.S in Education Leadership and Policy Studies at the University of Northern Colorado.

For the past year, Ms. Lettis has been a school counselor and coordinator of MTSS, GT, and 504 programs at Grand View Elementary School. As a school counselor, she authored and implemented a comprehensive data inspired school counseling program to promote student achievement using the American School Counseling Association National Model. From 2017 to 2018, Ms. Lettis served as a Principal Intern at Black Rock Elementary School, Erie Middle School, and Grand View Elementary School. Prior to that, she served as a MTSS Coordinator and Interventionist at Black Rock Elementary School from 2016 to 2018. Ms. Lettis has also served as a school counselor in Poudre School District as well as a teacher in Boulder Valley School District, Jefferson County School District, and Fountain School District 8.

SALARY

Annual salary will be according to schedule.

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Change Order 1 for Additional Abatement at Main Street

School Renovation

RECOMMENDATION

That the Board of Education approve Change Order 1 for \$193,640 to the abatement contract with Environmental Demolition Insight, Inc., for the Main Street School Renovation for a \$278,600 total contract value. 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

This Change Order covers the remaining abatement phases associated with the Main Street School BEST Grant/Bond Renovation Project. The award of this contract is based on the bids received on May 14, 2019 for Bid # ITB 2019-083.

Funding for this project was planned for in the 2016 Bond program. This item is being brought forth to comply with Board Policy FEH stating any items over \$99,999 must have Board approval.

Original Agreement Amount	\$ 84,960
Previous change order amounts	\$ 0
Current change order	\$193,640
Total changes (previous + current)	\$193,640
New contract amount	\$ 278,600



BID TABULATION SHEET ITB 2019-083 MAIN STREET SCHOOL ASBESTOS ABATEMENT PROJECT MAY 14, 2019 10:00 A.M.

Recommend for Award	Colorado Hazard Control	Environmental Demolition Insight, Inc.	Earth Services & Abatement, LLC	Mac-Bestos, Inc.	NorthStar	Peak Environmental	Risk Removal
Insurance	Υ	Υ	N	Υ	NO BID	Υ	NO BID
Immigrant Worker Regulations	Υ	Υ	N	Υ		Υ	
Bid Bond	Υ	Υ	Υ	Υ		Υ	
Addendum #1	Υ	Υ	Υ	Υ		Υ	
Addendum #2	Υ	Υ	Υ	Υ		Υ	
Signed Bid	Υ	Υ	Υ	Υ		Υ	
		•				•	
TOTAL BID PRICE	\$ 357,730.00	\$ 278,600.00	\$ 384,900.00	\$ 275,520.00	NO BID	\$ 768,479.00	NO BID

UNIT PRICES	PRICE PER HOUR	PRICE PER HOUR	PRICE PER HOUR	PRICE PER HOUR	PRICE PER HOUR	PRICE PER HOUR	PRICE PER HOUR
1. Worker-Weekday 6AM-6PM (Normal Hours)	\$ 85.00	\$ 55.00	\$ 90.00	\$ 60.00	NO BID	\$ 80.00	NO BID
2. Worker-Nights/Weekends (After Hours)	\$ 90.00	\$ 65.00	\$ 100.00	\$ 90.00	\$ -	\$ 120.00	\$ -
3. Supervisor Weekdays 6AM-6PM (Normal Hours)	\$ 90.00	\$ 70.00	\$ 100.00	\$ 64.00	\$ -	\$ 90.00	\$ -
4. Supervisor-Nights/Weekends (After Hours)	\$ 95.00	\$ 80.00	\$ 110.00	\$ 96.00	\$ -	\$ 135.00	\$ -
AVERAGE PRICE PER HOUR:	\$ 90.00	\$ 67.50	\$ 100.00	\$ 77.50	\$ -	\$ 106.25	\$ -
5. Removal of one (1) pipe fitting in a glove bag using							
secondary engineering controls ***	*Non- Responsive	\$ 500.00	*Non- Responsive	*Non Responsive		\$ 575.00	

^{*} variance submitted

*** Unit price #5 was not on the Unit Prices pricing sheet, however, it was clearly stated in Addendum #2 that this cost was to be included in the bid ***

Date: June 12, 2019

To: Board of Education

From: Dr. Don Haddad, Superintendent of Schools

Subject: Approval of District Transport Gas Contract with Centerpoint

RECOMMENDATION

That the Board of Education approve the contract for a District-wide transport gas provider with Centerpoint, and further authorize Brian Lamer, Assistant Superintendent of Operations, to sign the contract documents.

BACKGROUND

Currently, the District has a contract with nTherm to provide natural gas to District schools. As of July 1, 2019, the contract with nTherm will end. The District worked with Tradition Energy to facilitate a competitive bid process for a new transport gas provider. Centerpoint, based on an evaluation of pricing, terms and conditions, was determined to be the best price and most advantageous for the District.

The contract with Centerpoint will begin July 1, 2019 and will remain in place for two years. Under the new contract with Centerpoint, we will pay a maximum weighted pricing not to exceed \$2.77/deca-therm, providing a nominal savings compared to the last two years of gas usage.

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Change Order 4 to Construction Manager/General Contractor

(CMGC) Contract for Niwot High School Renovation Project

RECOMMENDATION

That the Board of Education approve Change Order 4 for the amount of \$344,713 to the Construction Manager/General Contractor (CMGC) contract with JHL Constructors, Inc., for the Niwot High School Renovation project for a total contract value of \$11,700,822. Further, that the Board authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents and change orders up to the above referenced amount, in accordance with Board of Education policy.

BACKGROUND

On May 23, 2018, the Board approved the Construction Manager/General Contractor (CMGC) contract with JHL Constructors, Inc., for the Niwot High School Renovation project for \$2,600,680.

On October 10, 2018 the Board approved Change Order 1 for the amount of \$196,560. The amount of Change Order 1 was included in the approved total contract value and was brought forth to comply with Board Policy FEH stating that any change order greater than \$99,999 must have Board approval.

On February 27, 2019, the Board approved Change Order 2 for the amount of \$8,759,320 for a total contract amount of \$11,360,000. Following Board approval, Change Order 2 and Change Order 3 were executed to establish a current contract value of \$11,356,109.

Change Order 4 includes the cost of work to resurface the track.

Funding for this project is planned for in the 2016 Bond program. This item is being brought forth to comply with Board Policy FEG stating any items over \$100,000 must have Board approval.

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Contract Award to Dynamic Controls, Inc., for Burlington

Elementary School RTU Replacement Project

RECOMMENDATION

That the Board of Education approve the contract award for the Burlington Elementary School RTU Replacement Project to Dynamic Controls, Inc., for \$129,204 and further authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents and initiate scope changes up to the approved amounts in accordance with Board of Education policy.

BACKGROUND

The project includes the purchase and installation of a new HVAC control system for the new roof top units at Burlington Elementary School.

Bids were received and opened on April 30, 2019. See attached bid tabulation (#2019-077).

The project is funded through the 2019 Capital Reserve fund. This item is being brought forth to comply with Board Policy FEG stating any items over \$100,000 must have Board approval.



BID TABULATION SHEET ITB 2019-077 PURCHASE AND INSTALLATION OF HVAC CONTROLS APRIL 30, 2019 2:00PM

ucuucime executive of ucosgi					AI NIL 30, 20	313	2.00	
	Recommend for Award		DYNAMIC CC	ONTF	ROLS INC.		LONG BUILDING	TECHNOLOGIES
	Bid Bond (if appli	cable)	,	Υ				
	Insu	ırance	,	Υ				
	Immigrant Worker Regul	ations	,	Υ				
	Addend	um #1	,	Υ				
	Sign	ed Bid	,	Υ				
			•				NO	BID
Size	RTU#	Qty	Unit Price		Extended Price		Unit Price	Extended Price
4 Ton	1,2,3,4,5	5	\$ 7,178.00	\$	35,890.00	\$	-	\$ -
6 Ton Single Compressor	6,14	2	\$ 7,178.00	\$	14,356.00	\$	-	\$ -
5 Ton	9,15,16	3	\$ 7,178.00	\$	21,534.00	\$	-	\$ -
7.5 Ton	10,11,12,13,17,18	6	\$ 7,178.00	\$	43,068.00	\$	-	\$ -
		1						T
10 Ton	19	1	\$ 7,178.00	\$	7,178.00	\$	-	\$ -
	<u>22</u>		\$ 7,178.00	\$	7,178.00			
	GRAND T	OTAL:	\$		129,204.00	\$		-

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Contract Award for Renovation of Main Street Cafeteria

RECOMMENDATION

That the Board of Education approve the execution of a formal agreement with Golden Triangle Construction, Inc., for a maximum amount of \$1,114,500 and an initial contract award of \$1,090,492, for the renovation of the cafeteria at Main Street School. Further, to authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents and initiate scope changes up to the approved amounts in accordance with Board of Education policy.

BACKGROUND

The project is to construct office and assessment spaces that support students and families at Main Street School and throughout the District with Child Find and Early Childhood programs. These spaces will be located in the existing cafeteria, which is being relocated to another part of the building, as a part of the Main Street School renovation.

Golden Triangle Construction, Inc., was selected for this project due to their current involvement with the Main Street School renovation (BEST Grant/Bond project).

This item is being brought forth to comply with Board Policy FEG stating any items over \$100,000 must have Board approval.

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Exhibit B for all Charter School Contracts

RECOMMENDATION

That the Board of Education approve the updated Exhibit B for all charter school contracts.

BACKGROUND

Exhibit B of all charter school contracts lists the Board of Education (BOE) policies that charter schools are exempt from because they do not apply to the charter.

The Board of Education has revised and realigned the BOE policies. Staff requested legal counsel to update the list of exempt policies to align with current policies. Upon approval, this Exhibit B will be included in all charter school contract renewals.

Terry Schueler, Financial Services Advisor, will be available to answer questions.

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: First Reading, Discussion, Board Policies DJ/DJA -- Purchasing/

Purchasing Authority; DJCA*-R -- Purchasing Procedures; and DJE --

Procurement Procedures

PURPOSE

To provide the Board of Education with proposed revisions to Board Policies DJ/DJA -- Purchasing/Purchasing Authority; DJCA*-R -- Purchasing Procedures; and DJE -- Procurement Procedures.

BACKGROUND

Revisions to these policies and the accompanying regulation are necessary due to alignment with current practice, procedure, and applicable statutes and have been reviewed by the administration and legal counsel.

File: DJ/DJA

Purchasing/Purchasing Authority

The Board's authority for the purchase of materials, equipment, supplies and services is extended to the superintendent through the listing allocations compiled as part of the budget-making process and approved by the Board through its adoption of the annual operating budget.

The superintendent delegates authority to the purchasing department to purchase such books, supplies, equipment and other materials as is required and permitted within the limits of the budget. The purchase of these items shall require no further Board approval. However, any single, non-budgeted purchase or expenditure greater than \$100,000 shall require advance approval by the Board. This shall not apply, however, to private instructional placements required by law.

The superintendent delegates to the purchasing department the establishment of regulations for the efficient procurement and distribution of goods and services, except professional services, as set forth in state law.

The district shall primarily use the following methods of pricing when considering purchasing materials, equipment, supplies and services: competitively procured cooperative purchasing agreements, pre-approved educational price lists, invitation to bids (ITBs), request for proposals (RFP), and negotiations. These methods shall be used to obtain products and services in order to receive the greatest value for the district.

The purchasing department shall be responsible for administering the documents required for the acquisition of surplus property. Items acquired under government surplus shall not be appropriated for private use.

Adopted: October 19, 1977 Revised: April 25, 1984 Revised: November 17, 1993 Revised: June 11, 2003 Revised: February 14, 2007 Revised: May 12, 2010

Revised and recoded: October 28, 2015

Revised: June 28, 2017

LEGAL REF.: C.R.S. 22-32-109 (1)(b) (Board must adopt competitive bidding

procedures for purchase of goods and services, except professional

services)

CROSS REFS.: DJB, Federal Procurement

DJCA, Purchasing Procedures DJE, Procurement Procedures

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

File: DJCA*-R

Purchasing Procedures

Petty cash purchases (purchases less than \$50)

1. Purchases up to \$50 may be made from petty cash funds.

- 2. No one, including district employees, shall be allowed to cash checks from petty cash or any district fund in any office, school office, or cafeteria.
- No purchase order shall be issued for purchases totaling less than \$50 without the approval of the purchasing manager. Petty cash or purchasing cards are recommended for all purchases under \$50.

Soliciting price quotations (purchases of \$5,000 and up)

Price quotations shall be obtained for purchases of goods and services, except for professional services or educational workbooks, textbooks, library books and expendable science supplies. When quotations or bids are obtained, tabulations shall be made available to vendors upon request.

- 1. Price quotations shall not be required for purchases up to \$5,000 or less. However, the purchasing department may request quotations for purchases less than \$5,000 if deemed advantageous to the district.
- 2. Two or more quotations shall be required for purchases between \$5,000 and up to but not including \$25,000. Such quotations may be written, faxed, transmitted electronically or by email. The department or school requesting the purchase shall attach a copy of the quotations to the purchase requisition. Copies of the quotations shall be retained at the department or school.
- 3. Purchases of goods and services for the district costing \$25,000 and up shall be made in accordance with the district's bidding procurement procedures (see DJE).
- 4. The district will comply with all applicable federal purchasing requirements in the expenditure of federal funds, including the prohibition of conducting business with suspended and debarred parties. The purchasing manager shall be responsible for checking all vendors against the System for Award Management (SAM) before issuing any purchase order or contract.

4.5. This shall not apply, however, to private instructional placements required by law.

Purchase orders

- 1. All purchase requisitions of over \$5,000 and up will be reviewed and approved by the chief financial officer or designee. If the purchase order is not approved, it will be returned to the person initiating the purchase order with a written explanation.
- 2. Purchase requisitions will be prepared by the budget manager of the department or school for all items to be purchased except those purchased from petty cash or by purchasing card.
- 3. All purchase requisitions must be filled out as completely as possible and should include:

File: DJCA*-R

- a. Complete name and address of vendor
- b. Full description of the equipment, supplies and services to be purchased
- c. Quantities, unit price and total price
- 4. A separate purchase requisition must be filled out for each vendor.
- 5. Upon approval, copies of the purchase order will be distributed appropriately.
- 6. When an employee sees an acceptable item of instructional merchandise while out of town attending an educational convention or in a similar circumstance and chooses to purchase the item with personal funds, the employee may apply for reimbursement. Reimbursement shall follow the financial services after-the-fact purchase approval process outlined in this regulation.

Relations with other departments

The purchasing office is responsible for cooperating closely with all other departments in obtaining goods and services which will best meet their needs. This will be done by wise and timely buying, by making known new and improved goods and services and by working toward the standardization of goods and services required.

The purchasing department will keep abreast of changing market conditions and inform the administration so that the district's present and future purchasing position will be protected.

Purchase commitments

No purchase may be made without prior approval and authorization. Exceptions to this procedure will be made only in cases of extreme emergency. After-the-fact purchase authorization over \$50 shall require chief financial officer approval.

Vendors who supply goods or services without the consent of the purchasing department do so at their own risk. The district will not accept responsibility for bills incurred by individual employees who are not authorized to act on behalf of the district. Employees are forbidden to make purchases or order services in the name of the district without authorization.

Purchases for the private use of employees

The purchasing power of the district may not be used to obtain goods or services for the private use of any employee.

Approved: January 15, 1969 Revised: February 17, 1970 Revised: October 19, 1977 Revised: April 25, 1984 Revised: October 22, 1997

Revised: April 25, 2001 Revised: May 21, 2003

Revised: May 21, 2003 Revised: November 12, 2003 Revised: January 11, 2012 Revised: October 28, 2015

Recoded: June 28, 2017

File: DJB-R

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

File: DJE

Procurement Procedures

All purchases of services, supplies, materials and equipment of \$25,000 and up shall be competitively procured. This shall not apply, however, to professional services, or instructional services or materials, or private instructional placements required by law.

The following may be used for competitive procurement:

- 1. An invitation to bid (ITB) from two or more firms. If the purchasing department determines that it is advantageous to the district to request written sealed bids for services, supplies, materials or equipment less than \$25,000, it may do so at any time.
- Where it is not possible to develop detailed specifications, a request for proposal (RFP) process shall be used. The purchasing department shall be responsible for coordinating the development of a set of objective criteria to be used as a basis for evaluation of these proposals. Requests for proposals shall be submitted from vendors in the same manner as an invitation to bid.
- 3. Specifications shall be written in such a manner as to stimulate competition among all levels of sales, manufacturing and service organizations (i.e., vendors who handle the same lines, vendors who handle competitive lines and manufacturers of competitive lines). The administrative unit requesting the purchase when feasible shall be responsible for writing and verifying all specifications. Assistance from the purchasing department shall be available.
- 4. If there is a need to maintain uniformity or to satisfy certain technical requirements, it may be appropriate to seek a product or service from a sole source or to stipulate one brand or manufacturer. Written documentation for this need shall be required. The purchasing department shall have the authority to request reconsideration of specifications or quantity of material if, in its opinion, the district's interests may be better served.

The following requirements shall be met for all competitive procurements:

- 1. The district shall issue notice of competitive procurements. If only one response is received, the purchasing department shall investigate and document the reasons.
- 2. All competitive procurements shall be facilitated through the purchasing department.
- 3. Sufficient time for submission of responses shall be allowed.
- 4. Responses shall be opened publicly at the time specified in the solicitation documents.
- 5. Recommendations for award shall be made in the best interest of the district.

Any vendor may withdraw a bid if a written request for withdrawal is received by the purchasing department prior to the time set for opening of responses. No vendor may withdraw a response after the time of the opening except in the case of an obvious error. In this event, the response may be withdrawn but not changed. Second-chance bidding shall not be allowed.

File: DJE

Barring extenuating circumstances, award of an ITB shall be made to the lowest responsive, responsible bidder who meets the qualifications for quality, price, terms and service. Award of an RFP shall be made in advance with the criteria outlined in the RFP document. The Board reserves the right to reject any and all bids in part or in whole.

When favorable to the district, preference shall be given to local and/or state businesses.

After the responses have been opened and awarded, all documents shall be available through open records requests. Open records requests will be compiled to the extent of the law, but original documents shall not be removed from the purchasing department.

The vendor to whom an award is made shall be required to submit proof of insurance to the district as outlined in the solicitation documents. Awarded vendors may also be required to enter into a written contract with the district. Any written contract shall include a provision requiring a criminal background check for any person providing direct services to students under the contract, including but not limited to, transportation, instruction or food services as required by law. The contracting entity shall be responsible for any costs associated with the background check.

Emergency purchasing

If adhering to this policy would cause a condition which likely would result in physical injury to persons, damage to district property or significant financial loss to the district, limited emergency purchases may be made without following competitive procurement procedures provided the superintendent or designee authorizes such purchases. Such deviation from policy shall be reported to the Board.

Adopted: November 19, 1968 Revised: November 11, 1978

Revised: April 25, 1984

Revised: November 17, 1993

Revised: June 8, 1994

Revised: December 10, 1997

Revised: May 21, 2003 Revised: April 11, 2007 Revised: June 24, 2009 Revised: January 11, 2012 Revised: March 14, 2012 Revised: October 28, 2015 Revised: June 28, 2017

LEGAL REFS.: C.R.S. 22-32-109 (1)(b) (Board required to adopt bidding procedures)

C.R.S. 22-32-122 (background check provision required in service

contracts)

C.R.S. 24-18-201 (public official's interests in contracts)

CROSS REFS.: BCB, School Board Member Conflict of Interest

DJB, Federal Procurement DJCA, Purchasing Procedures

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

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: First Reading, Discussion, Board Exhibit JQ-E – Schedule of Student

Fees (2018-2019)

RECOMMENDATION

For the Board of Education to discuss revisions to Board Exhibit JQ-E – Schedule of Student Fees (2018-2019).

BACKGROUND

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

Dr. Diane Lauer, Assistant Superintendent for Priority Programs and Academic Support, will be available for questions.

File: JQ-E

Schedule of Student Fees (20189-201920)

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
Replacement Bus Pass	\$5	Funds the replacement of a lost bus pass

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
COURSES		
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

ACTIVITIES Athletics	\$55	Per sport – Intramurals Participation
MISCELLANEOUS Technology Courses 1:1 Technology Insurance	\$15 \$ 35 25 \$ 17.50 12.50	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
Replacement Bus Pass	\$5	Funds the replacement of a lost bus pass

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
COURSES 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
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

ACTIVITIES Athletics	\$150	1st and 2nd apart	
Athletics	\$120	1 st and 2 nd sport – Participation	
	Exception: \$500 Family Maximum	3 rd sport – Participation	
Cheerleading	Not to Exceed \$30	Participation	
Forensics	Not to Exceed \$120	Participation	
MISCELLANEOUS			
1:1 Technology Insurance	\$ 35 25	Full year – Optional	
		insurance fee	
	\$ 17.50 <u>12.50</u>	Semester – Optional	
		insurance fee	
Parking Pass	Not to Exceed \$5	Decals and Administrative	
	Annually	Costs	
Photo ID Replacement	Not to Exceed \$4	Lost/Stolen Replacement	
		(Original no cost)	
Replacement Bus Pass	\$5	Funds the replacement of	
		a lost bus pass	

Career Development Center

Course/Activities/Miscellaneous Fees	Cost	Description	
Automotive <u>Technology</u>	\$40	Uniform, Safety Glasses, Supplies and Materials	
Multimedia	\$40	Supplies and Materials	
Cosmetology	\$450 Hairstyling Kit	Program Kit, Lab Fee	
Culinary Arts (Restaurant			
Careers ProStart)	\$50	Student Kit	
First Year	\$70	Student Kit	
Second Year	\$35	Student Kit (If equipment	
Third Year		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 <u>not to exceed \$15</u>	Supplies and Materials	
Health CareersScience	\$50 not to exceed \$20	Supplies and Materials,	
		CPR Certification	
Plant and Environmental	\$25 not to exceed \$20	Supplies and Materials	
Tech/Horticulture Agricultural			
<u>Sciences</u>			
Welding	\$20	Supplies and Materials	
Manufacturing Technology	Not to exceed \$15		

The Board may approve fees recommended by the superintendent as tuition for programs offered during that period of the calendar year not embraced within the regular school year.

File: JQ-E

Adopted: March 12, 2003 Revised: December 10, 2003 Revised: January 14, 2004 Revised: December 8, 2004 Revised: January 26, 2005 Revised: December 14, 2005 Revised: December 13, 2006 Revised: January 23, 2008 Revised: February 11, 2009 Revised: September 9, 2009 Revised: February 10, 2010 Revised: March 9, 2011 Revised: May 9, 2012 Revised: April 10, 2013 Revised: December 11, 2013 Revised: May 14, 2014 Revised: April 1, 2015 Revised: June 24, 2015 Revised: September 14, 2016 Revised: November 8, 2017 Revised: August 8, 2018

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

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Adoption of a Resolution that the District Accepts the Colorado State

Model Evaluation System

<u>RECOMMENDATION</u>

That the Board of Education adopt a resolution for the St. Vrain Valley to accept the Colorado State Model Evaluation System for the 2019-2020 school year.

BACKGROUND

School districts must provide annual assurance to the Colorado Department of Education that the local Board of Education is either adopting the Colorado State Model Evaluation System or implementing its own evaluation system by July 1 of each year.

The Resolution being recommended for adoption indicates the District's intent to implement the Colorado State Model Evaluation System for the 2019-20 school year. This evaluation system is in alignment with the new language of the Agreement between the St. Vrain Valley Education Association and St. Vrain Valley School District RE-1J that was approved at the May 22, 2019 Board Meeting.

Even though SB 10-191 does not legally require a resolution, it is being recommended that the Board take public action annually to confirm the intent of the District and to serve as direction for the required annual assurance.

RESOLUTION ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J

WHEREAS, the District is required to implement a written licensed personnel evaluation system in the 2019-20 school year that meets the requirements of Senate Bill 10-191, which amended the Licensed Personnel Performance Evaluation Act, C.R.S. 22-9-101 *et seg.* (the Act); and

WHEREAS, the Act requires the District's licensed personnel evaluation system to evaluate teachers, specialized services professionals, and principals consistent with the Act and applicable rules of the Colorado State Board of Education (SBE); and

WHEREAS, the Colorado Department of Education (CDE) has developed the Colorado State Model Evaluation System for use by school districts; and

WHEREAS, the Colorado State Model Evaluation System meets the requirements of the Act and applicable SBE rules; and

WHEREAS, CDE will provide professional development and other trainings and resources to districts that adopt the Colorado State Model Evaluation System; and

WHEREAS, the Board has determined that it is in the best interests of the District to adopt the Colorado State Model Evaluation System;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the St. Vrain Valley School District RE-1J hereby adopts the Colorado State Model Evaluation System and directs the Superintendent to take all actions necessary to implement the Colorado State Model Evaluation System in the District beginning in the 2019-20 school year.

Adopted this 12th day of June 2019.

	Joie Siegrist, President Board of Education
Attest:	
John Ahrens, Secreta Board of Education	ary





I hereby certify that the District/BOCES below assures the information submitted in the electronic form is accurate for the 2019-20 school year.

St Vrain Valley Schools	
Name of District/BOCES (Please print)	_
Dr. Don Haddad	
Superintendent or BOCES Director (Please print)	_
Superintendent or BOCES Director (Please sign & date)
Joie Siegrist	
Board President (Please print)	_
Board President (Please sign & date)	

Please upload completed form in the electronic assurance submission.

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Charter School Contract Renewals

PURPOSE

To provide the Board of Education with information related to the contracts with Aspen Ridge Preparatory, Carbon Valley Academy, Flagstaff Academy, Imagine of Firestone Charter, St. Vrain Community Montessori, and Twin Peaks Charter Academy.

BACKGROUND

The District has negotiated a standard contract with its six charter schools since 2013. In 2016, each of the charter schools negotiated a three-year contract that is set to expire June 30, 2019. Terry Schueler worked with District and charter representatives to update that contract for a new three-year period beginning July 1, 2019 and allows for two one-year extensions if desired.

These contracts have been previously approved by each charter school board.

These charter school contracts will be presented for approval at the June 26, 2019 Regular Board Meeting.

CHARTER SCHOOL CONTRACT BETWEEN

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J AND

ST. VRAIN COMMUNITY MONTESSORI SCHOOL

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CHARTER SCHOOL CONTRACT BETWEEN ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J AND

ST. VRAIN COMMUNITY MONTESSORI SCHOOL

This Contract is made and entered on June 26, 2019 by and between the ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J, a public school district, hereafter referred to as the "District" and ST. VRAIN COMMUNITY MONTESSORI SCHOOL, a Colorado non-profit corporation hereafter referred to as the "School".

RECITALS

WHEREAS, the Colorado General Assembly has enacted the Charter Schools Act, §22-30.5-101, C.R.S. and following, for certain purposes as enumerated in §22-30.5-102(2) and (3), C.R.S.;

WHEREAS, the School District Board of Education, hereafter referred to as the "Board," previously approved a renewal charter application for School as a District charter school through June 30, 2022, school and fiscal years and entered into successive charter contracts for the operation of such school;

NOW THEREFORE, in consideration of the foregoing recitals and the mutual understandings, releases, covenants, and payments herein described, the parties agree as follows:

1. DEFINITIONS. The following words and phrases used in this Contract shall have the following meanings:

School shall mean the Charter School Name.

Charter Board shall mean the Charter School Name, Board of Directors.

Act shall mean the Charter Schools Act, C.R.S. §22-30.5-101.

Administrator shall mean the principal/executive director of the School.

Application shall mean the School's application for a charter school, dated October 22, 2008.

Board or Board of Education shall mean the District's Board of Education.

CDE shall mean the Colorado State Department of Education.

CFO shall mean the District's Chief Financial Officer.

Contract shall mean this Charter School Contract between the District and the School, dated May 8, 2019.

C.R.S. shall mean Colorado Revised Statutes.

Days shall mean those days when the District's Educational Service Center is open for business.

District shall mean the St. Vrain Valley School District RE-1J, Boulder, Broomfield, Weld and Larimer Counties, State of Colorado.

Finance Act shall mean the Public School Finance Act of 1994, C.R.S. §22-54-101, as amended, or its successor.

General Assembly shall mean the Colorado General Assembly.

Governmental Immunity Act shall mean the Colorado Governmental Immunity Act, as amended, C.R.S. §24-10-101.

IEP shall mean Individualized Education Program.

Material Breach shall mean a violation of this Contract which is substantial and significant and which will excuse the non-breaching party from further performance of this Contract.

Open Meetings Law shall mean the Colorado Open Meetings Law, as amended, C.R.S. §24-6-401.

Policies or the term "Policies and Regulations" shall mean those District adopted policies and implementing regulations that are of general applicability to all schools within the District except (a) those that are determined by the District, from time to time, to not be applicable to existing charters schools within the District; and (b) those policies and implementing regulations for which the School has been granted a specific waiver or waivers.

Public Records Law shall mean the Colorado Public Records Law, as amended, C.R.S. §24-72-204.

Standards shall mean the District content standards for student achievement.

State Board shall mean the Colorado State Board of Education.

2. ESTABLISHMENT OF SCHOOL

2.1 Term. This Contract is effective as of July 1, 2019 for a three-year period, terminating on June 30, 2022. The District may extend the Contract for two (2) separate one (1) year terms. The District shall provide the School with written notice no less than one-hundred fifty (150) days prior to June 30, 2022 in order to exercise the first one (1) year term extension and with written notice no less than one-hundred fifty (150) days prior to June 30, 2023 in order to exercise the second one (1) year term extension. Except as herein contained or otherwise agreed pursuant to Section 13.2 (Page 38), all other terms and conditions of the Contract shall remain the same under the one (1) year extension(s).

Should the parties be unable to reach agreement on all terms of a renewed contract by July 1 of a school year during the term of the charter granted by the Board, the provisions of this Contract shall continue to be observed pending such renewal. Regardless of length of term, contract may be subject to yearly amendments, addendums, or exhibit updates upon mutual agreement by all parties. Although this Contract may be for operation of the School for a period in excess of one fiscal year, pursuant to Article X, Sec. 20, of the Colorado Constitution, any financial commitment on the part of the District contained in this Contract is subject to annual appropriation by the District and the parties agree that the District has no obligation to fund the financial obligations under this Contract other than for the current year of the Contract term; and that the District has not irrevocably pledged and held for payment sufficient cash reserves for funding the School or for providing services herein for any subsequent fiscal year during the remaining term of the Contract.

2.2 Charter school legal status. The School has incorporated as a Colorado non-profit. Unless the parties agree otherwise in writing, the School will continue to operate as a Colorado non-profit corporation and will assure that its operation is in accordance with its articles of incorporation and bylaws. The School will notify the District promptly of any change in its corporate and/or tax exempt status.

The School is organized and maintained as a separate legal entity from the District for all purposes of this Contract. As provided by the Charter Schools Act, the School will constitute a public school in Colorado. Notwithstanding its existence as a separate legal entity, the educational programs conducted by the School are considered to be operated by the School as part of the District. As such, the School is subject to Colorado laws and District Policies that apply to public charter schools unless waived in accordance with Section 5.5 (Page 17) of this Contract. Further, the School is a public entity within the meaning of §24-10-106, C.R.S., and is therefore entitled to the protections of the Colorado Governmental Immunity Act.

3. DISTRICT-SCHOOL RELATIONSHIP

3.1 District responsibilities and rights.

- **3.1.1** Right to review. The School will operate under the auspices of, and will be accountable to, the District and subject to, unless specifically waived or delegated pursuant to this Contract, all federal and state laws and regulations, Policies and Regulations. To fulfill its accountability responsibility, all records established and maintained in accordance with the provisions of this Contract, Policies and Regulations, and federal and state law and regulations will be open to inspection and made available to the District in a timely manner. Records include, but are not limited to the following:
- a. School records including, but not limited to, student cumulative files, policies, special education and related services;
- b. Financial records;
- c. Educational program, including test administration procedures and student protocols;
- d. Personnel records, including evidence that criminal background checks have been conducted;
- e. School's operations, including health, safety and occupancy requirements; and
- f. Inspection of the facility.

Further, the District may make announced or unannounced visits to the School to fulfill its oversight responsibilities.

The School shall have the right to maintain as confidential from the District those School records to which such confidentiality attaches as a matter of law including, but not limited to, records of Charter Board executive sessions (subject to the Sunshine Act procedures for contesting such confidentiality); attorney-client correspondence and work product records of the School; records relating to School-District negotiations or negotiation strategies; and records relating to disputes between the School and the District. The School, through its Executive Director or the Charter Board may elect to disclose such confidential records to the District on a case-by-case basis, with or without District assurances relating to preservation of confidentiality, notwithstanding the rights noted above and without in any way impairing its right to assert confidentiality in future cases.

<u>3.1.2 Complaints</u>. The District agrees to notify the School regarding any complaints about the School that the District receives. The notification will be made within ten (10) Days of its receipt by the District and will include information about the substance of complaint, taking into consideration any complainant's request for anonymity.

- 3.1.3 School health or safety issues. The District will immediately notify the School of any circumstances requiring school closure, lockdown, emergency drills or any other action that may affect school health or safety.
- 3.1.4 Feedback about progress. Within sixty calendar days of receipt of the School's annual report completed pursuant to Section 3.2.5.a (Page 10)of the Contract, the District will, at a minimum, provide information to the School about its status in relationship to the goals, objectives and accreditation requirements contained in Section 7.2 (Page 23).
- 3.1.5 Access to student records. Upon request, the District will timely make available to the School cumulative files and/or student information, including but not limited to information regarding special education and related services for students of the School. The School will use such information exclusively for fulfillment of its educational responsibilities or for compliance with the law and will not use student information acquired from the District for any other purpose.
- 3.1.6 Indemnification by District. To the extent permitted by law and not covered by insurance or not otherwise barred by the Colorado Governmental Immunity Act, the District agrees to indemnify and hold the School and the Charter Board and employees harmless (to the extent of any funding that would otherwise have been made available under this Contract) from all liability, claims and demands on account of personal injury, sickness, disease, death, property loss, or damage or any other losses of any kind whatsoever that are proximately caused by the negligent acts of its employees. The forgoing provision will not be deemed a relinquishment or waiver of any kind of applicable bar or limitation liability provided by the Colorado Governmental Immunity Act or other law.

3.2 School responsibilities and rights.

3.2.1 Records. The School agrees to comply with all federal, state, and District record keeping requirements including those pertaining to students, governance, and finance. This includes maintaining up-to-date information about enrolled students in the District's student information system per Section 10.4 (Page 33), and adhering to all provisions of the Public School Financial Transparency Act (22-44-304, C.R.S). In addition, the School will ensure that records for students enrolling in other Schools are transferred in a timely manner. All records will be maintained at the School and will be open to inspection, consistent with law, during reasonable business hours. The School further agrees to assist the District in accessing or reviewing any records as part of its oversight responsibility or to address its compliance requirements.

3.2.2 Notification to District.

 The School will notify the District Superintendent's Office within three (3) Days (and other appropriate authorities) in the following situations:

- 1. The discipline of employees at the School arising from misconduct or behavior that may have resulted in harm to students or others, or that constituted violations of law.
- 2. Any complaints filed against the School by any governmental agency.
- 3. Any incident on School property or at a School-sponsored activity in violation of the School's gang activity policy.
- 4. When a student fails to attend all or part of any school day without authorization when the School has been notified in writing by the supervising court or probation/parole officer that the student is required to attend school.
- 5. Instances on or off School property of assault, disorderly conduct, harassment, knowingly false allegations of child abuse, or any alleged offenses under C.R.S. Title 18 by a student and directed toward a teacher or other School employee.
- 6. Any time there is knowledge of an incident involving an employee or student that may generate significant negative press or public notoriety to the school or school district.
- 7. A change in the administrative leader of the School.
- b. The School will immediately notify the District Superintendent's Office of any of the following:
 - 1. Conditions that may cause it to vary from the terms of this Contract, applicable District requirements, federal, and/or state law;
 - Any circumstance requiring the closure of the School, including, but not limited to, a natural disaster, such as an earthquake, storm, flood or other weather-related event, other extraordinary emergency, or destruction of or damage to the School facility;
 - 3. The arrest or indictment of any members of the Charter Board or employees of the School for a crime punishable as a felony or any crime related to the misappropriation of funds or theft;
 - 4. Misappropriation of funds;
 - 5. A default on any obligation, which will include debts for which payments are past due by sixty (60) calendar days or more; or
 - 6. Any change in its corporate status with the Colorado Secretary of State's Office or status as a 501(c)(3) corporation, if applicable.
 - 7. Any mandatory reporting requirements to CDE as set forth in 1 CCR 301-37, §15.00.
 - 8. When there are reasonable grounds to believe an act that rises to the level of a Public Safety Concern as defined in the District's Boulder County Information Sharing Interagency Agreement has been perpetrated by a student or any adult on School grounds or at a School-sponsored activity.
- 3.2.3 Safety. The School shall comply with the Colorado Safe Schools Act and complete the required information annually by the end of August to the District

Security Manager, who will be responsible for communicating the information to local responders.

- **3.2.4** Compliance. The School will comply with all federal and state laws, local ordinances, and Policies applicable to charter schools, except to the extent that the School has obtained waivers from state law and Policies in accordance with Section 5.5 (Page 17). The School shall report instances of significant property damage by a student to the personal property of a School teacher or other School employee and instances of child abuse as such reporting is required by applicable state statutes.
- 3.2.5 Reports. The School will timely provide to the District any reports necessary and reasonably required for the District to meet its oversight and reporting obligations. Required reports include, but are not limited to those listed below along with projected due dates. Timely notification will be provided when due dates are changed. Failure to provide reports within ten (10) Days after the date due is a material violation of the Contract and the District may take actions outlined in Section 3.4 (Page 12) of this contract. Any report requiring data from the District will not be required from the school until 30 days after the data is actually received from the District. This reporting obligation may be fulfilled by sending a link to an electronic version of the report.
- a. Accreditation/School Improvement If the school participates in the CSSI (Charter School Support Initiative), the school will provide a copy of the report to the District. The school shall participate in the District/state Accreditation/ School Improvement process and shall submit a Unified Improvement Plan (UIP) in the CDE format by the required deadline, based on the School's assigned status from their School Performance Framework (SPF) and input from the CSSI report (if applicable). If deadlines are not met, it shall be considered a material breach of contract and the School shall have ten (10) business days or such other time as the parties may agree to cure such breach.
- b. Required financial reports (in Excel format, unless otherwise noted)
 - 1. Quarterly, within 30 days of the end of the quarter:
 - i. Quarterly Financial Reports
 - 2. Annually, as specified:
 - i. Calendar year-end trial balance February 1
 - ii. Calendar-Year Payroll Tax and PERA Reconciliation February 28
 - iii. Projected enrollment Preliminary by Feb 1, adjusted by March 15
 - iv. Proposed Budget April 15
 - v. Charter Board adopted budget June 30
 - vi. Draft of annual audit with Trial Balance September 1 or as reasonably scheduled by District auditors
 - vii. Verification of prior year charter approved special education expenditures September 15

- viii. Final annual audit with Trial Balance October 1 or as scheduled by District auditors
- ix. Amended budget, or adopted budget if not amended, on CDE form January 21
- c. School calendar Due on April 15, provided the St. Vrain Valley School District calendar is approved by the Board of Education by March 15.
- d. Health and safety information including report of previous year's fire drills and updated emergency plans, emergency contact information, etc. May 31
- e. Governance information including Charter Board (i.e., names/contact info, terms and signed Board Member Certification Forms or Board of Director's Agreements) August 31
- f. Insurance certification August 31
- g. Summary Listing of Human Resources/Personnel Information in mutually agreed format September 15 and January 31.
- i. The District HR department will retain information on School personnel provided on the completed CDE Employee Data Collection Form.
- ii. The School agrees to work with the District to provide any additional personnel information in order to meet any actual additional or unexpected reporting requirements or inquiries from CDE or other Federal or State governmental authorities.
- iii. The School will communicate with the District regarding employees requiring SVVSD accounts (to include Active Directory and Infinite Campus; does *not* include email except where noted in Exhibit J), and within 48 hours of employee termination in order to ensure those accounts are disabled in a timely manner.
- 3.2.6 Indemnification by School. To the extent permitted by law, and not covered by insurance or not otherwise barred by the Colorado Governmental Immunity Act, the School agrees to indemnify and hold the District and its Board and employees harmless (to the extent of any funding that would otherwise have been made available under this Contract) from all liability, claims and demands on account of personal injury, sickness, disease, death, property loss, or damage or any other losses of any kind whatsoever that are proximately caused by the negligent acts of its employees. The forgoing provision will not be deemed a relinquishment or waiver of any kind of applicable bar or limitation liability provided by the Colorado Governmental Immunity Act or other law.
- **3.3** Procedures for contract amendments. The party requesting the change shall send written notice to the other party in accordance with Section 13.8. The receiving party will have sixty (60) calendar days to review and act upon the proposed changes. If

the receiving party does not act on the proposed changes within this time period, the changes will be deemed to have been accepted. The parties agree to not unreasonably withhold accepting proposed changes to this Contract.

- <u>3.4 District School dispute resolution procedures</u>. All disputes arising out of the implementation of this Contract will be subject to the dispute resolution process set forth in this Section, unless specifically otherwise provided.
 - a. In the event of any dispute or claim arising under or related to this Contract, the parties shall use their best efforts to informally settle such dispute or claim through good faith negotiations with each other.
 - b. If such dispute or claim is not settled through such negotiations within 30 days after the earliest date on which one party notifies the other party in writing of its desire to attempt to resolve such dispute or claim through informal negotiations, then the parties agree to attempt in good faith to settle such dispute or claim by mediation conducted under the auspices of the Judicial Arbiter Group (JAG) of Denver, Colorado, or, if JAG is no longer in existence, or if the parties agree otherwise, then under the auspices of a recognized established mediation service within the State of Colorado. Such mediation shall be conducted within 30 days following either party's written request therefore.
 - c. If such dispute or claim is not settled through mediation, then either party may, within 5 days of conclusion of mediation, request in writing to the other party arbitration to be held in Longmont, Colorado. Within one week of receipt of such request, the authorized representatives of the parties will attempt to agree upon an arbitrator. If they reach no agreement within three (3) days after the first attempt to agree, they will request appointment of an arbitrator by the American Arbitration Association or such other organization as may be mutually agreed upon.
 - d. The arbitrator will conduct a hearing limited to the issues raised in the notice. The arbitrator will have authority to make procedural rules and will issue a report to the parties within ten (10) calendar days after the close of the hearing. Such report will contain findings provided that the arbitrator is not authorized to modify, add to or subtract from this agreement. The arbitrator will issue a brief, confidential statement of findings and a recommendation to the parties. The Board of Education may act to accept or reject such recommendation at the next regularly scheduled meeting occurring at least two weeks after receipt of the arbitrator's recommendation and, at that time, will release the arbitrator's findings within the meaning of C.R.S. 22-30.5-107.5(3)(b).
 - e. <u>Waiver</u>. Failure to file notice within the times specified or failure of a party to advance the process within the times specified, will be deemed a waiver of any

further right to contest an action covered by this procedure with respect to the specific action at issue and will forever bar any claim or proceeding related to such action, provided that the parties may agree in writing to extend any of the time limits for a specified period.

- f. <u>Costs shared</u>. The parties will share equally the costs of arbitration, including any per diem expenses, plus any actual and necessary travel and subsistence expenses. A party who unilaterally cancels or withdraws from a scheduled arbitration will pay the full cost of any fees assessed by the arbitrator.
- g. During the entire period of negotiations, mediation, arbitration, and possible appeal, the District shall not enforce its remedies set forth herein.
- <u>3.5</u> Other remedies. If the School is in violation of 22-30.5-110 (3), C.R.S., state or federal law or regulations, or materially breaches the Contract, the District may, but is not required to, impose other remedies prior to initiating revocation procedures in accordance with Section 12.2 (Page 36). Remedies include, but are not limited to, those listed below. These remedies may be applied individually, in succession, or simultaneously.

Prior to applying a remedy other than 3.5.b below, the District will send a notice of breach and provide the School with an opportunity to cure. The notice will state the deficiency and the basis (evidence) for it, an opportunity for the School to contest the deficiency, a reasonable timeframe for remedying the deficiency, and the expected results.

- a. Withholding of some or all of the funds due to the School until compliance occurs. This remedy may be applied in situations to include failure to submit reports listed in Section 3.2.5 (Page 10) by the established deadlines and failure to submit a budget to the District that meets the requirements of Section 8.4 (Page 29).
- b. Taking immediate control of the School or some portion thereof. Notwithstanding any other provision of this Contract, in the case of any breach which the District reasonably determines poses a serious threat to the School or District students, the community, or the property rights of the District or the School, the District may, but will not be required to, apply to the Commissioner of Education to take immediate control of the School pursuant to the Charter Schools Emergency Powers Act, C.R.S. 22-30.5-701, et seq., and exercise any portion or all power and authority over the School for such period of time as may be necessary to deal with such threat. Any relief granted by the Commissioner may continue during the pendency of any dispute resolution process with respect to any alleged breach.
- c. Notice of breach and development of a plan to correct the deficiency(ies). This remedy will be initiated by a letter from the District containing all of the information in Section 3.4.b (Page 12). In addition, the letter will require the

School to prepare a plan to remedy the deficiency, submission of the plan to the District for review and comment, revisions to the plan by the School at its discretion, and approval of the plan by the Charter Board to include a statement that directs the School's staff to implement the plan and provide the Charter Board with periodic reports of progress. The District may require the School to review and revise the plan if it is not effective in remedying the deficiency. This remedy may be applied if the School fails to make progress toward achieving its goals and objectives or District accreditation requirements, to implement its educational program, or fails to complete two or more required reports by the established deadlines.

- d. <u>Escalating Notifications</u>. For minor issues of non-compliance, a notification will be sent to the relevant parties involved, requesting resolution. If non-compliance continues, the District reserves the right to sequentially escalate notifications to the Charter administration, the Charter Board, and, upon Board action, to families of enrolled students of the charter school, in that order.
- e. <u>Special Remedies for Non-Compliance with Financial Matters.</u> If breach of contract provisions related to financial matters in Section 8 (Pages 27-31) or deficiencies related to financial reporting requirements outlined in section 3.2.5.b (Page 10) occurs, the District may, upon Board action, require the school to:
 - 1. Use the District's prescribed financial accounting system for the tracking and reporting of all school financial operations at the school's cost, and/or
 - 2. Use the District's prescribed auditing firm for the school's year-end financial audit at the school's cost.
- 3.6 District violations of charter school law or contract. If the School believes that the District has violated any provision of this Contract or charter school law, the School will send the District notice of the violation and provide an opportunity to cure. The notice will state the deficiency and the basis (evidence) for it, an opportunity for the District to contest the deficiency, a reasonable time frame for remedying the deficiency, and the expected results. If the District does not remedy the violation, the School may initiate the dispute resolution procedures outlined in Section 3.4 (Page 12).

4. SCHOOL GOVERNANCE

- 4.1 Governance. The School's articles of incorporation and bylaws will not conflict with the School's obligation to operate in a manner consistent with this Contract. The Charter Board's policies will provide for governance of the operation of the School in a manner consistent with this Contract. The articles of incorporation and bylaws shall be filed with the District. The Charter Board will operate in accordance with these documents. Any material modification of the articles of incorporation or the bylaws or changes in the composition of the School's governing body will be made in accordance with the procedures described in Section 2.2 (Page 6) of the Contract and shall be filed with the District.
- **4.2 Corporate purpose**. The purpose of the School as set forth in its articles of incorporation will be limited to the operation of a charter school pursuant to the Colorado Charter Schools Act, Sections §22-30.5-101, C.R.S., and appropriate ancillary activities.
- <u>4.3 Transparency</u>. The School will make Charter Board-adopted policies, meeting agendas and minutes and related documents readily available for public inspection and will conduct meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of the School.
- <u>4.4 Complaints</u>. The School will establish a process for resolving public complaints, including complaints regarding curriculum, which will include an opportunity for complainants to be heard. The final administrative appeal will be heard by the Charter Board, not the District's Board of Education.
- 4.5 Contracting for core educational services. Unless otherwise agreed in writing by the District, the School will not have authority to enter into a contract or subcontract for the management or administration of its core instructional program or services, including special education and related services. This will not prevent the School from engaging independent contractors to teach selected, specific courses.

5. OPERATION OF SCHOOL AND WAIVERS

- 5.1 Operational powers. The School will be fiscally responsible for its own operations, and will have authority independently to exercise the following powers (together with such powers as provided for elsewhere in this Contract): contracting for goods and services; preparation of budgets; selection, supervision, evaluation, and determination of compensation for personnel; promotion and termination of personnel; leasing or purchasing facilities for School purposes (subject to Board approval which will not be unreasonably delayed or denied); accepting and expending gifts, donations, or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and this Contract; and adoption of policies and bylaws consistent with the terms of this Contract. All such operational powers of this paragraph shall be subject to Colorado law, including, but not limited to, Article X, Section 20 of the Colorado State Constitution.
- <u>5.2 Transportation</u>. Any transportation of students to the School (other than special education students who require transportation as a related service) will be the sole responsibility of the School. The District is not delegating the authority to impose a transportation fee.
- <u>5.3</u> Food services. If requested to do so by the School, and feasible for the District to do so, the District will provide free and reduced price meals to needy students in a manner determined by the District and in accordance with Policies and applicable federal and state law. If a lunch program is offered by the School that is not part of the District program, the School shall provide, at its costs, free and reduced priced meals to needy students in accordance with Policies and Regulations and applicable federal and state laws.
- 5.4 Insurance. The School will purchase insurance protecting the School and Charter Board, employees (including non-compensated student teachers and students participating in a supervised non-compensated internship), volunteers, and the District where appropriate, consisting of comprehensive general liability insurance and errors and omissions liability insurance (school entity liability insurance) and auto liability insurance (including owned, hired and non-owned vehicles). The School will also purchase a bond or crime insurance and property insurance that covers buildings, contents, and equipment breakdown, where applicable. The School will also purchase statutory workers' compensation insurance coverage. Coverages will be provided with terms and conditions previously approved by the District and underwritten by insurers that are legally authorized in the State of Colorado and that are rated by A.M. Best Company not lower than "A- VII". Non-rated insurers must be approved by the District. The Colorado School Districts Self Insurance Pool (CSDSIP) is preapproved. The School shall provide certificates of insurance to the District's Risk Manager by August 31. All of the School's insurance policies purchased by the School will state that coverage will not be suspended without 30 days' prior written notice by certified mail, return receipt requested, given to the District's Risk Manager. The School will notify the District's Risk Manager within ten

(10) Days if for any reason there is a lapse in insurance coverage. The School is solely responsible for any deductibles payable under the policies purchased by the School. In consideration of the possibility of a data breach of protected information and/or the introduction of malicious code, and due to the Charter contracting with the District to use certain shared platforms that contain protected information, responsibility for the breach of information shall be governed as follows. For a covered cause of loss, District liability coverage may extend if the Charter is affected by a claim or loss resulting from the District's failure to properly handle, manage, store, destroy, or otherwise control Personally Identifiable Information, educational information, financial information, or other forms of protected information, subject to policy terms, conditions, and exclusions. if the breach is caused by a system the District contracts for that the charters use, the District insurance is primary.

If the cause of loss is determined to result from a third party vendor or contractor contracted by the Charter, or a breach stemming from the Charter, or Charter users of the platform, coverage would be the responsibility of the Charter's liability carrier. The charter agrees to indemnify the District against any claims or causes of loss that arise from any successful or attempted breach of data at the level of the Charter or the Charter's users.

5.5 Waivers.

a. <u>Automatic waivers.</u> State statutes and regulations that are automatically waived pursuant to 1 Colo. Code of Regulations 301-35 are waived and require no application.

Waivers are not required, but may be granted or requested for purposes of clarity, when a statute or policy by its express terms does not apply to charter schools. The District will reasonably cooperate with the School in granting waivers of policy or applying for waivers of statute when such waivers are necessary or appropriate to enable the School to serve the best interests of students and fulfill its mission.

The School will be granted such waivers from Policies and Regulations upon approval by the Board of acceptable replacements.

- b. Additional waivers. The Board agrees to jointly request waiver of state law or regulation, in addition to those automatically granted, if the Board first approves that request. Board approval of requests to waive State law or regulations will not be unreasonably withheld. To the extent the State Board does not grant the requested waivers or imposes conditions upon the School with respect to such waivers, it is agreed that representatives of the parties will meet to negotiate the effect of such State Board action.
- c. <u>Subsequent waiver requests</u>. The School may request additional waivers after the original request. Upon receipt of such request, the District will have thirty

- (30) calendar days to review the request and, thereafter, will present the matter before the Board at its next Regular Meeting. The Board will, unless otherwise agreed by the parties, have thirty (30) calendar days to consider the matter prior to rendering a decision at a Regular Meeting. Waivers of Board-approved Policies and Regulations may be granted only to the extent permitted by state law. In the event the Policy or Regulation from which the School seeks a waiver is required by state law, or where the School otherwise requests release from a state regulation, the District agrees to jointly request such a waiver from the State Board, if the District's Board first approves the request. Board approval of requests to waive either Policies or Regulations or State law or regulations will not be unreasonably withheld. To the extent the State Board does not grant the requested waivers or imposes conditions upon the School with respect to such waivers, it is agreed that representatives of the parties will meet to negotiate the effect of such State Board action.
- d. <u>Compliance assurance</u>. The School will take reasonable steps to assure that staff at the School, members of the Charter Board, and administrators at the School comply with all replacement policies or practices adopted by the School in connection with waiver of state statutes or rules or Policies, or, when appropriate, comply with the intent of waived state statutes, State Board rules, and Policies.
- e. A list of all state waivers is included as **EXHIBIT A**. A list of all District policy waivers is included as **EXHIBIT B**.

6. SCHOOL ENROLLMENT AND DEMOGRAPHICS

- **School grade levels**. The School may serve students in kindergarten through grade eight, including other ancillary activities.
- 6.2 Student demographics. Students shall be considered for admission into the program as specified in Section 6 and without regard to race, creed, color, sex, gender orientation, national origin, religion, ancestry, disability, or need for special education services. The School shall have and implement a recruitment and enrollment plan, attached as EXHIBIT C, that ensures that it is open to any child who resides within the District, and has a diverse student population, which includes, but is not limited to, enrolling a percentage of students that are eligible for free/reduced lunch which is consistent with District averages, taking into account the demographics of other public schools within reasonable proximity to the School. The School shall make reasonable progress toward this goal.
- <u>6.3 Eligibility for enrollment</u>. The School will limit enrollment of students accepted through the process outlined below, including enrollment procedures for students with disabilities, to those who meet the School's age and grade requirements, are not otherwise ineligible to enroll based on criteria in Article 33 of Title 22 or who meet the criteria in C.R.S. §22-33-106 (3)(f) in another district school.
- <u>6.4 Enrollment preferences, selection method, timeline, and procedures.</u> Enrollment preferences, selection method, timeline, and procedures are described in **EXHIBIT D**.
- <u>6.5</u> <u>Admission procedures</u>. To ensure that the needs of students with disabilities are met, the following procedures must be followed:
 - a. Following the application deadline and upon completing the lottery, if appropriate, the School shall request that the student/District provide the most recent Individualized Education Program ("IEP") IEP or Section 504 Plan, if any.
 - b. When an applicant has an existing IEP Plan, prior to the decision to admit or deny admission, a Review Team consisting of the School Principal or designee, the School special education coordinator, and a District Special Education representative shall review the IEP Plan, and, if deemed appropriate, confer with staff at the student's previous school, and will make a determination of whether the services can be provided by the School. If any or all of the review team members question the ability of the School to deliver the required services, the District Special Education representative will convene a complete IEP Plan team to make the final determination. If the determination by the full team is that the IEP Plan cannot be fully implemented at the School and therefore a Free Appropriate Public Education (FAPE) would not be available

to be provided at the School, the student's application for admission will be denied and the student's current placement will remain as determined by the prior IEP Plan Team meeting. Representatives from the student's prior school and the School together with the representative from the District's Department of Special Education, along with parents, will participate in the IEP Plan Team meeting at the School.

- c. Admission of applicants with an IEP Plan shall be in compliance with District requirements and procedures concerning the education of students with disabilities. Every student who is admitted with an IEP Plan from his/her previous school shall be placed, upon consultation with the parents/guardian, directly in a program that meets the requirements of such Plan. Including the same or comparable services set forth in the IEP Plan , unless and until: (i) for intra-District or intra-state transfers, a review staffing by the full IEP Plan team review meeting is held and the Plan is either adopted or changed; and (ii) for out of state transfers into the District, the School conducts an evaluation of such student and the IEP Plan team develops, adopts, and implements a new Plan, if appropriate, that meets the needs of the student.
- d. When an applicant has an existing Section 504 Plan, prior to the decision to deny admission, a Review Team consisting of the School Principal or designee, the School 504 Coordinator, and the executive director of Student Services shall review the Section 504 Plan. If deemed appropriate, the Review Team will confer with staff at the student's previous school to determine whether the services can be provided by the School. If any or all of the review team members question the ability of the School to deliver the required services, the executive director of Student Services will convene a Section 504 Plan team to make the final determination. The 504 Plan Team shall consist of the principal or designee of the charter school, parents of the student, the area assistant superintendent(s) of schools, the executive director of Student Services and any other participants as required by federal law. If the determination by the 504 team is that the Section 504 Plan cannot be fully implemented at the School, the student's application for admission will be denied and the student's current placement will be determined by the 504 Plan Team. If the 504 Plan Team cannot reach consensus, then the student's placement will be determined by the area assistant superintendent(s) of the sending and receiving schools.
- e. Admission of applicants with a Section 504 Plan shall be in compliance with District requirements and procedures concerning the education of students with disabilities. Every student who is admitted with a Section 504 Plan from his/her previous school shall be placed, upon consultation with the parents/guardian, directly in a program that meets the requirements of such Plan. Including the same or comparable services set forth in the Section 504 Plan, unless and until: (i) for intra-District or intra-state transfers, a review staffing by the full Section 504 Plan team review meeting is held and the Plan

is either adopted or changed; and (ii) for out of state transfers into the District, the School conducts an evaluation of such student and the Section 504 Plan team develops, adopts, and implements a new Plan, if appropriate, that meets the needs of the student.

- f. Additionally, an application for attendance at the School may be denied for a student seeking placement in the School in the same manner and for the same reasons as such application may be denied for a student without disabilities.
- 6.6 Participation in other District programs. No student may be jointly enrolled in the School and another District school or program without the written permission of the District and the School. Such written permission will include the manner in which the costs of instruction will be divided between the School and the District. Payment by the School to the District, if any, pursuant to any such agreement will be deemed payment for a purchased service under the Charter School Act. No student will be entitled to instructional time that would be more than the equivalent of a 1.0 FTE, even if the student meets the requirements for full-time funding at one or both schools. If no written agreement is reached, the District and the School may each count the pupil as a .5 FTE for funding purposes, if the pupil's participation meets the eligibility for such funding based on state requirements.
- <u>6.7 Non-resident admissions</u>. Subject to its enrollment guidelines, the School will be open to any child who resides within the District and to any child who resides outside the District, subject to compliance with applicable Colorado public schools of choice statutes, Policy and this Contract. If the School has more applicants than it has space, preference will be given to those students who reside within the District, and then to students who reside outside the District. Once accepted for enrollment, a non-District resident student may re-enroll for subsequent school years until completing his or her schooling at the School.
- <u>6.8 Student movement after October 1</u>. After October 1, the School agrees to use the standard District administrative transfer process. Requests for transfer to a District school will not be unreasonably denied.
- **Expulsion and denial of admission**. The statutory authority to expel students will remain with the District. The Charter Board, however, shall have the authority to remove students from the School, on the statutory grounds for which expulsion is permitted, and shall be delegated authority to conduct initial stages of the expulsion process, in conformance with state statutes and the District's policies as follows: The Charter Board is hereby delegated the power ordinarily exercised by the executive officer under 22-33-105(2)(c), C.R.S., to conduct a due process hearing. To ensure a fair process, the Charter Board must provide notice of the contemplated action to the student and parents/guardians. The Board must also prepare an evidence notebook regarding the grounds for expulsion including, without limitation, student data, witness statements, photographs, copies of school rules/regulations, and other evidence. The evidence must be presented to a designated hearing officer at the hearing to render findings of fact and

recommendations in accordance with relevant state and federal laws and the District's policies regarding expulsion and denial of admission. Following a hearing, the Charter Board's designated hearing officer shall issue its confidential written recommendation and convey the same, together with the evidence notebook described above and a copy of the taped proceedings, to the District no later than two (2) school days after the hearing. The District's Superintendent or designee shall review the hearing officer's recommendation and the file and determine whether the School's removal was warranted and in compliance with federal and state laws and the School's policies. The Superintendent or designee will issue a written decision, which shall be final as to the removal of the student from enrollment in the School. The approval to remove a student from the school shall not be unreasonably withheld.

The District's Superintendent or designee shall additionally determine whether the grounds for removal from the School also constitutes grounds for possible expulsion from all schools within the District, and the District may proceed with an expulsion hearing pursuant to the District's policies and regulations.

Any general education services required by law to be provided to suspended or expelled students will be the sole responsibility of the District, in cooperation with the School. Any special education and related services required by law to be provided to suspended or expelled students will be the sole responsibility of the District.

A student may be denied admission pursuant to §22-33-106, C.R.S.

<u>6.10</u> <u>Continuing enrollment</u>. Pursuant to Colorado state law, students/parents who choice into the School will remain enrolled in the School through the highest grade served by the School, absent expulsion, graduation, court-ordered placement, or IEP placement. Students wishing to transfer from the School to another school in the District may do so only through the District's within-District transfer procedures.

7. EDUCATIONAL PROGRAM

- **7.1 Vision and mission.** The vision and mission statements set forth in Section A of the Application are hereby accepted by the District to the extent they are consistent with the principles of the General Assembly's declared purposes for enacting the Act as set forth in C.R.S. §22-30.5-102(2) and (3).
- <u>7.2</u> <u>Unified Improvement Plan</u>. The School shall meet or make reasonable progress toward the goals, objectives, and pupil performance standards set forth in the School's Unified Improvement plan (UIP) attached as **EXHIBIT E**.
- <u>7.3</u> <u>District Accreditation Indicators.</u> Accreditation indicators representing student outcomes are the same as for other like District schools. In addition, indicators for governance, finance, and operations have been established to reflect the unique characteristics of the School. The indicators are provided in **EXHIBIT F**. The School acknowledges that these indicators may change over time and that the District agrees to provide the School with opportunity for input into any proposed changes before they are finalized.
- **7.4** Educational program characteristics. The School shall implement and maintain the characteristics of its educational program set forth in **EXHIBIT G**, subject to modification with the District's written approval.
- **7.5** Online program. The School's educational program as contained in the application and reviewed by the District does not include an on-line program pursuant to 22-33-104.6, C.R.S., and the School is accordingly prohibited from offering such an on-line program.
- **7.6 Curriculum, instructional program, and pupil performance standards**. The School will have the authority and responsibility for designing and implementing its educational program, subject to the conditions of this Contract. The educational program, pupil performance standards and curriculum designed and implemented by the School will meet or exceed any content standards adopted by the District, will be designed to enable each pupil to achieve such standards, and will be consistent with the School's vision and mission. School students will take the CMAS tests as required by the State, subject to the statutory right of parents to opt out of the test. The School will not impose consequences on students or parents that have the effect of encouraging or discouraging students or parents from opting out. The School may recommend or reasonably advocate that parents not opt out. The School will participate in the District Accountability/ Accreditation process.
- **7.7** English language learners. The School will provide resources and support to English language learners to enable them to acquire sufficient English language proficiency while participating in the mainstream English language instructional program. Programming will include regular time periods for direct instruction in English language acquisition and an emphasis on sheltered instruction, consistent with the plan identified

in **EXHIBIT H**. The School will follow the District's procedures for identifying, assessing, reclassifying, and monitoring English language learners in alignment with state and federal requirements.

7.8 Education of students with disabilities.

- a. The School is accountable for complying with federal laws prohibiting discrimination based on disability, including Section 504, and the District is responsible for ensuring that all students receive a Free Appropriate Public Education (FAPE). The School and the District will work together in developing a plan to ensure compliance with these laws.
- b. The District will provide all special education support services to students at the School, except that the School will hire its own special education teacher(s) and paraprofessionals subject to review and acceptance of the required licensing credentials by the Executive Director of Special Education. The District will assign other special education support staff as necessary to meet student needs. The School will staff its special education personnel applying the same staffing formula used within other District schools. Therefore, except for District center-based programs and services, special education services at the School will be commensurate with those provided at other District schools. The school may hire itinerant staff with District approval, subject to review and acceptance of the required licensing credentials by the Executive Director of Special Education.
- c. The cost for special education services is described in Section 10.3 (Page 33). District services for special education will include being responsible for providing and paying the costs of defense and of any and all charges, complaints or investigations concerning special education by the Office for Civil Rights (OCR), CDE's Federal Complaints Officer, or Individuals with Disabilities Education Act (IDEA) due process proceedings. In the case that findings from the complaint indicate gross negligence of school staff, the School shall have the responsibility for paying for all fees and expenses, including attorneys' fees, expert costs, settlements and judgments, incurred and related to the School's special education students. The District and the School agree that enrollment at the School is a choice and as such students with disabilities are generally not provided with transportation services. Should transportation be required for a student with disabilities, as determined by the Review Team, it will be the responsibility of the District.
- d. The School agrees to comply with all Board policies and regulations and the requirements of federal and state laws and regulations concerning the education of children with disabilities, and will provide for the attendance of any School employees who should be present at any meetings at which IEPs are developed or modified. In the case where The School Administrator and

the Director of Special Education disagree about interpretation or application of statute or regulation with regard to a matter at The School, The School may express any legal concerns to counsel for the District prior to a final decision being communicated by the Executive Director of Special Education with regard to said matter.

- e. The District and the School will jointly direct the development and/or modification of any IEP for special education students of the School. The District's Executive Director of Special Education, or designee, will maintain the same administrative responsibilities and authority in the School as in all other District special education programs and services. The School will use District special education forms and procedures and will document compliance with the requirements of federal and state law, including procedural due process. The District will respect the School's curriculum, instructional program, and mission in the development of IEPs for students enrolled in the School.
- f. The School's special education teachers are required to participate in monthly staff meetings and any required special education training sponsored by the District, and newly hired special education teachers will attend District orientation sessions during the school year, following their employment, and be supported by a mentor selected by the Special Education Department throughout the first year of employment.
- g. The District or the School may identify from time to time changes to the educational program of the School that (a) are reasonably necessary to comply with applicable law for educating students with disabilities, or (b) provide cost savings or other benefits in connection with educating students with disabilities. After good faith discussion of these changes with the School, the District will have the right to require such changes necessary to comply with law, and will have the right to request other reasonable changes on behalf of students with disabilities.
- h. Special education programs and services, as determined by each student's IEP, will be available as part of the regular school day in accordance with the least restrictive environment mandate of federal and state law.
- i. If a student needs support outside of the school day to participate in a school-related activity, the support must be pre-approved by the Special Education Executive Director. If the need is determined and approved by the Special Education Executive Director, the school shall have responsibility for hiring and paying for the support and the cost shall be included in the cost model outlined in Section 10.3 (Page 33).
- a. Staff members of the School are not to recommend specific private or outside

education programs to the parents of special education students that could require the District to provide services other than those included in the IEP. This section is not intended to apply to, nor to in any way restrict or inhibit School staff from offering good faith professional opinions given in appropriate forums, such as IEP meetings, or testimony in disputed matters.

- b. The School shall not be held responsible for the costs of additional services that result from recommendations made by District staff that are outside services other than those included in the IEP. The school will be responsible for the costs of additional services that result from recommendations made by school staff that are outside services other than those included in the IEP.
- c. Gifted and Talented services will follow state approved pathways for identification and the provision of services.
- **7.9** Education of students with 504 Plans. 504 Plans are developed by the School. The School must have a designated 504 Plan coordinator. The District will provide training and consultation to the School 504 Plan coordinator.

8. FINANCIAL MATTERS

8.1 Revenues

- 1. <u>District Per Pupil Revenue (PPR) funding</u>. During the term of this Contract, the District will provide 100% of PPR to the School minus the following:
 - a. The actual amount of the School's per pupil share of the central administrative overhead costs, including costs of special education services, as provided by law,
 - b. Deductions for purchased services, and
 - c. Other deductions as provided herein and adjusted as provided herein.
 - d. District PPR will have the meaning defined in §22-30.5-112(2)(a.5), C.R.S. Any subsequent CDE audits of District pupil counts and per pupil revenue that impact the funding received by the School, will be reflected as an adjustment to subsequent payment from the District to the School.

The District will provide a report to the School detailing the total funding and deductions that comprise each remitted amount for the applicable time period.

- 2. Federal categorical aid. Each year the District will provide to the School the School's proportionate share of applicable federal Elementary and Secondary Education Act funding (e.g. Title funds) received by the District for which the School is eligible. Schools are eligible for such funds upon approval of their plans for such funds by the District. Funds will be distributed on a documented expenditure reimbursement basis on a monthly interval as long as the School provides the District with the required documentation. In lieu of funds, the School may receive federally funded goods or services from the District. Specific goods and services would be negotiated and documented in EXHIBIT J.
- 3. State categorical aid. On or before January 25 of each year, the District will provide to the School the School's proportionate share of applicable state categorical aid received by the District for which the School is eligible (e.g., English Language Proficiency, Gifted and Talented, Amendment 23 and capital construction funds). Schools are eligible for such funds upon approval of their plans for such funds either by the District or CDE as required. In lieu of funds, the School may receive categorically funded goods or services from the District. Specific goods and services would be negotiated and documented in Exhibit J. Special Education costs and reimbursements will be addressed as stated in Section 10.3 (Page 33).
- 4. <u>Mill Levy Override Funds</u>. The Parties acknowledge that the General Assembly adopted HB 17-1375, effective June 2, 2017, codified in Section 22-32-108.5,

C.R.S. (2017), concerning the distribution of Additional Mill Levy Revenue to charter schools. The District has adopted a plan under the Revenue Sharing Bill ("HB 17-1375 Plan"). Subject to the paragraph below, the St. Vrain Valley School District HB 17-1375 Plan will provide that, for the current fiscal year, the District will allocate ninety-five percent (95%) of the total 2008 and 2012 Mill Levy Override revenue to the School, divided by the certified District-wide Funded Pupil Count, multiplied by the School's certified Funded Pupil Count for the current fiscal year. The amount allocated may be prorated in the event that the charter school ceases operation part-way through the year. This plan will commence in FY 2019-20 and continue thereafter unless amended by the District's Board following any periodic review of the plan.

Notwithstanding anything to the contrary contained above, in the event any portion of HB-1375 is found to be illegal, invalid, or unenforceable for any reason, the Parties agree that the H.B. 17-1375 Plan and the allocations above may be rescinded or revised by the District Board and that the Parties will reopen negotiations concerning amending this Contract for the remainder of the term. The District's Board of Education reserves the right to contract with or financially support any charter school on an ad-hoc, individual, and discretionary basis in order to benefit St. Vrain students and further the mission and vision of the District. Any such contracts or support shall not be deemed to modify the established HB 17-1375 Plan.

- 5. <u>Bond Issues.</u> The District will allow for representation by the charter schools on any committee established by the District to assess and prioritize the District's capital construction needs. In the event that the District hereafter considers an election issue for bonded indebtedness, the District shall invite each School to participate in discussions regarding the possible submission of such a question at the earliest possible time, but no later than June 1 of the applicable election year.
- 6. Annual accounting. As required by state statute, the District shall provide a final accounting of costs to the School by September 30 of each year. Any imbalance of funds shall be corrected by October 31. The District will use the School's year-end financial information to establish the special education (or other agreed to categorical) expenditures to be included in the annual accounting reconciliation. The School must verify its special education (or other agreed to categorical) expenditures prior to September 15 of each year in order for the District to meet the State Statute deadlines.
- **8.2 Disbursement of Per Pupil Revenue (PPR).** Commencing on or around July 25th, but not to exceed the last business day of the month of the contract term, District PPR funding, as described in Section 8.1 (Page 27) will be disbursed to the School in monthly installments subject, however, to annual appropriation and the District's receipt of the funding. July through November funding will be based on the School's enrollment

projections submitted in accordance with Section 8.5 (Page 29). Changes of more than 5% from projections may be subject to adjustment after first-day pupil counts. Decreases of more than 5% from enrollment projections shall require a revised budget and financial review by District staff. Funding for December and subsequent months of the fiscal year will be adjusted in accordance with Section 8.3 (Page 29).

8.3 Adjustment to funding. The District's disbursement of funds will be adjusted as follows: On or around December 26, but not to exceed the last business day of the month, funding will be revised based on the number of FTE pupils actually enrolled at the School as determined at the October 1 count and included in the official membership count, and to reflect any change in PPR, positive or negative, so that the overall funding for the year is equal to the PPR provided for in the District and not otherwise deducted. Funding on or around December 25 may also be adjusted for any services provided by the Contract. In addition, to the extent that the District experiences any reduction or increase in state equalization support by a legislative rescission or other action, proportionate reductions or increases will be made to the School's funding. Any adjustments to funding after the December payment, so that funding is equal to the PPR provided for in this Contract, will be made no later than the on or around June 25 payment.

Should CDE conduct a count audit that results in a denial of PPR or other funding for students enrolled in the School, the District may adjust the School's funding to reflect such reduction, provided that: (1) such adjustment shall not take place until, at the earliest, the time of actual repayment to CDE, and (2) the District shall timely notify the School of proposed audit findings adverse to the School and, upon request, assign to the School the District's right to contest such audit findings and to prosecute an administrative appeal and any judicial review of such findings.

- **8.4 Budget.** On or before April 15 of each year, the School will submit to the District its proposed balanced budget for the following School year for District review for statutory compliance and compliance with the terms and conditions of this Contract. The budget will be prepared in accordance with the state-mandated chart of accounts, utilizing the Charter School Budget Workbook provided by the District. On or before June 30 of each year, the School will submit to the District its balanced budget for the following school year as adopted by the Charter Board. Any subsequent approved revisions will be submitted to the District. A material violation of this may result in the District initiating remedies described in Section 3.5 (Page 13).
- **8.5 Enrollment projections.** Beginning with its second year of operation, the School will provide the District with its latest and best estimates of its anticipated enrollment for the next school year by March 15, along with any discussion or plans under consideration for any increase or decrease of enrollment greater than 10 percent of the official membership for the current school year. It is agreed upon by the parties that the purpose of this Section is to provide information to allow the District to prepare its future budgets, and that any information provided under this Section will not be used by the District for the purpose of restricting the School's enrollment or otherwise inhibiting the growth of the School.

- **8.6 TABOR reserve.** The School shall comply with applicable provisions of Article X, Section 20, of the Colorado Constitution, also sometimes referred to as the TABOR Amendment, including the required TABOR Reserve as part of the School's ending fund balance.
- **8.7 Non-appropriation of funds.** The parties agree that the funding for the School will constitute a current expenditure of the District. The District's funding obligations under this contract will be from year-to-year only and will not constitute a multiple fiscal year direct or indirect debt or other financial obligation of the District. The District's obligation to fund the School will terminate upon non-appropriation of funds for that purpose by the Board of Education for any fiscal year, any provision of this Contract to the contrary notwithstanding. The parties further agree that the District has not irrevocably pledged and held for payment sufficient cash reserves for funding the School at or above the per pupil allocation or for providing services described herein for the entire term of the Contract.
- **8.8 Contracting.** The School will not extend the faith and credit of the District to any third person or entity. The School acknowledges and agrees that it has no authority to enter into a contract that would bind the District, and the School's authority to contract is limited by the same provisions of law that apply to the District. Unless otherwise agreed in writing by the District, each contract or legal relationship having a per event or annual value greater than \$5,000.00 entered into by the School will include the following provisions:
 - a. The contractor acknowledges that the School is not an agent of the District, and accordingly contractor expressly releases the District from any and all liability under this agreement.
 - b. Any financial obligations of the School arising out of this agreement are subject to annual appropriation by the Charter Board and the District.
- 8.9 Annual audit. The School will undergo an independent financial audit conducted in accordance with generally accepted accounting standards and governmental accounting pronouncements performed by a certified public accountant each fiscal year. The audit shall comply with the CDE's Financial Policies and Procedures Handbook, Data Pipeline requirements, etc. Any cost associated with the audit of the School shall be borne by the School. Audit report deadlines are outlined in Section 3.2.5.c (Page 11) of this contract. A failure by the District to provide required information to the School by its deadline shall reopen negotiations on the School's audit deadlines, provided that no delay in the timeline shall exceed the number of days that the District was late. If audit deadlines are not met, it will be considered a material breach of contract and the School will have 10 Days, or such other time as the parties may agree, to cure such breach; furthermore, the School may, upon Board action, be required to use the District's independent auditor for subsequent years per the remedies outlined in Section 3.5.e (Page 14).

8.10 Quarterly reporting. The School will prepare quarterly financial reports for the District in compliance with 22-45-102(1)(b), C.R.S. Such reports will be submitted to the District no later than 30 days following the last day of the quarter. All June/year-end reports will be submitted as part of the annual independent financial audit.

From time-to-time, the School may be asked, with 30 calendar days' notice, to present financial reports to the Board at its work session on the fourth Wednesday of each month. The format of the reports must be as prescribed by the District's Financial Services Department and will not be unreasonable.

- **8.11 Non-commingling.** Assets, funds, liabilities and financial records of the School will be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization.
- **8.12 Encumbrances and borrowing.** During the term of this Contract, the School will not encumber any of its assets without the written permission of the District. Any borrowing above five percent of the School's budget will be subject to prior District approval; such approval not to be unreasonably withheld.
- **8.13** Accounting system. The District must pre-approve any financial accounting system chosen by the School, and the School must use the District-mandated account codes as dictated by CDE. The School shall comply with other reasonable procedures established from time to time by the CFO or by the District's Financial Services Department.
- **8.14 Building corporation.** Should the School create a building corporation for the purpose of issuing debt and purchasing a facility to lease to the School, the School must use the financial reporting method for the building corporation required by the District.

9. PERSONNEL

- <u>9.1</u> Employee status. All employees hired by the School will be employees of the School and not the District and will be employees at will. All employee discipline decisions will be made by the School. The District will have no obligation to employ School employees who are released or leave the School. Other terms of the employment relationship are described in the Employee Handbook submitted as part of the School's charter application. The Handbook may be amended or revised at the discretion of the School.
- **9.2 District teachers.** Current teachers of the District who are selected for employment by the School are eligible for a one-year leave of absence from employment with the District, consistent with state law, and may be eligible for two additional one-year leaves of absence upon mutual agreement of the teacher and the District, and subject to all District Policies related to leaves of absence and subject to state law. The status of any teacher in the District employed by the School will not be affected by such employment; however, the teacher will not be eligible to move vertically on the District's salary schedule. Upon returning to employment of the District, teachers in good standing will be provided a position with the District, although not necessarily in the same position or facility as he or she previously held subject, however, to all applicable District employment, compensation and personnel policies.

10. SERVICE CONTRACTS WITH DISTRICT

- 10.1 Direct costs. The School and the District agree to negotiate payment to the District of the School's share of the direct costs incurred by the District for charter schools pursuant to 22-30.5-112(2)(a.9)(b.5), C.R.S. Such negotiations will be concluded by May 15 of the year preceding that to which the costs apply.
- **10.2 District services.** Except as is set forth below and any subsequent written agreement between the School and the District, or as may be required by law, the School will not be entitled to the use of or access to District services, supplies, or facilities, including nursing services, and normal health-related and screening services. Such agreements by the District to provide services or support to the School will be negotiated annually and subject to all terms and conditions of this Contract, except as may otherwise be agreed in writing. Such agreements will be signed by June 10 of the fiscal year preceding that to which the purchased services apply, unless otherwise agreed to by both parties.
- <u>10.3</u> <u>Special education services</u>. The District will provide all special education-related services at the average per pupil cost of providing such services for the District, multiplied by the number of students enrolled at the School. If the School provides services directly to students, the cost will be reduced by the amount of direct School expenditures commensurate with other District schools, including salary, benefits, supplies and materials, and purchased services. All purchases related to special education must be preapproved by the Executive Director of Special Education. Such approval will not be unreasonably withheld.
- **10.4 Student information data processing system.** The District will provide to the School the use of the District's student information data processing system and assessment data warehouse program. The use of such system is essential to the transmission of data between the School and the District to fulfill District, state and federal reporting requirements. The School and the District agree to the following: (1) The School will use such system and will adhere to all security and system requirements, District directives, and timelines with respect to such use; (2) Accurate information will be provided by the School according to District-provided timelines to ensure state and federal reporting deadlines are met; (3) The School will install and maintain such equipment as is necessary to use such system and will pay to the District the District's actual costs required to add the School to the system as outlined in the attached Additional Services Agreement (**EXHIBIT J**).
- **10.5 Substitute Scheduling System.** As requested by the School, the District may provide to the School the use of the District's Substitute Scheduling System. The School will pay to the District the District's actual costs required to add the School to the system as outlined in the attached Additional Services Agreement (**EXHIBIT J**). The School will agree to pay the substitute rates as set annually in **EXHIBIT J**. Such rates will include a flat rate to cover worker's compensation costs.

- <u>10.6 Personnel services</u>. The School shall be responsible for payment of all unemployment insurance charges incurred on behalf of School staff. School staff will be responsible for payment of their own fees for such services as fingerprinting and background checks.
- 10.7 Additional Services. The School may, at its own cost, subscribe to additional services or licenses with the District including, but not limited to, the services/licenses and costs as outlined in EXHIBIT J. Except as outlined elsewhere in this Contract, the School is not obligated to subscribe to any additional services from the District, and the District is not obligated to renew its offering of such services or licenses each year. Service rates may be renegotiated or adjusted each year, regardless of the term of this Contract. Any additional services not outlined in this Contract or the attached EXHIBIT J must be negotiated under a separate services agreement.

11. FACILITIES

- 11.1 Location. The School shall be responsible for securing adequate facilities within the boundaries of the District for the operation of its program; and all such facilities shall be in a single location and will be leased, purchased, maintained, and operated at the School's expense. Approval of the District's Board shall be required for the School to open additional locations. Any such facilities must meet all applicable standards and requirements of state and federal law for school facilities including, but not limited to, the Americans with Disabilities Act. The School may open one or more preschool programs at the same or other locations as its regular program.
- **11.2 Use of District facilities.** The School may not use District facilities for activities and events without prior written consent from the District.
- <u>11.3</u> <u>Impracticability of use</u>. If use by the School of a facility is rendered impracticable by any cause whatsoever, or if the funds necessary to construct, renovate or upgrade a facility cannot be secured, the District will not be obligated to provide an alternative facility for use by the School to operate the School.
- 11.4 Long-range facility needs. When the District considers the submittal of ballot issues to its voters regarding future tax increases for either bonded indebtedness or capital construction, it shall invite the School to participate in discussions regarding such possible ballot issues to also meet the long-range capital facility needs of the School. The District and School will follow the procedures as outlined in §22-30.5-404 and 405, C.R.S.

12. CHARTER RENEWAL, REVOCATION AND SCHOOL-INITIATED CLOSURE

12.1 Renewal

- a. <u>Timeline and process</u>. The School will submit its renewal application by December 1 of the year before the School's Charter expires. The Board of Education will act on the renewal application, by resolution, no later than February 1 of the school year before the School's Charter expires. If the Board of Education decides not to renew the Charter, it will detail the reasons in its resolution.
- b. Application contents. In addition to contents required by law, the renewal application may include comments and additional information provided by the School about its progress toward meeting the District's accreditation indicators. The format of the renewal application is provided in District policy LBD*-R Relations with District Charter Schools (Procedures for Establishment, Review, Renewal, Revocation and Closure).
- c. <u>Criteria for renewal or non-renewal</u>. The School may be non-renewed for any of the grounds listed in 22-30.5-110 (3), C.R.S., or a material breach of this Contract. The District will annually provide feedback about the School's progress toward meeting District accreditation requirements and other goals and objectives included in this Contract.
- **12.2** Termination and appeal. The District may terminate, revoke or deny renewal of the Contract for any of the grounds provided by state law, 22-30.5-110 (3), C.R.S., as they exist now or may be amended or material breach of this contract. The District will provide the School written notice of the grounds for termination and of the requirements for a plan to cure, and will give the School 30 days to remedy the breach or reach agreement with the District on a plan to cure. If the breach is not corrected within the time period specified by the District in the notice of the breach, then the District may terminate this Contract and revoke the Charter. Termination will not take effect until the School has exhausted its opportunity to appeal such decision to the State Board of Education. The District may impose other appropriate remedies (see Section 3.4, Page 12) for breach of this Contract, including, but not limited to, revocation of waiver(s) and withholding of funds.
- 12.3 School-initiated closure. Should the School choose to terminate this Contract, it may do so in consultation with the District at the close of any School year and upon written notice to the District given at least sixty calendar days before the end of the School year. Should the School choose to close the School or a section of the School prior to the end of the school year, the disbursement of District PPR funding as described in Section 8.1 (Page 27) will be reduced by adjusting from the date of conclusion of services to the end of the school year.

- <u>12.4</u> <u>Dissolution</u>. In the event the School should cease operations for whatever reason, including the non-renewal or revocation of this Contract, it is agreed that the District will supervise and have authority to conduct the winding up of the business and affairs for the School; provided, however, that in doing so, the District does not assume any liability incurred by the School beyond the funds allocated to it by the District under this Contract. Should the School cease operations for whatever reason, the District maintains the right to continue the School's operations as a District facility until the end of the School year. The District's authority hereunder will include, but not be limited to, 1) the return and/or disposition of any assets acquired by purchase or donation by the School during the time of its existence, subject to the limitations of Section 12.5 below, and 2) reassignment of students to different Schools. School personnel and its charter School governing board will cooperate fully with the winding up of the affairs of the School including convening meetings with parents at the District's request and counseling with students to facilitate appropriate reassignment.
- 12.5 Return of property. In the event of termination or dissolution, all property owned by the School that was purchased in whole or in part with funding provided by the District including, but not limited to, real property, will be returned to and will remain the property of the District. Notwithstanding the above, the District will not have the right to retain property leased by the School, unless the District chooses to comply with the terms of that lease. All non-consumable grants, gifts and donations or assets purchased from these revenue sources will be considered the property of the School unless otherwise identified by the donor in writing. Assets purchased exclusively with tuition paid by parents for a preschool program operated by or in conjunction with the School will not be subject to this paragraph. Assets not purchased with public funding provided by the District may be donated to another mutually agreeable not-for-profit organization.

13. GENERAL PROVISIONS

- 13.1 Order of precedence. In the event of any disagreement or conflict concerning the interpretation of this Contract, the Application, Policies and Regulations unless waived, or other requirements, it is agreed that the Contract will control, followed by Policies and Regulations, followed by the Application and other organizing documents of the School, including articles of incorporation, bylaws and School policies.
- **13.2** Amendments. No amendment to this Contract will be valid unless ratified in writing by the Board as described in Section 3.3 (Page 12) and the School's governing body and executed by authorized representatives of the parties.
- <u>13.3</u> <u>Merger</u>. This Contract contains all terms, conditions, and understandings of the parties relating to its subject matter. All prior representations, understandings, and discussions are merged herein and superseded by this Contract.
- **13.4 Non-assignment.** Neither party to this Contract will assign or attempt to assign any rights, benefits, or obligations accruing to the party under this Contract unless the other party agrees in writing to any such assignment. Such consent will not be unreasonably withheld, conditioned or delayed.
- 13.5 Governing law and enforceability. This Contract will be governed and construed according to the Constitution and Laws of the State of Colorado. If any provision of this Contract or any application of this Contract to the School is found contrary to law, such provision or application will have effect only to the extent permitted by law. Either party may revoke this Contract if a material provision is declared unlawful or unenforceable by any court of competent jurisdiction or the parties do not successfully negotiate a replacement provision. The parties agree, upon the request of either, to meet and discuss in good faith any material changes in law that may significantly impact their relationship.
- 13.6 No third-party beneficiary. The enforcement of the terms and conditions of this Contract and all rights of action relating to such enforcement will be strictly reserved to the District. Nothing contained in this Contract will give or allow any claim or right of action whatsoever by any other or third person. It is the express intent of the parties to this Contract that any person receiving services or benefits hereunder will be deemed an incidental beneficiary only.
- **13.7 No waiver.** The parties agree that no assent, express or implied, to any breach by either of them of any one or more of the provisions of this Contract will constitute a waiver of any other breach.
- **13.8 Notice.** Any notice required, or permitted, under this Contract, will be in writing and will be effective upon personal delivery (subject to verification of service or acknowledgement of receipt) or three (3) Days after mailing when sent by certified mail, postage prepaid, to the Administrator for notice to the School, or to the designated

District representative for notice to the District, at the addresses set forth below. Either party may change the address for notice by giving written notice to the other party.

13.9 Severability. If any provision of this Contract is determined to be unenforceable or invalid for any reason, the remainder of the Contract will remain in full force and effect, unless otherwise terminated by one or both of the parties in accordance with the terms contained herein.

IN WITNESS WHEREOF, the parties have executed this Contract by June 26, 2019.

ST. VRAIN COMMUNITY MONTESSORI SCHOOL

	1055 DELAWARE AVENU LONGMONT, CO 8050	
	Jennifer Kemp President Board of Directors	
ATTEST:		
Minn Harper, Vice President/Treasurer		
	ST. VRAIN VALLEY SCHOOL DISTRICT RE-: 395 S. Pratt Parkwa Longmont CO 8050 303-682-720 (fax) 303-682-734	19 11 13
	Ву	
	Joie Siegrist, President Board of Education	
ATTEST:		
John Ahrens, Secretary		
Board of Education		

EXHIBIT A

WAIVERS

Waivers from Colorado Revised Statues and/or

Rules/Regulations Automatic Waiver List as of 6/2/2017

State Statute Citation	Description
22-32-109(1)(f), C.R.S.	Local board duties concerning selection of staff and pay
22-32-109(1)(t), C.R.S.	Determine educational program and prescribe textbooks
22-32-110(1)(h), C.R.S.	Local board powers-Terminate employment of personnel
22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses
22-32-110(1)(j), C.R.S.	Local board powers-Procure life, health, or accident insurance
22-32-110(1)(k), C.R.S.	Local board powers-Policies relating the in-service training and official conduct
22-32-110(1)(ee), C.R.S.	Local board powers-Employ teachers' aides and other non- certificated personnel
22-32-126, C.R.S.	Employment and authority of principals
22-33-104(4), C.R.S.	Compulsory school attendance-Attendance policies and excused absences
22-63-301, C.R.S.	Teacher Employment Act- Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401, C.R.S.	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S	School Year-National Holidays

STATUTORY WAIVERS - Additional Waivers

- 22-7-1014(2)(a) C.R.S., Use of School Readiness Assessments
- 22-9-106, C.R.S. Local board duties concerning performance of licensed personnel
- 22-9-106(4), C.R.S. Certificated Personnel Evaluations
- 22-63-201, C.R.S. Teacher employment, compensation and dismissal act of 1990; Employment License Required Exception
- 22-63-202, C.R.S. Teacher employment, compensation and dismissal act of 1990; Contract in writing duration damage provision
- 22-63-203, C.R.S. Teacher employment, compensation and dismissal act of 1990; Probationary teacher renewal and nonrenewal of employment contract
- 22-63-204, C.R.S. Teacher employment, compensation and dismissal act of 1990; receiving money from sale of goods interest prohibited
- 22-63-206, C.R.S. Teacher employment, compensation and dismissal act of 1990; transfer of teachers compensation
- 22-9-106(4), C.R.S Certificated personnel Evaluations
- 22-32-109 C.R.S Board duties selection of personnel
- 22-32-109(1)(b), C.R.S Board duties purchase of goods and service
- 22-32-109(1)(cc), C.R.S Board duties dress code for staff
- 22-32-109(1)(n)(l), C.R.S Board duties length of school year
- 22-32-109(1)(n)(II), C.R.S Board duties -hours of instruction
- 22-32-109(1)(n)(II)(B), C.R.S. Adopt district calendar
- 22-32-110(1)(y), C.R.S Board powers accept gifts, donations, or grants
- 22-32-119, C.R.S Kindergarten
- 22-32-120, C.R.S. Food Service Facility
- 22-33-106, C.R.S. Grounds for suspension, expulsion, and denial of admission
- 22-60.5-301, C.R.S Licenses and standards for principals
- 22-63-103(10), C.R.S Teacher employment substitutes

Requested State Statute Non-Automatic Waivers

Pursuant to the Charter Schools Act, the St. Vrain Community Montessori School (SVCMS) requests waivers of certain Colorado Revised Statues listed below. Each statute is identified and the reason for each request given as well as a replacement plan. The waivers will enable the SCVMS to better meet its mission, goals and objectives, and implement its education program.

C.R.S. § 22-2-112(1)(q)(I) Commissioner Duties –Reporting

This section requires schools to report teacher evaluation ratings as part of the commissioner's report.

Rationale: St. Vrain Community Montessori Charter School will not be required to report their teacher evaluations ratings as part of the commissioner's report as required by C.R.S. 22-2-112 (I)(q)(I).

Replacement Plan: St. Vrain Community Montessori School has a Montessori will not be required to report their teacher evaluation data; however teacher performance data will be reviewed by the school and used to inform hiring practices and professional development.

Duration of the Waiver: St. Vrain Community Montessori School requests that the waiver be for the duration of its contract with the St. Vrain Valley School District; the waiver is requested for the academic operating years through June 30, 2016.

Financial Impact: St. Vrain Community Montessori School anticipates that the requested waiver will have no financial impact upon the St. Vrain Valley School District or upon St Vrain Community Montessori School.

How the Impact of the Waiver will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to St. Vrain Community Montessori School's curriculum and the overall program design.

Expected Outcomes: St. Vrain Community Montessori School expects that as a result of this waiver, we will be able to continue to provide appropriate assessments and support that ensure student success in higher levels of learning in all academic content areas.

C.R.S. § 22-7-1014(2)(a) Readiness Assessments

Requires each district to administer the school readiness assessment to each student.

Rationale: St. Vrain Community Montessori Charter School should be granted the authority to implement relevant curriculum and assessments that meet or exceed criteria for "determining the instruction and interventions students need to improve their readiness to succeed in school" [C.R.S. 22-7-1014 (2)(a)]. Assessment in the domains of physical well-being, motor development, social and emotional development, language and comprehension development, and cognition and general knowledge begin during admission to kindergarten and are continually assessed, and remediated as necessary, throughout the school year. There are multiple checkpoints to monitor achievement and multiple channels of support available throughout the program that meet the spirit and intent of the School Readiness Assessment law. Data is collected and housed in

Electronic Record Keeping (Montessori specific, standards-aligned data warehouse) and Alpine Achievement.

The data will be collated into a spreadsheet that lists the student, a score for each assessment, a total score for each category addressed in C.R.S. 22-7-1014(2)(a), and any other pertinent information, such as whether the student has an I.E.P., READ plan, E.L.A. plan, or MTSS plan that impacts performance in any category. In cases in which multiple assessments exist within a category, such as Language and Comprehension development, standardized assessment scores will be weighted equally with classroom assessment scores to provide a total score. We will be able to submit this data upon request to our Authorizer or other authorized agencies.

Replacement Plan: St. Vrain Community Montessori School has a Montessori curriculum aligned to the Common Core State Standards as evidenced in our charter agreement. The goal of Montessori education is to guide children while they become their best selves cognitively, socially, physically, and emotionally. Our comprehensive curriculum addresses:

Physical well-being and motor development:

- Upon admission to SVCMS, parents are required to provide documentation from preschool regarding the child's physical well-being, allergies, medications, and motor development. Evidence of vision and hearing screening are required, along with full medical information, including most recent health screening and immunizations. Parents are screened for any information regarding delays or difficulties in the child's development, severe illness or trauma, and remediation plans are instantly created and in place when the child starts kindergarten, including any transferrable IEPs for speech or any other area in need of development. Pertinent data from the student's cumulative file is entered into Alpine Achievement, so it can be accessed by authorized persons who work with the child.
- Students participate daily in physical activities with a teacher that meet or exceed state standards. Students are assessed regularly on gross motor development. Additionally, students participate frequently in other physical activities in the classroom so that classroom teachers can assess gross motor development. Performance and observation assessment data is entered into Electronic Record Keeping, our Montessori-specific, standards-aligned data warehouse.
- Students participate daily in the Montessori Practical Life curriculum that addresses
 fine motor development through transferring liquid and solid objects with tongs and
 basters, pouring, tweezing, pin works, eye dropper works, polishing crystal,
 hammer/nail work, tool work, table and mirror cleaning, stringing beads, flower
 arranging, tying, lacing, zipping, buttoning, hooking, and snapping works. Progress
 is monitored by weekly observation and entered onto teacher checklists and then
 into Electronic Record Keeping.
- Students participate in art education that meets or exceeds state standards.
 Students participate in drawing, painting, sculpting, sewing, measuring, and creating with yarn, paper Mache, and other seasonal items. Data from observations and performance assessments are entered into teacher checklists and summaries are entered into Electronic Record Keeping.

 If assessments reveal that children are in need of assistance with gross or fine motor development, they can receive interventions. The school creates and implements a plan in cooperation with parents to ensure student success.

Social-emotional development (based on State Standards)

- The Montessori curriculum is a whole-child approach to education, and social and emotional development are high priorities. As such, teachers observe children's social and emotional development per criteria articulated in Electronic Record Keeping which are developmentally appropriate and aligned to state standards: social development, critical thinking, problem solving, work habits, and being accountable for work.
- The Montessori approach to education emphasizes and nurtures the child's ability to become self-regulating through the philosophy of freedom with responsibility.
- Children continuously increase and strengthen executive function that helps them pay attention, remember directions, and control their behavior. They are also responsible for planning which lessons they will work on daily.
- St. Vrain Community Montessori Peace, Health and Safety lessons, explicitly teach children how to follow rules for safety and how to nurture harmonious relationships, including managing emotions, and problem-solving. We also implement Positive Behavior Support best practices that encourage positive peer relationships.
- Children who are observed to have social/emotional concerns beyond those that are
 intermittent and naturally occurring in normal growth and development are referred
 to the MTSS team, evaluated, and are able to receive further psychological testing
 as indicated by initial evaluations. Once an intervention plan is created, it is
 monitored frequently by all parties and adjusted as necessary to meet the child's
 needs.

Language and comprehension development (based on State Standards)

- Students receive 60-90 minutes of daily instruction using the Montessori curriculum.
 Montessori offers a comprehensive program for reading, writing, listening, and speaking that build phonemic awareness, phonological skills, decoding, encoding, vocabulary, comprehension, grammar, and writing.
- The school administers the DIBELS three times a year. Any student who does not
 make benchmark is referred to the reading interventionist who will prescribe
 interventions to be carried out in the classroom in accordance with the READ Act. If
 the student is substantially below benchmark, s/he is placed on a READ plan.
 Diagnostic testing is conducted to identify areas in need of further development or
 remediation.
- Students on a READ plan and others for whom reading is a struggle are assisted in receiving summer instruction through a Summer Reading Program or at the school itself to prevent summer learning loss.
- Second language learners are able to receive intervention services from the ELL teacher, as determined by WIDA and ACCESS testing, and are also given the opportunity for extended summer learning through a Summer Program or at the school.
- In the case of reporting on school readiness, standardized assessments such as ACCESS and DIBELS will be weighted equally with classroom teachers' and specialists' performance measures to produce a balanced view of the child's needs

and strengths. Classroom teachers, specialists, parents, and interventionists will work together to create and implement a remediation plan for the student.

Cognition and general knowledge (based on State Standards)

- Students receive Montessori math instruction aligned to the Colorado State
 Standards in the following_areas: Numbers; Decimal System; Place value; addition,
 subtraction, multiplication, division; Linear Counting; bead stairs, ten boards, teen
 boards, skip counting by 2, 5, etc. Facts and tables; snake game, strip boards;
 hierarchies, money, time, and geometry.
- Children are observed and monitored daily and data on their progress is entered into Electronic Record Keeping on a weekly basis. Children who need extra instructional time are able to work with the teacher and classroom assistant in a small group or 1:1 basis.
- Children who need remedial work in these areas are matched with tutors, or into the school's summer tutoring program.
- Science-students learn about various topics, including: Physical Science; states of
 matter, water, light, air, sound, magnetism, friction, heat, weight, electricity, weather,
 and rocks: Zoology; living vs. nonliving, vertebrates, invertebrates, external parts of
 vertebrates; fish, amphibians, reptiles, birds, and mammals, evolution of man, study
 of the human body and practicing self care: Botany; trees, shrubs, flowers, plants,
 leaves: Universe; solar system, stars, asteroids, galaxies: Geology; formation of the
 Earth. Children are regularly assessed to monitor progress.
- History and Geography are taught through the Montessori, standards--- aligned curriculum including: the study of time, cultures, historical time lines; Geography works include globes, land forms (lake, gulf, strait, bay, archipelago), North America, South America, Europe, Asia, Africa, and Oceana and their associated cultures and flags.
- Assessment information is gathered from formal curriculum assessments and teacher observations and housed in Electronic Record Keeping, based on appropriate developmental guidelines and State Standards.

Any student not making adequate growth in any of the above areas is able to work in small groups or one on one with the classroom teachers and/or assistants. One of the great strengths of the Montessori approach is that small group and individual instruction is the norm, not the exception. Therefore, we are able to identify performance discrepancies very early in the instructional process. Data-driven MTSS plans are created and documentation attached, including formal assessments, informal assessments, and developmental checklists. Information is housed in both Electronic Record Keeping and Alpine Achievement (internet based achievement data management system) and can be merged into a spreadsheet for reporting purposes. The system allows users to compile data from multiple sources to generate summary reports and allows seamless distribution to anyone working with the child.

If students do not respond to instruction by demonstrating adequate growth, they can be referred for further assessment as the team works through the MTSS process.

Methods and assessments used are clear, relevant, and have the goal of improving student academic growth, and meet the intent of the quality standards established in

State Statute 22-7-1014(2)(a). The only real difference will be how that information is compiled and disseminated.

Duration of the Waiver: St. Vrain Community Montessori School requests that the waiver be for the duration of its contract with the St. Vrain Valley School District.

Financial Impact: St. Vrain Community Montessori School anticipates that the requested waiver will have no financial impact upon the St. Vrain Valley School District or upon St. Vrain Community Montessori School.

How the Impact of the Waiver will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to St. Vrain Community Montessori School's curriculum and the overall program design.

Expected Outcomes: St. Vrain Community Montessori School expects that as a result of this waiver, we will be able to continue to provide appropriate assessments and support that ensure student success in higher levels of learning in all academic content areas.

C.R.S. § 22-32-109.1(2)(a) Conduct and Discipline Code

Management of student conduct.

Rationale: SVCMS operates independently from other schools in the District and should be delegated the authority to develop, adopt and implement its own conduct and discipline policies, rules, and regulations.

Replacement Plan: The SVCMS Board adopts policies and the Head of School will prescribe rules and regulations for the code of conduct and discipline of the school with input from faculty and staff.

Duration of the Waivers: SVCMS requests that the waiver be for the duration of its Charter.

Financial Impact: None on the budget of either the District or SVCMS.

How the Impact of the Waivers will be evaluated: SVCMS will maintain a safe environment with high expectations for responsible and compassionate behavior.

Expected Outcome: SVCMS expects that, as a result of these waivers, it will be able to develop and implement a code of conduct policy consistent with the school's philosophy and approach to Montessori education.

C.R.S. § 22-32-109(1)(b) C.R.S Board duties

Purchase of goods and services

Rationale: SVCMS operates independently from other schools in the District and should be delegated the authority to develop, adopt policies and rules and regulations for the efficient administration of competitive bidding and purchasing of goods and services for the School.

Replacement Plan: SVCMS will develop and adopt policies, rules, and regulations to establish and maintain efficient and effective systems for the purchasing of goods and services for the school.

Duration of the Waivers: SVCMS requests that the waiver be for the duration of its Charter.

Financial Impact: None on the budget of either the District or the School.

How the Impact of the Waivers will be evaluated: The impact of the waiver is that the School will establish and maintain an efficient and effective system for the competitive purchase of goods and services.

Expected Outcome: SVCMS expects that, as a result of this waiver, it will be able to establish and maintain purchasing procedures in accordance with the school's policies and regulations.

C.R.S. § 22-32-109.7 Board duties - selection of personnel

Specifies duties of local boards with regard to background checks of employees and contacts with previous employers.

Rationale: SVCMS is responsible for the hiring and management of its employees, and will conduct background and reference checks according to the school's personnel policies and procedures.

Replacement Plan: The SVCMS Board will adopt policies and the head of school will prescribe rules and regulations for operation of the school.

Duration of the Waivers: SVCMS requests that the waiver be for the duration of its Charter.

Financial Impact: None on the budget of either the District or SVCMS.

How the Impact of the Waivers will be evaluated: The impact of the waivers will be measured by the same performance criteria and assessments that apply to SVCMS as set forth in the application.

Expected Outcome: SVCMS expects that, as a result of these waivers, it will be able to select and employ its own teachers and staff in accordance with the terms and conditions of its own policies and regulations, administer its affairs in an efficient manner, and accomplish its mission as set forth in the application.

C.R.S. § 22-32-109(1)(cc) Board duties - dress code for staff

Adopt dress code for staff

Rationale: SVCMS will operate independently from other schools in the District and should be delegated the authority to develop, adopt and implement its own dress code for staff.

Replacement Plan: The SVCMS Board adopts dress code policies and the Head of School prescribes rules and regulations for implementation of those policies. Duration of the Waivers: SVCMS requests that the waiver be for the duration of its Charter.

Financial Impact: None on the budget of either the District or SVCMS.

How the Impact of the Waivers will be evaluated: The impact of the waiver is that SVCMS will establish and maintain the dress code policies for its staff.

Expected Outcome: SVCMS expects that, as a result of these waivers, it will be able to establish and maintain dress code policies in accordance with the school's policies and regulations.

C.R.S. § 22-32-109(1)(n)(l) Length of School Year

Board's duty to prescribe length of school year and hours of teacher-pupil instruction and to adopt a calendar.

C.R.S. § 22-32-109(1)(n)(ll) District Calendar

Establishing a school calendar for the district

Rationale: The school will prescribe the actual details of its own school calendar and hours of teacher- pupil contact. The total number of student hours in school will equal or exceed those of the District and comply with state requirements.

Replacement Plan: The final calendar and school day of SVCMS will be finalized no later than June of the prior school year.

Duration of the Waivers: SVCMS requests that the waiver be for the duration of its Charter.

Financial Impact: None on the budget of either the District or SVCMS.

How the Impact of the Waivers will be evaluated: The impact of the waivers will be measured by the same performance criteria and assessments that apply to SVCMS as set forth in the application.

Expected Outcome: As a result of this waiver, SVCMS will be able to operate with a longer school year and under its own schedule, which is vital to the success of its program.

C.R.S. § 22-32-109(1)(y)

Board duties: accept gifts, donations, or grants

Rationale: SVCMS operates independently from other schools in the District and should be delegated the authority to develop, adopt policies and rules and regulations for the efficient acceptance of gifts, donations, and grants for the School.

Replacement Plan: SVCMS will establish and maintain effective and efficient systems for accepting gifts, donations, and grants.

Duration of the Waivers: SVCMS requests that the waiver be for the duration of its Charter.

Financial Impact: None on the budget of either the District or the School

How the Impact of the Waivers will be evaluated: The impact of the waiver is that the School will establish and maintain an efficient and effective system for accepting gifts, donations, and grants.

Expected Outcome: SVCMS expects that, as a result of this waiver, it will be able to accept gifts, donations, or grants using procedures in accordance with the school's policies and regulations

C.R.S. § 22-32-119 Kindergarten

Permits Board of Education to establish and maintain Kindergarten and prescribe courses of training, study, discipline and rules and regulations governing the program.

Rationale: SVCMS will operate its own Kindergarten program in accordance with the application. SVCMS should be authorized to develop, adopt and implement the training, study, discipline and rules and regulations governing its Kindergarten program, subject to the limitations in the charter and contract.

Replacement Plan: SVCMS will provide its own curriculum for Kindergarten students.

Duration of the Waivers: SVCMS requests that the waiver be granted for the duration of its Charter.

Financial Impact: None on either the District or SVCMS.

How the Impact of the Waivers will be evaluated: The impact of the waivers will be measured by the same performance criteria and assessments that apply to the school, as set forth in the application.

Expected Outcome: SVCMS expects that as a result of this waiver it will be able to operate its Kindergarten program to the benefit of the students, teachers and community.

C.R.S. § 22-32-120 Food Service Facility

Gives local boards of education the power to establish, equip, and operate a food-service facility and sets minimum requirements for such a facility.

Rationale: SVCMS will adopt a lunch program policy on an annual basis to determine services provided and vendor decisions.

Replacement Plan: When providing the services through a separate contract, SVCMS may decide all parameters of that service. SVCMS retains the right, as stated in its charter, to not offer meals or beverages.

If a lunch program is offered by SVCMS that is not part of the District program, SVCMS shall provide, at its cost, free and reduced priced meals to needy students in accordance with Board policies and regulations and applicable federal and state laws.

Duration of the Waiver: SVCMS requests that the waiver be for the duration of its Charter.

How the Impact of the Waivers will be evaluated: The impact of the waiver will be measured by the same criteria and assessments that apply to the School.

Expected Outcome: As a result of this waiver, the School will be able to provide lunch services to the benefit of its students

C.R.S. § 22-33-106 Grounds for Expulsion

Listing of grounds school districts may use for suspension, expulsion, or denial of admission.

Rationale: SVCMS should be delegated the authority to implement suspension, or removal as otherwise called for in the charter contract, consistently with applicable laws.

Replacement Plan: SVCMS will develop policy and implement procedures regarding suspension or removal as stated in the charter contract.

Duration of the Waiver: SVCMS requests that the waiver be for the duration of its Charter.

How the Impact of the Waivers will be evaluated: The impact of the waiver will be measured by the effectiveness and fairness of the code of conduct and discipline policies at SVCMS.

Expected Outcome: SVCMS expects that it will maintain a safe school environment.

C.R.S. § 22-9-106 Evaluation of Personnel

Establishes the duties and requirements of school districts regarding the evaluation of certificated personnel, the district's reporting requirements to the state Board, and the minimum information required in the district's written evaluation system.

Rationale: In order for the School to function according to its unique needs and design, the Head of School and Board of Directors must develop and adopt its own system of evaluation.

Replacement Plan: SVCMS will provide a yearly evaluation for all staff. Teachers will be held accountable to the HOS.

Duration of the Waivers: SVCMS requests that the waiver be for the duration of its Charter. Financial Impact: None to either the District or SVCMS.

How the Impact of the Waivers will be evaluated: The impact will be measured by the same performance criteria and assessments that apply to SVCMS as set forth in the application.

Expected Outcome: With this waiver, SVCMS will be able to implement its program and evaluate its teachers in a manner that produces a greater accountability to the school. This will benefit staff members as well as students and the community.

C.R.S. § 22-9-106 (4) Certificated Personnel Evaluations –Local Boards of Education – Duties-Personnel Evaluations

This section requires that employee performance evaluations be performed by a person holding an administrative certificate (Type D)

Rationale: The SVCMS Head of School must have the ability to perform the evaluation of all personnel. Should the Head of School not have a Type D certificate, this should not preclude him or her from administering the evaluations.

Duration of the Waivers: SVCMS requests that the waiver be granted for the duration of its Charter.

Financial Impact: None to either the District or SVCMS.

How the Impact of the Waivers will be evaluated: The impact of the waiver will be measured by the same performance criteria and assessments that apply to SVCMS, as set forth in the Application.

Expected Outcome: With this waiver, SVCMS will be able to implement its program and evaluate its teachers in accordance with School's goals and objectives set forth in this application.

How the Impact of the Waivers will be evaluated: The impact of the waiver will be measured by the same performance criteria and assessments that apply to SVCMS, as set forth in this Application.

Expected Outcome: As a result of this waiver, the School will be able to employ professional staff filling its needs in accordance with the terms and conditions set by the charter and contract.

C.R.S. § 22-60.5-301 Principals Licenses

Colorado Educator Licensing Act – Principals & Administrators – Types of principal licenses issued – term. Describes various types of licenses and standards for issuance for principals.

Rationale: The unique curriculum and methods required to supervise and manage the St. Vrain Community Montessori School could limit the pool of potential candidates for the Head of School position if potential candidates must also be state licensed and/or certified.

Replacement Plan: The SVCMS Board will hire a Head of School who will further the mission, goals and objectives of the School. The Head of School will not function as a traditional school district principal but rather will be responsible for a wider range of tasks. The School seeks to attract a Head of School from a wide variety of backgrounds, including but not limited to, teachers and persons with Montessori school administration or other professional experience. All SVCMS staff will be employed on an at-will basis.

Duration of the Waiver: SVCMS requests that the waiver be for the duration of its Charter.

Financial Impact: None on either the District or SVCMS.

How the Impact of the Waivers will be evaluated: The impact of the waiver will be measured by the same performance criteria and assessments that apply to SVCMS, as set forth in the Application.

Expected Outcome: As a result of this waiver, the School will be able to employ professional staffs who possess the unique skills and/or background to fill its staff needs in accordance with the terms and conditions set by the charter and contract.

C.R.S. § 22-63-103 (10) Teacher Employment, Compensation, and Dismissal –Definitions – Substitute Teacher

This section describes a substitute teacher and the qualifications of such.

Rationale: Developing and maintaining a qualified pool of substitute teachers can be challenging for a Montessori charter school since the expectations vary from those of traditional public schools.

Replacement Plan: The Head of School shall have the authority to select part-time and substitute teachers that meet the specific needs of a Montessori curriculum.

Duration of the Waiver: SVCMS requests that the waiver be for the duration of its Charter.

Financial Impact: None on either the District or SVCMS.

How the Impact of the Waivers will be evaluated: The impact of the waiver will be measured by the same performance criteria and assessments that apply to the School, as set forth in the Charter School Proposal.

Expected Outcome: As a result of this waiver, the School will be able to employ part-time and substitute teachers possessing unique skills and/or backgrounds particularly suited to the Montessori curriculum.

C.R.S. § 22-63-204 Sale of Goods

Receiving moneys from the sale of goods

Rationale: Because SVCMS has a unique program, it is essential that the school be granted the latitude to raise money through grants and fundraising and to spend such funds to accomplish its educational objectives. SVCMS staff needs to be allowed to accept pay for sale of goods to accomplish education objectives.

Replacement Plan: The SVCMS Board will establish policy for receiving gifts, donations, and grants and will monitor expenditures against instructional objectives.

Duration of the Waivers: SVCMS requests that the waiver be for the duration of its Charter.

Financial Impact: None on either the District or SVCMS.

How the Impact of the Waivers will be evaluated: The impact of the waivers will be measured by the same performance criteria and assessments that apply to the school, as set forth in the application.

Expected Outcome: As a result of the waiver, the SVCMS Board will have the latitude to expend funds as needed and will be able to act more quickly while maintaining accountability. **Rationale:** The Charter Schools Act allows a charter school to be responsible for its own personnel matters. It is inconsistent with this statute for the District to make transfers with/or for SVCMS.

C.R.S. § 22-63-201

Prohibits board from entering into an employment contract with a person who does not hold a teacher's certificate or letter of authorization.

C.R.S. § 22-63-202

Requires a written employment contract with teachers, including a damages provision. Provides for the temporary suspension of employment and cancellation of contract.

C.R.S. § 22-63-203 Probationary Teacher Renewal

This section establishes specific requirements for the employment of probationary teachers and their renewal or not, of their contracts.

C.R.S. § 22-63-206 Teacher Employment - Transfer & Compensation

Permits transfer of teachers between schools upon recommendation of the District's chief administrative officer.

Replacement Plan: SVCMS will make staff assignments based on its needs and educational goals. No staff will be assigned to positions for which they are not qualified.

Duration of the Waivers: SVCMS requests that the waiver be for the duration of its Charter. Financial Impact: None on either the District or SVCMS.

How the Impact of the Waiver will be evaluated: The impact of these waivers will be measured by the performance criteria and assessments that apply to SVCMS as set forth in the application.

Expected Outcome: SVCMS expects that, as a result of this waiver, it will be able to manage its own personnel affairs.

EXHIBIT B

DISTRICT POLICY EXEMPTIONS/WAIVERS

Exemptions Requested from SVVSD Policies

The following automatic exemptions are granted for the duration of this Contract beginning July 1, 2019 and through June 30, 2022.

EBCE	School Closings and Cancellations
EEA	Student Transportation
EEAA	Walkers and Riders
EEAC	Bus Scheduling and Routing
EEAE	Bus Safety Program
EEAEA	School Transportation Vehicle Operator Requirements and Training
EEAEAA*	Drug and Alcohol Testing for CDL Drivers
EEAEAA*-R	Drug and Alcohol Testing for CDL Drivers – Regulation
EEAEF*	Video Cameras on Transportation Vehicles
EEAEG*	Use of Wireless Communication Devices by School Transportation Vehicle Operators
EF	School Nutrition Program
FA	Facilities Development Goals/Priority Objectives
FA-R	Facilities Development Goals/Priority Objectives – Regulation
FB	Facilities Planning
FB-R	Long-Range Facilities Planning Committee – Regulation
FBC*	Prioritization of Facility Improvements
FC	School Capacity Mitigation
FD	Facilities Funding
FDA	Bond Campaigns
FDB	Voluntary Capital Mitigation
FDB-R	Voluntary Capital Mitigation – Regulation
FEA	Educational Specifications for Construction
FEB	Architect/Engineer/Project Manager/Construction Manager
FEB-R	Architect/Engineer/Project Manager/Construction Manager – Regulation
FEE	Site Acquisition
FEE-R	Site Acquisition – Regulation
FF	Naming of Facilities
FFA	Dedications, Memorials and Recognitions
GBEBA	Staff Dress Code
GBEBC	Staff Gifts to and Solicitations by Staff
GBGAB	First Aid Training
GBGB	Staff Personal Security and Safety

GBGC	Staff Benefits
GBGD	Workers' Compensation
GBGF	Federally-Mandated Family and Medical Leave
GBGF-R	Federally-Mandated Family and Medical Leave – Regulation
GBGI	Staff Military Leave
GBGK	Staff Legal/Civic Duty Leave
GBJ	Personnel Records and Files
GBK	Staff Concerns/Complaints/Grievances
GCBA	Instructional Staff Contracts/Compensation/Salary Schedules
GCE/GCF	Professional Staff Recruiting/Hiring
GCE/GCF-R	Professional Staff Recruiting/Hiring – Regulation
GCFA*	Hiring of Instructional Staff/Portability of Non-Probationary Staff
GCG/GCGA	Part-Time and Substitute Professional Staff Employment/Qualifications of Substitute Staff
GCI	Professional Staff Development
GCKAA*	Teacher Displacement
GCO	Evaluation of Licensed Personnel
GCQC/GCQD	Resignation of Instructional Staff/Administrative Staff
GCQE*	Evaluation of Evaluators
GCQF	Discipline, Suspension and Dismissal of Professional Staff (And Contract Nonrenewal)
GCS	Professional Research and Publishing
GDA	Support Staff Positions
GDBA	Support Staff Compensation
GDE/GDF	Support Staff Recruiting/Hiring
GDE/GDF-R	Support Staff Recruiting/Hiring – Regulation
GDG	Part-Time and Substitute Support Staff Employment
GDO	Evaluation of Support Staff
GDQB	Resignation of Support Staff
GDQD	Discipline, Suspension and Dismissal of Support Staff
НА	Negotiations Goals/Priority Objectives
НН	Negotiating Organization (Instructional Staff)
IC/ICA	School Year/School Calendar/Instruction Time
IFC	Multiculturalism
IG	Curriculum Development
IHAI	Career and Technical Education
IHAM	Health and Family Life/Sex Education
IHAM-R	Health Education – Regulation
IHAMA	Teaching about Drugs, Alcohol and Tobacco
IHBA	Special Education Programs for Students with Disabilities
IHBB	Gifted Education
IHBD	Equivalence of Services (Title I)
IHBEA	English Language Learners
IHBF	Homebound Instruction
IHBG	Home Schooling

IHBIB	Primary/Preprimary Education
IHBK	Preparation for Postsecondary and Workforce Success
	Preparation for Postsecondary and Workforce Success (Implementation Plan for Student
IHBK-R	Individual Career and Academic Plans regulation
IHCDA	Concurrent Enrollment
IJ	Instructional Resources and Materials
IJK	Supplementary Materials Selection and Adoption
IJNDAB*	Instruction through Online Programs
IJOA	Field Trips
IJOA-R	Field Trips – Regulation
IJOA-E	Field Trip/Activity Permission Form – Exhibit
IJOC	School Volunteers
IJOC-E	School Volunteer Application – Exhibit
IK	Academic Achievement
IKA	Grading/Assessment Systems
IKA-R	Grading/Assessment Systems (Exemption Procedure and Information to Parents/Guardians) – Regulation
IKE	Ensuring All Students Meet Standards
IKF-R	Graduation Requirements-Physical Education Waiver – Regulation
IKFA	Early Graduation
IKFB	Graduation Exercises
IMB	Teaching about Controversial Issues and Use of Controversial Materials
IMDB	Flag Displays
JC	School Attendance Areas
JC-R	Determination of a Student's School Attendance Area – Regulation
JCAA	School Districting/Redistricting
JCAA-R	School Districting/Redistricting (School Boundary Change Guidelines) – Regulation
JGA	Assignment of New Students to Classes and Grade Levels
JGA-R	Assignment of New Students to Classes and Grade Levels (Students from Home Instruction or Non-accredited Private Schools) – Regulation
JH	Student Absences and Excuses
JH-R	Student Absences and Excuses – Regulation
JHD	Exclusions and Exemptions from School Attendance
JIC	Student Conduct
JICA	Student Dress Code
JICC	Student Conduct in School Vehicles
JICC-R	Student Conduct in School Vehicles – Regulation
JICDA	Code of Conduct
JICDE*	Bullying Prevention and Education
JICEA	School-Related Student Publications (School Publications Code)
JICEA-R	School-Related Student Publications (School Publications Code) – Regulation
JICEC*	Student Petitions and Distribution of Non-Curricular Materials
JICEC*-R	Student Petitions and Distribution of Non-Curricular Materials – Regulation
JICF	Secret Societies/Gang Activity

JICG	Use of Tobacco by Students
JICH	Drug and Alcohol Involvement by Students
JICH-R	Drug and Alcohol Abuse by Students – Regulation
JICI	Weapons in School
JIH	Student Interviews, Interrogations, Searches and Arrests
JIH-R	Student Interviews, Interrogations, Searches and Arrests – Regulation
JIHB	Parking Lot Searches
JII	Student Concerns, Complaints and Grievances
JII-E	Grievance Form – Exhibit
JJA-1	Curriculum Related Student Organizations
JJA-2	Student Organizations – Open Forum
JJA-2-R	Non-Curricular Student Organizations (Secondary Schools) – Regulation
JJA-2-E	Request for Building Use by Non-Curricular Student Groups – Exhibit
JJF	Student Activities Funds
JJH	Student Travel
JJIB	Interscholastic Sports
JJJ	Extracurricular Activity Eligibility
JJJ-R	Extracurricular, Co-Curricular and Intramural Activity Eligibility – Regulation
JK	Student Discipline
JKBA*	Disciplinary Removal from Classroom
JKBA*-R	Disciplinary Removal from Classroom – Regulation
JLCF	District School Nurses
JLCF-R	District School Nurses – Regulation
JLD	School Counseling Programs
JLIF	Use of Safety and Security Technologies
JLIF-R	Use of Safety and Security Technologies – Regulation
JLJ*	Physical Activity
JM	Student Awards, Honors and Scholarships
JM-R	Student Awards, Honors and Scholarships – Regulation
JQ	Student Fees, Fines and Charges
JQ-R	Student Fees, Fines and Charges – Regulation
JQ-E	Schedule of Student Fees – Exhibit
KE	Public Concerns and Complaints
KEC	Public Concerns/Complaints about Instructional Resources
KEF*	Public Concerns/Complaints about Teaching Methods, Activities or Presentations
KF	Community Use of School Facilities
КНВ	Advertising and Sponsorships
KHB-R	Advertising and Sponsorships – Regulation
КНС	Distribution/Posting of Non-curricular Materials
KHC-R	Distribution/Posting of Non-curricular Materials – Regulation
KI	Visitors to Schools

The following non-automatic exemptions are requested from SVVSD policies for the duration of the Contract, beginning July 1, 2019 and through June 30, 2022. Replacement policies are available on the School's website.

Section A: District Foundations

AC Nondiscrimination/Equal Opportunity

AC-E-1 Nondiscrimination/Equal Opportunity (Sample Notice)
AC-E-2 Nondiscrimination/Equal Opportunity (Complaint Form)

AC-R Nondiscriminiation/Equal Opportunity (Complaint and Compliance

Process)

ACE Nondiscrimination on the Basis of Disability
AD School District Mission/ Educational Philosophy

ADC Tobacco-Free Schools

ADD Safe Schools

ADD-R District Safety/Security Committees

ADF School Wellness

AE Accountability/Commitment to Accomplishment

AED* Accreditation

AEE* Waiver of State Law and Regulation

Section B: School Board Governance and Operations

BBA School Board Powers and Responsibilities

BBBA Board Member Qualifications

BBBE Unexpired Term Fulfillment/Vacancies

BBBG Board Elections

BC School Board Member Conduct

BC-R School Board Member Financial Disclosure BC-E-1 Code of Ethics for School Board Members

BC-E-2 Board Member Code of Ethics

BCAA Gifting, Awards, Honorariums and Sponsorships

BCAA-E Gifting, Awards, Honorariums and Sponsorships Guidelines

BCB School Board Member Conflict of Interest

BDA Board Organizational Meeting

BDB Board Officers

BDF Advisory Committees

BDFA District Personnel Performance Evaluation Council

BDFB Career and Technical Advisory Committees Council (Career and

Technical Program)

BDFC Preschool Council

BDG Legal Claims and Charges
BE School Board Meetings

BEC Executive Sessions

BEDA Notification of School Board Meetings

BEDB Agenda

BEDD Rules of Order BEDF Voting Method

BEDG Minutes

BEDH Public Participation at School Board Meetings
BEDH-R Public Participation at School Board Meetings

BEDJ Media Coverage of Board Meetings

BG School Board Policy Process

BIBA Board Member Travel, Conventions, Workshops, and other

Expenses

BIBA-R Board Member Travel, Conventions, Workshops, and other

Expenses

BID/BIE Board Member Compensation/Expenses/Insurance/Liability

Section C: General School Administration

CBA/CBC Qualifications, Powers and Responsibilities of Superintendent

CBB Recruitment of Superintendent
CBD Superintendent's Contract
CBF Superintendent's Conduct
CBI Evaluation of Superintendent
CC Administrative Organization

CC-E Organizational Chart
CCB Line and Staff Relations

CHD Administration in the Absence of Policy
CI Temporary Administrative Assignments

Section D: Fiscal Management

DA Fiscal Management Goals/Priority Objectives

DB Annual Budget

DBD Determination of Budget Priorities

DBG Budget Adoption
DBK Fiscal Emergencies

DEA Funds from Local Tax Sources

DFA/DFAA Revenues from Investments/Use of Surplus Funds

DG Banking Services

DGA/DGB Authorized Signatures/Check-Writing Services

DH Bonded Employees and Officers

DI Governmental Accounting Standards Board (GASB) 54 Compliance

DIE Audits/Financial Monitoring
DJ/DJA Purchasing Authorization

DJB Purchasing Procedures
DJE Procurement Procedures

DJG Vendor Relations

DKC Employee/Expense Authorization/Reimbursement (Automatic

Waiver)

DN School Properties Disposition

Section E: Support Services

EBAB Hazardous Materials EBAB-R Hazardous Materials

EBBA Prevention of Disease/Infection Transmission (Handling Body Fluids

and Substances)

EBBA-R Prevention of Disease/Infection Transmission (Handling Body Fluids

and Substances)

EBBB Accident Reports

EBCB Safety Drills and Exercises

EBCB-R Safety Drills

EBCB-E Record of Fire Evacuation Drill (Fire Code Section 405.5)

ECA/ECAB Security/ Access to Buildings

ECAC Vandalism

EEAFA Extracurricular Activity Buses/Field Trips/ Special Events

Transportation

EEAFA-R Extracurricular Activity Buses/Field Trips/ Special Events

Transportation

EEAG Student Transportation in Private Vehicles EEAG-R Student Transportation in Private Vehicles

EEAG-E Form for Drivers of Private Vehicles

EEBA School Transportation Vehicles (Use of Safety Belts)

EEBAA Use of Wireless Communication Devices by Employees Driving

District-Owned Vehicles

EFC Free and Reduced-Price Food Services

EFEA* Nutritious Food Choices
EGAD Copyright Compliance
EGAEA Electronic Communication

EHB Records Retention

El Insurance Program/ Risk Management

EID* Compliance with the Health Insurance Portability and Accountability

Act

EIE* Compliance with the Affordable Care Act

EJ-R Service Animals
EJ-R Service Animals

EJ-E-1 Appendix A - Request to be Accompanied by Service

Animal/Miniature Horse (Annual Request Required)

Section F: Facilities

FEG Construction Contracts Bidding and Awards FEGB Contractor's Affidavits and Guarantees

Section G: Personnel

GBA Open Hiring/Equal Employment Opportunity

GBAA Sexual Harassment

GBEA Staff Ethics/Conflict of Interest
GBEA-E Staff Ethics/Conflict of Interest
GBEB Staff Conduct (And Responsibilities)
GBEC Alcohol and Drug-Free Workplace

GBEC-E Employee Acknowledgement Form, Alcohol and Drug-Free

Workplace

GBEE* Staff Responsible Use of the Internet and Electronic

Communications

GBEE*-R Staff Responsible Use of the Internet and Electronic

Communications Guidelines

GBEE*-E-1 Staff Responsible Use of the Internet and Electronic

Communications Agreement

GBEE*-E-2 Non-Staff Responsible Use of the Internet and Electronic

Communications

Agreement

GBEF Weapons in the Workplace

GBG Liability of School Personnel/Staff Protection

GBGA Staff Health (And Physical and Mental Health Examination

Requirements)

GBGA-R Staff Health (Staff Members with Blood Borne Pathogens/

Communicable Diseases)

GCR Outside Employment Activities

Section I: Instruction

IHA Basic Educational Program IKF Graduation Requirements

ILBC Early Literacy and Reading Comprehension (Colorado READ Act)

ILBC-R Early Literacy and Reading Comprehension (Procedures to

Implement Colorado READ Act)

Section J: Students

JB Equal Educational Opportunities

JBB* Sexual Harassment

JEA Compulsory Attendance Ages
JEB Entrance Age Requirements

JF Admissions and Denial of Admissions

JFBA Open Enrollment JFBA-R Open Enrollment

JFBA-E-1 Open Enrollment/Nonresident Application Form (Spanish)

JFBA-E-2 Appeal Form for Open Enrollment/Nonresident Admission Denials

(Spanish)

JHB Truancy

JHD-E Exclusions and Exemptions from School Attendance

JK-R Student Discipline (Remedial Discipline Plans)

JKA Use of Physical Intervention JKA-R Use of Physical Intervention

JKD/JKE Suspension/Expulsion of Students
JKD/JKE-R Suspension/Expulsion of Students
JKD/JKE-E Grounds for Suspension/Expulsion

JKD/JKE-2 Suspension/Expulsion of Students with Disabilities
JKF Educational Alternatives for Expelled Students
JKF-R Educational Alternatives for Expelled Students

JKG Expulsion Prevention

JLA Student Insurance Programs

JLC Student Health Services and Requirements

JLC-R Student Health Services and Requirements (Special Health

Problems)

JLCB Immunization of Students
JLCB-R Immunization of Students

JLCC Communicable/Infectious Diseases
JLCD Administering Medicines to Students
JLCD-R Administering Medicines to Students

JLCDA Students with Food Allergies

JLCE First Aid and Emergency Medical Care
JLCE-R First Aid and Emergency Medical Care

JLDAC Screening/Testing of Student

JLF Reporting Child Abuse/Child Protection
JLF-E Report of Suspected Child Abuse or Neglect
JLF-R Reporting Child Abuse/Child Protection

JLIB Student Dismissal Precautions

JRA/JRC Student Records/Release of Information on Students

JRA/JRC-R Student Records/Release of Information on Students (Notification to

Parents and Students of Rights Concerning Student Education

Records)

JRCA* Sharing of Student Records/Information between School District

and State Agencies

JS* Student Responsible Use of the Internet and Electronic

Communications

JS*-E Student Responsible Use of Technology, Access and Digital

Communication Expectations

JS*-R Student Responsible Use of the Internet and Electronic

Communications

Section K: School-Community-Home Relations

KB Parent Engagement in Education
KBA District Title I Parent Involvement

KBBA Custodial and Noncustodial Parent Rights and Responsibilities KBBA-R Custodial and Noncustodial Parent Rights and Responsibilities

KBE Relations with Parent Organizations

KBE-R Organizational Options for Parent Organizations (POs)

KCB Public Participation in Decision-Making

KCD Public Gifts to Schools

KCD-E St. Vrain Valley School District Gift Acceptance Form

KD Public Information and Communications

KDB Public's Right to Know/Freedom of Information KDB-R Public's Right to Know/Freedom of Information

KDE Emergency Management (Safety, Readiness and Incident

Management Planning)

KFA Public Conduct on School Property
KG Public-Private Enterprise Opportunities

KGA School Foundations

KLG Relations with State Agencies

Section L: Education Agency Relations

LC Relations with Education Research Agencies

LDA Student Teaching and Internships
LDA-R Student Teaching and Internship

Exhibit C OUTREACH

SVCMS RECRUITING PLAN TO ATTRACT A DIVERSE STUDENT POPULATION

Currently, SVCMS conducts NO OUTREACH activities.

The School has been operating over capacity for four years and it views outreach activities of any kind would be conducted in bad faith, given that it has limited capacity to offer space to new families such efforts might attract.

The school is working to expand capacity by building a new facility, which it hopes will be complete within the contract period. Once capacity is available, the school will resume outreach efforts. At that time, SVCMS will submit an appropriate plan to the School District.

EXHIBIT D

Enrollment Procedures

SVCMS-JF* Admission and Denial of Admission

According to the Colorado Revised Statutes 22-33-106 (2), subject to the district's responsibilities under the Exceptional Children's Educational Act (see policy JK*-2, Discipline of Students with Disabilities) and other laws pertaining to the education of students with disabilities, the following may be grounds for denial of admission to a public school or diversion to an appropriate alternate program:

- 1. Physical or mental disability such that the child cannot reasonably benefit from the programs available.
- 2. Physical or mental disability or disease causing the attendance of the child suffering therefrom to be inimical to the welfare of other students.

According to C.R.S. 22-33-106 (3)(a-f), the following may constitute additional grounds for denial of admission to a public school:

- 1. Graduating from the 12th grade of any school or receipt of any document evidencing completion of the equivalent of a secondary education.
- 2. Failure to meet age requirements.
- 3. Having been expelled from any school district during the preceding 12 months.
- 4. Not being a resident of the district unless otherwise entitled to attend under C.R.S. 22, Articles 23 (migrant children), 32 (exclusion of nonresidents) or 36 (schools of choice).
- 5. Failure to comply with the provisions of Part 9, Article 4, Title 25, C.R.S. (immunization requirements). Any denial of admission for such failure to comply shall not be recorded as a disciplinary action but may be recorded with the student's immunization record with an appropriate explanation.
- 6. Behavior in another school district during the preceding 12 months that is detrimental to the welfare or safety of other pupils or of school personnel.

According to C.R.S. 22-33-106 (4)(a), a student who has been expelled shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed when:

- the expelled student was convicted of a crime, adjudicated a juvenile delinquent, received a
 deferred judgment or was placed in a diversion program as a result of committing the offense for
 which the student was expelled;
- 2. there is an identifiable victim of the expelled student's offense; and
- 3. the offense for which the student was expelled does not constitute a crime against property.

If the district has no actual knowledge of the name of the victim, the expelled student shall be prohibited from enrolling or re-enrolling only upon request of the victim or a member of the victim's immediate family.

Students in out-of-home placements

State law limits the grounds for denial of enrollment regarding students in out-of-home placements, as defined by C.R.S. 22-32-138 (1)(e).

SVCMS-JFA Admission of Students K-8

Informational Meetings

Parents who are interested in enrolling their students into SVCMS are strongly encouraged to attend an Informational Meetings. These meetings will be led by SVCMS Staff members and will provide an overview of Montessori education as it applies to child development, the content of the Montessori curriculum, and details about SVCMS and the enrollment process. Informational Workshops will be held in the November and January window, as necessary. Details on when and where the meetings will be held will be posted on the SVCMS website by November 1.

Enrollment Process

Parents seeking to enroll their child or children in the SVCMS K to 8th Grade program must complete and submit an "Intent to Enroll" Form, which is available on the SVCMS website (www.svcmontessori.org). The Intent to Enroll Form must be completed online during the Enrollment Registration Period, detailed below.

Enrollment Registration Dates:

First business day in December: Open enrollment begins for the following school year, waitlists initiated.

January 15th (or closest business day thereafter): Enrollment window #1 closes. Intent to Enroll forms received after 4:00 p.m. on this day fall into Enrollment window #2, which remains open until October 1st. Any available spaces will be filled on a first come, first serve basis.

First business day in February: Deadline to received notification of awarded positions or notification of waitlists position.

October Count Day: Enrollment ends; Waitlists purged.

Enrollment Priority:

Enrollment priority is given in the following order in each enrollment window when there are more students seeking positions at the school than there are available positions:

- 1. Currently enrolled returning K to 7th Grade SVCMS Students.
- 2. Children who attended preschool at St Vrain Community Montessori School for at least one year prior to entering Kindergarten, first come, first served.
- Siblings of admitted SVCMS (K to 8th Grade) Students.*
- 4. Children of SVCMS staff, consideration may be given to FTE status.
- Children of current or former SVCMS Board members who completed at least one term, based on first come, first served.
- 6. Applicants for grades 2-8 who are transferring from a public Montessori School, first come first serve.
- 7. All District Residents, based on first come, first served.
- 8. All non-District Residents, based on first come, first served.

Any position offered based on an enrollment priority category must be accepted within 5 business days of offer of enrollment or priority enrollment status will be forfeited for the current year.

*Sibling priority is limited to: 1. Students within the elementary and/or middle school (K to 8th), and 2. Preschool children who have a sibling in the elementary and/or middle school. Sibling priority is not offered to elementary or middle school students based on an enrolled preschool sibling. If sibling priority is forfeited once, sibling priority will no longer be honored. Intent to Enroll forms must be received during Enrollment Window #1 (December 1st-January 15th, or closest business days thereafter) to receive sibling priority.

Students on the waitlist for the previous school year will NOT automatically be included in the enrollment process for the upcoming school year. Any students who are not currently enrolled and who wish to enroll for the upcoming school year must re-submit an "Intent to Enroll" form in accordance with the schedule above.

The parent/ legal guardian of each child selected must give a verbal confirmation of intent to enroll within one (1) business day after notification. Parents/legal guardians must complete and return an SVCMS Enrollment Packet within five (5) business days of notification.

Any potential student who is offered a position and declines placement in the school will lose the offered position. Students may reapply for enrollment after refusing placement, but his or her name will be placed at the end of the compiled waitlist.

After October Count Day, new students will be enrolled at the school at the discretion of the Head of School on a space available basis for the ½ day Kindergarten, and 1st through 8th Grade classes. Tuition based preschool positions can be filled throughout the year, space permitting.

Transparency

If a parent of a currently enrolled student at SVCMS enrolls their student at another district school for the upcoming school year, the student's returning student status may be forfeited.

Full-Day Kindergarten

Assuming the State of Colorado funds full-day kindergarten, the school will offer only full-day kindergarten.

Age Requirements

As SVCMS is a part of the St. Vrain Valley School District, the school will follow SVVSD guidelines for age requirements and enrollment. In order to enter Kindergarten, an applicant must be 5 years old by October 1st of the year of Kindergarten enrollment. To enter into 1st grade, an applicant must be 6 years old by October 1 of the year of first grade enrollment.

See - St. Vrain Valley School District Policy JEB - Entrance Age Requirements

Year Level Placement (Years 1-8)

Students enrolling from either a non-accredited private school or from a homeschool educational program will be assessed for year level placement.

If an accredited school is unable to produce student records verifying appropriate year level, prospective students will be place tested. Offers of admission will be contingent on results of readiness assessments.

Families of students seeking enrollment from the above-mentioned educational backgrounds will be contacted in the first part of the year to schedule readiness assessments, which will be administered by SVCMS Guides. Year level placement will be determined by the results of these assessments.

Admission of Students with Disabilities

In accordance with its operating agreement with SVVSD, in instances where a student has an existing Individual Education Plan (IEP), SVCMS's acceptance of a student's application for admission is contingent upon the determination by the IEP Team that the student can receive a Free Appropriate Public Education (FAPE) in the least restrictive environment at the School, with or without reasonable modification. If the determination is that the IEP cannot be fully implemented at the School and therefore a FAPE would not be available to be provided at the School, the student's application for admission will

be denied and the student's current placement will remain as determined by the prior IEP Team meeting, unless changed at the School IEP Team meeting.

SVCMS-JFA-CH Admission of Students-Children's House

Applicants for preschool position in the Children's House must be at least 3 years upon enrollment. Applicants are strongly encouraged to be fully potty-trained, with the ability to go to the restroom independently, and must also be able to express their needs and ideas to adults, as well as take directions from adults.

If a child who turns 3 years old after October 1st submits an Intent to Enroll, a spot may be awarded. This will be considered a pre-3 year-old year for the student.

Families interested in enrolling their children into the SVCMS Children's House program are encouraged to familiarize themselves with the Montessori Method, and are strongly encouraged to attend an Informational Meeting. Interested families follow these steps to enroll their children at SVCMS.

- Parents/legal guardians may submit an enrollment form on the SVCMS website. All Children's
 House applications will be time-stamped according to receipt by the SVCMS Registrar. A \$50
 Application Fee completes the application. If this fee presents a financial hardship, please
 contact the school at registrar@svcmontessori.org to request a fee reduction.
- 2. After receipt of a completed application, the school will contact the family to schedule a child visit. Alternatively the child being enrolled in the school may also participate in an informal group observation.
- The child's readiness to attend school will be taken into account when available positions are offered.
- 4. As positions become available in the Children's House, applications will be considered in the following order:
 - a. Students presently enrolled in SVCMS Children's House. Parents must affirm their desire to re-enroll their student for the following school year by the date published.
 - b. Siblings of children already enrolled in either SVCMS (K to 8th grade) or in the SVCMS Children's House. Any sibling offered a position in the Children's House program must enroll or forfeit their position within five (5) business days for the school year offered. If a sibling position is forfeited, a student may re-enroll under the general enrollment process. Preschool Applications must be received during Enrollment Window #1 (December 1st-January 15th, or closest business days thereafter) to receive sibling priority.
 - c. Children of SVCMS staff, consideration may be given to FTE status.
 - d. Children of current or former SVCMS Board members who completed at least one term, based on first come, first served.
 - e. All St. Vrain Valley School District (SVVSD) residents.
 - f. All non-SVVSD residents.
- 5. Notification of acceptance to the SVCMS preschool program will be in writing, and applicants will have five (5) days to complete an enrollment packet to secure a position in the preschool. A 10% non-refundable deposit of tuition will be due mid-February and/or non the due date of the

enrollment packet. Another 10% of tuition will due by May 15. The remainder of the 80% due can be paid in ten monthly installments from August to May.





Colorado's Unified Improvement Plan for Schools

ST. VRAIN COMMUNITY MONTOSSORI SCHOOL UIP 2018-19 | School: ST. VRAIN COMMUNITY MONTOSSORI SCHOOL | District: ST VRAIN VALLEY RE

1J | Org ID: 0470 | School ID: 7565 | Framework: Insufficient State Data: Low Participation^ (Revised) | Draft UIP

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Executive Summary

If we...

K-3 READING FLUENCY

Description:

Reading proficiency among K-3 students will increase to 91% and less than 10% of K-3 students will have a Significant Reading Deficiency.



3RD GRADE MATH PROFICIENCY

Description:

45% of 3rd grade students will be proficient in Math



UPPER ELEMENTARY MATH PROFICIENCY

Description:

55% of students in Upper Elementary (4th-6th grade) will be proficient in Math.



Then we will address...

INCONSISTENT TIER 1 INSTRUCTION.

Description:

Inconsistent Tier 1 instruction on phonemic awareness and phonics at the Kindergarten through 2nd grade levels due, in part, to uneven literacy training in grades K-2.



INSUFFICIENT TIER 2 SUPPORT.

Description:

Insufficient Tier 2 support for students reading below expectations across grades and classrooms.



EMERGING PROGRESS MONITORING.

Description:

Progress monitoring has improved since prior UIP, yet fidelity remains a growth opportunity.



INCONSISTENT TIER 1 MATH INSTRUCTION.

Description:

Inconsistent implementation of Tier 1 Montessori Math instruction existed across classrooms, particularly in the areas of Number Sense and Computation and Problem Solving.



LACK OF CONCEPT RETENTION AND REVIEW IN MATH LESSONS.

Description:

Inconsistent support via embedded concept retention and review strategies in LE math lessons exists across LE classrooms.



SCHEDULE DOESN'T SUPPORT HIGH FIDELITY TIER 1 INSTRUCTION.

Description:

Student schedule reflected inadequate instructional and student work time for math lessons, immediate practice, and concept review.



LACK OF DATA-DRIVEN DIFFERENTIATION.

Description:

Instruction was too broadly targeted due to lack of data-driven differentiation.



LACK OF EMBEDDED CONCEPT RETENTION AND REVIEW STRATEGIES.

Description:

Math lessons and student work didn't reflect and support consistently embedded concept retention and review.



Then we will change current trends for students

K-3 READING

Description:

K-3 Reading, particularly fluency in 1st grade, is a Priority Performance Challenge.



3RD GRADE MATH

Description:

3rd Grade Math Proficiency, particularly the areas of Number Sense and Computation and Problem Solving, was identified.



UPPER ELEMENTARY (GRADES 4-6) MATH

Description:

Upper Elementary Math Proficiency, particularly the areas of Computation and Problem Solving and Number Sense, was identified as a Priority Improvement Challenge.



Access the School Performance Framework here: http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the school

St. Vrain Community Montessori School is a PK-8 charter school offering the only Montessori program in its district. Now in its 10th year of operation, the school serves approximately 270 students in 9 three-year, mixed-age classrooms. The school utilizes primarily Montessori materials for instruction, and employs Montessori-credentialed and highly qualified faculty. Due to its small size, no disaggregated data is reported. The school has approximately 9% Minority Students, 7% Students with Disabilities (IEP), 5% FRL students, 6% Gifted/Talented students and 5% ELL students. Attendance Rate is 95% and Mobility Rate is 2.2%.

The School Leadership Team and SAC lead the UIP process, with Level Leaders from each three-year, mixed-age grouping serving as its faculty members. The school's Board of Directors approves the UIP. In order to offer a meaningful update to our UIP it is necessary to provide some assessment background information. The school had high opt out rates in Spring 2018 for high stakes assessments. The ELA and Math opt out rate was 79% among 3rd to 8th grade students and the CMAS opt out rate for Science was 83%. Nine students took the Access Test in 2018. These factors made data difficult to update for some indicators. In an effort to begin to collect meaningful local data across grades and content areas in the face of high opt outs, the school administered NWEA MAP testing from 3rd grade through 8th grade in Spring, 2018. MAP data was useful and is available across grades and content areas, but given small sample sizes, there are no disaggregated data available for the school. MAP assessments indicate that progress was made vs. prior year in a number of areas.

Current Performance 2017-2018 MAP scores suggested state and federal expectations were met and progress was made vs. some targets set by the school in its last UIP, yet there is opportunity for improvement in several areas. Trend Analysis: Four years of MAP data were available in Spring, 2018. 3rd Grade RIT scores were positive vs. National Norms in ELA (Language Usage and Reading), and mixed in Math. The trends were positive in 4th Grade in ELA, yet less so for Math. Staff reviewed scores from MAP and DIBELS, as well as Montessori lesson record keeping, which revealed several Priority Performance Challenges.

We are able to determine Priority Improvement Challenges with some level of confidence based on MAP and DIBELS data. MAP data suggests Priority Improvement

Challenges in Math for 3rd, and 4th-6th grades. DIBELS data suggests a K-3 Reading Focus is a Priority Performance Challenge.

Priority Performance Challenges: Reading: K through 3rd Grade Reading indicated Read Plans were necessary for approximately 10% of students. Priority Performance Challenges: Math: 3rd and 4th-6th Grade MAP scores indicated a lack of grade level proficiency among students. READ Act compliance reporting is also incorporated in this document. Overall, the school did not meet targets set in its last UIP for Reading Proficiency for K-3 students. The percentage of proficient students in 2018 was 86% overall. The school strives to reduce the number of students with SRD on an annual basis across grades K-3.

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

✓ State Accreditation

✓ Other: READ ACT Compliance

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

St. Vrain Community Montessori School is a PK-8 charter school offering the only Montessori program in its district. Now in its 10th year of operation, the school serves approximately 270 students in 9 three-year, mixed-age classrooms. The school utilizes primarily Montessori materials for instruction, and employs Montessori-credentialed and Highly Qualified faculty. Due to its small size, no disaggregated data is reported. The school has approximately 5% FRL students. The School Leadership Team and SAC lead the UIP process, with Level Leaders from each three-year, mixed-age grouping serving as its faculty members. The school's Board of Directors approves the UIP. In order to offer a meaningful update to our UIP it is necessary to provide some assessment background information.

The school had high opt out rates in Spring 2018 for CMAS. The ELA and Math opt out rate was 79% among 3rd to 8th grade students for CMAS. For CMAS, opt out

rates ranged from a low of 61% in 3rd grade to 100% in 8th grade. Further, only 9 students took the Access Test in 2018. Based on its opt out rates, the school was assigned a Insufficient State Data: Low Participation (Revised).

High opt out rates made data difficult to update for some key indicators. In an effort to collect meaningful local data across grades and content areas in the face of high opt outs, the school implemented administration of NWEA MAP testing from 3rd grade through 8th grade in spring, 2016, 2017, and 2018. MAP data was useful across grades and content areas, but given small sample sizes, there are no disaggregated data available for the school. MAP assessments indicate that progress was made vs. prior year in a number of areas. Because NWEA has done some concordance between CCSS aligned assessments, one can make a comparison of NWEA RIT scores and cut scores for high stakes assessments. The concordance was done with PARCC scores, so a logical inference can be drawn between MAP scores and CMAS (ELA and Math) proficiency.

We are able to determine Priority Improvement Challenges with a solid level of confidence based on MAP and DIBELS data. MAP data suggest Priority Improvement Challenges in Math for 3rd and 4th-6th grades, and also for a K-3 Reading, based on DIBELS.

Current Performance: 2017-2018 MAP scores suggested state and federal expectations were met and progress was made vs. some targets set by the school in its last UIP, yet there is opportunity for improvement in several areas. Trend Analysis: Four years of MAP data were available in Spring, 2018. The 3rd grade trends were positive in Writing, Reading, and Math. The trends for 4th Grade across Reading and Writing were mixed yet remained solid, and trended down for Math. In 5th grade, students met expectations for ELA and Science, but not for Math. Sixth grade Reading, Language, and Science remained strong, and exceeded expectations in Math. Students in 7th grade met or exceeded expectations for ELA and approached expectations for Math. Finally, in 8th grade, students met expectations across content areas. Based on MAP assessments, trends indicate that the longer students progress through the Montessori Scope and Sequence at SVCMS, the better their test scores. By 8th grade, 100% of students tested with MAP performed at or above grade level in Reading, Math and Science, and 92% performed at or above grade level in Language Usage.

Staff reviewed scores from MAP and DIBELS, which revealed several Priority Performance Challenges. Priority Performance Challenges: Reading: K through 3rd Grade Reading indicated Read Plans were necessary for approximately 10% of students. These numbers reflect a change in assessment from PALS to DIBELS. Priority Performance Challenges: Math: 3rd Grade (Lower Elementary), 4th through 6th Grade (Upper Elementary) MAP scores indicated either a lack of proficiency among students or a single data point of proficiency. Staff determined 3rd and 4th-6th grade Math remained a Priority Performance Challenge in order to develop and support a sustainable upward trend.

READ Act compliance reporting is also incorporated in this document. Overall, the school did not meet targets set in its last UIP for Reading Proficiency for K-3 students. The percentage of proficient students in 2018 was 83% overall. This drop in overall proficiency may be due to DIBELS differentiation of student performance levels. There is an increase in students who are below benchmark yet are not SRD, which is not a window that was captured by PALS. The school continues to strive to reduce the number of students with SRD on an annual basis across grades K-3.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

Prior Year Target:

By Spring 2018, 89% of K-3 students will read at grade level and the percentage of K-3 students with a Significant Reading

Deficiency (SRD) will be reduced to 11%.

Performance: Did not meet target for % of students at grade level. SRD % reduction target was met. Continue target

Prior Year Target:

By Spring 2018, 42% of 3rd grade students will be proficient or above in Math, particularly in Computation and Number

Sense.

Performance: Met but continue with target

Prior Year Target: 53% of Upper Elementary (4th-6th grades) students will be proficient or above in Math.

Performance: Did not meet (4th-5th); 6th met. Continue Target

Prior year K-3 Reading was partially met. The target of 89% of K-3 students will read at grade level was not met as 83% students were reading at grade level. One reason for this drop in scores is a change in assessment. In previous years, we administered PALS to students in grades K-3, yet we switched to DIBELS for all students in K-3 beginning in the 2017-2018 school year. DIBELS has 4 bands of proficiency: well below (SRD), below, at, and well above. In calculating the percentage of students at grade level, we used the students who were at or well above Spring 2018. There is a group of 9 students who are below, yet are not SRD and they affect the calculation of grade level proficiency. The use of DIBLES has allowed us to identify students who are not SRD, yet are not quite at grade level and to target interventions and progress monitoring to these students.

ACADEMIC

ACHIEVEMENT

(STATUS)

REFLECTION:

The second part of the target is the percentage of K-3 students with a Significant Reading Deficiency (SRD) will be reduced to 11%. This target was met as our percentage of students who were SRD in Spring 2018 was 10%. We will continue with this as a target to have multi-year progress with this measure.

Prior year target for 3rd Year Math of 42% proficient or above was met (78% in spring 2018). Because 3rd Year math is foundational for success in the Upper Elementary, which remains an area of opportunity, retaining this goal will support a multi-year trend for sustained progress.

Prior year Upper Elementary Math Proficiency was partially met. The target of 53% of students proficient or above in Math was met in 6th grade, but 4th and 5th grades did not meet expectations. We will continue with this target to support growth in 4th and 5th math proficiency and to develop and support a multi-year trend in 6th grade.

Current Performance

• Though low participation yielded results for only 31% of students, among those who did participate in high stakes assessments, the school met expectations in Language Arts and did not meet expectations in Math. These results are consistent with insights gleaned from review of local measures. Participation in MAP testing as well as K-3 DIBELS testing was 100% of students across grades and content areas. As a result of the high participation in these tests, the Leadership Team and SAC have confidence in their ability to determine meaningful Priority Improvement Challenges for the school.

Several areas were identified as Priority Improvement Challenges in this plan. 3rd grade Math and 4th through 6th grade Math were both identified as Priority Performance Challenges. Additionally, K-3 Reading was identified as a Priority Improvement Challenge.

SVCMS began administering the MAP (Measures of Academic Progress) assessment in the spring of 2015 to students in grades 3-8. Now that we have 4 years of data we can begin to make some preliminary analysis of the results and use this data as one tool in evaluating our program.

When analyzing MAP results, we can look at two measures. One is the percentage of students who are at or above grade level/age as compared to their peers nationally. MAP uses data from a very large database of students who have taken the test nationwide. This means the criteria of what is "grade level" is based on peers and not an abstract idea of what a 5th grader "should" know. The other measure we can look at is growth. Growth refers to how much a student's score would be expected to increase (grow) over the school year. In other words, grade level answers the question of "Is the student achieving at the same grade level as her peers?"; growth answers the question, "did the student learn as much as we expected he would?"

SVCMS students score particularly strongly in Reading and Science. The longer students are with us at SVCMS, the higher the scores. For example, looking at our middle school results in grade level performance from spring 2018: the percentage of 8th grade students who were at or above grade level in Math is 100%, in Reading is 100%, Language Usage is 92%, and Science is 100%.

Math results are less stellar, in both grade level performance and growth. (Although there too, the results improve for the older students, which again suggests that the longer students are with us, the better the performance). The MAP assessment is administered on a computer, which is an unfamiliar testing format for our students. Also, in the classroom students use concrete math materials. Only as students get older are they developmentally ready for more abstract math (i.e. solving math without concrete materials) which is to be expected and in line with the Montessori approach.

Growth is an important measure, yet if a student does not meet growth, the measure does not tell us why a student may not have met growth. For example, we know that some of our students are performing well beyond grade level. Hypothetically, if a student in 6th grade has a math score at the 11th grade level (according to MAP's scale), then that student is already near maxing out the test, and therefore achieving 10 points of expected growth the next year is challenging.

Table 1: Percentage of Students at or Above Grade Level, Spring 2018

Grade	Math	Reading	Language	Science
3	78	83	83	-
4	34	69	71	-
5	25	75	79	79
6	63	100	95	100
7	69	100	77	85
8	85	100	92	100

Table 2: Percentage of Students who Met Projected Growth (2018)

Grade Math Reading Language Science	Grade	Math	Reading	Language	Science
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4	57	71	77	-
5	30	75	83	-
6	58	68	95	74
7	46	31	31	31
8	69	69	46	23

In aggregate within MAP, there were 22 opportunities to collect data by grade and content area for SVCMS students. In 20/22 opportunities, more than 50% of SVCMS students achieved above the national norm. There were 18 opportunities for measuring growth. In 12 of 18, more than 50% of SVCMS students achieved expected growth.

Trend Analysis



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

K-3 Reading proficiency declined



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

3rd grade math proficiency improved

Additional Trend Information:

SVCMS first administered the MAP (Measures of Academic Progress) assessment in the spring of 2015 to students in grades 3-8. In spring 2018, we had 4 years of data to begin to make some preliminary analysis of the results to determine global trends. One trend that emerged over these 4 years is that students at SVCMS score particularly strong on Reading and Science (Science is administered for grades 5-8). Another observed trend is that the longer students are enrolled at SVCMS the higher the scores in all areas. For example looking at our 8th grade results in grade level performance from spring 2018: the percentage of middle school students who were at or above grade level in Math is 100%, Reading is 100%, Language Usage is 92% and science is 100%. Finally, 3 year trends show that Math remains an area of opportunity, particularly in grades 3-6. Although there too, the older the students the better the performance, supporting the previous trend that the longer students are with us the better the outcomes. For Trend Analysis the school relies on high stakes assessment data, MAP assessment data, DIBELS reading data, observation of students, and record keeping.

As a high-fidelity Montessori program, a trend of math outcomes improving with older students is not surprising. One reason is that as a program with mixed-age classrooms (Upper Elementary serves grades 4-6, for example) the school focuses on 3-year outcomes vs. solely annual progress. Our curriculum and scope and sequence is designed with goals for students at the end of their three years in a classroom. In this way, we would expect to see better outcomes for our 6th year students than earlier in Upper Elementary. Additionally, Montessori is a pedagogical approach grounded in a deep understanding of human development. This developmental approach prioritizes the use of concrete materials in math for all students with a long path to math abstraction for older students. Given that we understand and support that math abstraction happens in the later elementary years, we would expect that student math outcomes on an abstract, computer-based assessment (MAP) would trend toward better outcomes for the older students.

Notable Trends in K-3 Reading: Based on reading assessment data, the current percentage of K-3 students at SVCMS with a SRD is 10%. This data is acquired through formal reading assessments done three times yearly. Prior to the 2016-2017 academic year, the formal reading assessment used for K-3 students at SVCMS was the PALS reading assessment. During the 2016-2017 school year we changed the reading assessment tool for 1-3 graders from PALS to the DIBELS Next reading assessment. Subsequently, during the following year (2017-2018) we also shifted to the use of the DIBELS Next reading assessment tool for Kindergarten in order to attain more consistency across all of K-3. This year's data indicating 10% SRD for K-3 students compares to data from spring of 2017, which indicated percentages of K-3 students with a SRD of 13.9%. This data contrasts to SVVSD district data that reports 13% of K-3 students as having an SRD in 2016-2017 academic year. Statewide end

of year assessment data from 2017 shows a percentage total of 15.7% of K-3 students with a SRD. Although the number of K-3 students with a significant reading deficiency at SVCMS is currently lower than the last reported state average, and additionally is lower than the year prior, the trends for reducing reading deficiency have not been consistent over the last three years. For this reason, we recognize the need for increased focus on direct instruction of phonemic awareness, phonics, and fluency skills, particularly at the 1st and 2nd grade levels. This is a notable trend and we will continue to strive to reduce the number of students with SRD on an annual basis across grades K-3, while concurrently increasing the number of K-3 students reading at proficient levels.

Notable Trends in 3rd Grade Math: Trend analysis of 3rd grade mathematics was based on NWEA MAP Mean RIT Scores. The 2016 score of 203 and the 2017 score of 201.8 approach the NWEA Norm of 203.4 while the 2018 score of 210.1 exceeds the norm. At each grade level sufficient CMAS data wasn't available to detect meaningful trends due to small sample size. Staff analyzed 2018 MAP data and instructional practices at each grade level to determine root causes of falling below proficiency targets in math and the resulting major improvement strategies.

Notable Trends in Upper Elementary (grades 4-6) Math: Trend analysis of Upper Elementary mathematics (grades 4,5,6) was based on NWEA MAP Mean RIT Scores. 4th grade spring 2016 score of 215.3 exceeded the norm of 213.5 while scores of 208.6 in 2017, and 210.6 in 2018 reveal a gap. The three year range of 5th grade spring data shows Mean RIT Scores of 222.0 (2016) and 225.6 (2017) fall above the norm of 221.4 while and 215.8 (2018) does not meet expectations. 6th grade scores of 234.8 (2016), 224.9 (2017) and 230.7 2018) exceed or fall slightly below the NWEA norm of 225.3 . At each grade level insufficient data from CMAS limits reliability of meaningful trends due to small sample size. For this reason staff analyzed 2018 MAP data and instructional practices at each grade level to determine root causes of falling below proficiency targets in math and the resulting major improvement strategies.

Trend analysis of upper elementary science (grades 5,6) was based on NWEA MAP Mean RIT Scores. 5th year science exceeded the NWEA norm of 210.9 for 2016 (223.9), 2017 (219.1), and 2018 (213.9). 6th grade science also exceeded the norm of 213.5 across all three years: 226.9 (2016), 233.3 (2017), and 226.8 (2018).

Root Causes



Priority Performance Challenge: K-3 Reading

K-3 Reading, particularly fluency in 1st grade, is a Priority Performance Challenge.



Root Cause: Inconsistent Tier 1 Instruction.

Inconsistent Tier 1 instruction on phonemic awareness and phonics at the Kindergarten through 2nd grade levels due, in part, to uneven literacy training in grades K-2.



Root Cause: Insufficient Tier 2 support.

Insufficient Tier 2 support for students reading below expectations across grades and classrooms.



Root Cause: Emerging Progress Monitoring.

Progress monitoring has improved since prior UIP, yet fidelity remains a growth opportunity.



Priority Performance Challenge: 3rd Grade Math

3rd Grade Math Proficiency, particularly the areas of Number Sense and Computation and Problem Solving, was identified.



Root Cause: Inconsistent Tier 4 Math Instruction.

Inconsistent implementation of Tier 1 Montessori Math instruction existed across classrooms, particularly in the areas of Number Sense and Computation and Problem Solving.



Root Cause: Lack of concept retention and review in math lessons.

Inconsistent support via embedded concept retention and review strategies in LE math lessons exists across LE classrooms.



Priority Performance Challenge: Upper Elementary (grades 4-6) Math

Upper Elementary Math Proficiency, particularly the areas of Computation and Problem Solving and Number Sense, was identified as a Priority Improvement Challenge.



Root Cause: Schedule doesn't support high fidelity Tier 1 instruction.

Student schedule reflected inadequate instructional and student work time for math lessons, immediate practice, and concept review.



Root Cause: Lack of data-driven differentiation.

Instruction was too broadly targeted due to lack of data-driven differentiation.



Root Cause: Lack of embedded concept retention and review strategies.

Math lessons and student work didn't reflect and support consistently embedded concept retention and review.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:



Several areas were identified as Priority Improvement Challenges in this plan. 3rd grade Math and 4th through 6th grade math were both identified. Additionally, K-3 Reading was identified as a Priority Improvement Challenge.

Priority Improvement Challenge #1 is a lack of reading fluency among Kindergarten through 3rd grade students. The rationale for this PIC is that students in Kindergarten through 3rd grade must learn to read in the lower grades in order to read to learn in the Upper Elementary and Middle School levels. Reading is a foundational skill and provides access to all content areas for the student's future learning. If children struggle with reading when in their primary grades, they are more likely to struggle in upper grades and beyond. Given the strength of Tier 1 Montessori reading instruction when done with fidelity, the school believes this area should be a priority until there are no students with SRD and 100% of students in K-3 are proficient readers.

Priority Improvement Challenge #2 is a lack of proficiency in Math among Lower Elementary (1st to 3rd grade) students. The rationale for this PIC is that students require a strong foundation in number sense and computation to allow them to access increasingly complex math concepts over their elementary and secondary years. If the foundation isn't strong, access to more advanced and math concepts and paths to abstraction will be limited. It is essential that students transition from 3rd to 4th grades with a strong number sense and math fact and computational fluency.

Priority Improvement Challenge #3 is a lack of proficiency in Math among Upper Elementary (4th to 6th grade) students. The rationale for this PIC is that students require mastery of a broad range of elementary math skills to access more advanced math concepts in secondary school and beyond. The Montessori math materials, when used with fidelity, are proven to provide a strong math foundation for students to be ready for the introduction of Algebra in 7th grade. Strong math outcomes in 4th-6th grades are essential to the school's ability to prepare students for secondary math studies.

Provide a rationale for how these Root Causes were selected and verified:



Priority Improvement Challenge #1 is a lack of reading fluency among Kindergarten through 3rd grade students. The rationale for this PIC is that students in Kindergarten through 3rd grade must learn to read in the lower grades in order to read to learn in the Upper Elementary and Middle School. Reading is a foundational skill and provides access to all content areas for the student's future learning. If children struggle with reading when in their primary grades, they are more likely to struggle in upper grades and beyond.

Root Cause Verification:

Review of reading data measures and instructional practices suggested that lower elementary students, particularly those in 1st and 2nd grade would benefit from increased Tier 1 instruction on phonemic awareness and phonics skills. The area of deficiency in reading scores reflected a gap in both of these early reading skills. Inconsistent Tier 1 instruction in these areas is, in part, due to inconsistent Tier 1 instruction among classroom instructors. Furthermore, the emerging fidelity of progress monitoring and reading assessment tools utilized across grades K-3 were determined to have negatively impacted the early identification, and the consistency in monitoring, students with an SRD. Lastly, after review of Tier 1 instructional practices, as well as data and progress monitoring trends, it was revealed that students identified as having a SRD received insufficient Tier 2 reading instruction due to prioritization of instruction within the classroom, as well as lacking support personnel to supplement reading instruction outside of normal classroom instruction.

Priority Improvement Challenge #2 is a lack of proficiency in Math among Lower Elementary (1st to 3rd grade) students. The rationale for this PIC is that students require a strong foundation in number sense and computation to allow them to access increasingly complex math concepts over their elementary and secondary years. If the foundation isn't strong, access to more advanced math concepts will be limited.

Root Cause Verification:

Review of MAP Data and instructional practices suggested 3rd grade students would benefit from increased frequency and fidelity of mathematics instruction. Inconsistency in implementation of curriculum and uneven concept prioritization of math instruction were determined to have impacted scope of instruction, particularly within the content areas of number sense and computation.

Priority Improvement Challenge #3 is a lack of proficiency in Math among Upper Elementary (4th to 6th grade) students. The rationale for this PIC is that students require mastery of a broad range of elementary math skills to access more advanced math concepts in secondary school and beyond.

Root Causes Verification:

Review of MAP Data and instructional practices suggested upper elementary students (grades 4, 5, 6) would benefit from increased frequency and fidelity of targeted instruction. Inconsistency in implementation of curriculum including concept review, insufficient prioritization of math instructional time, and unevenly targeted curriculum delivery were determined to have impacted depth of instruction and concept retention.

Action Plans

Planning Form



K-3 Reading Fluency

What would success look like: Reading proficiency among K-3 students will increase to 91% and less than 10% of K-3 students will have a Significant Reading Deficiency.

Describe the research/evidence base supporting the strategy: Montessori Method Research Basis

Associated Root Causes:



Inconsistent Tier 1 Instruction.:

Inconsistent Tier 1 instruction on phonemic awareness and phonics at the Kindergarten through 2nd grade levels due, in part, to uneven literacy training in grades K-2.



Insufficient Tier 2 support.:

Insufficient Tier 2 support for students reading below expectations across grades and classrooms.



Assessment

Emerging Progress Monitoring.:

Progress monitoring has improved since prior UIP, yet fidelity remains a growth opportunity.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
DIBELS Benchmark	Administration of DIBELS Benchmark Assessment to all K-3 students.	09/18/2017 05/17/2019 Quarterly	Lower Elementary Guides and Assessment Coordinator	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Weekly Intervention Groups	LE Read Plan students will receive Tier 2 Interventions with LE trained guide at least 3 times weekly.	09/18/2017 05/17/2019	LE Literacy guide time for weekly intervention groups.	LE Literacy guide.	In Progress
Increase consistency and fidelity of progress monitoring.	Implement both formal and informal progress monitoring for all 1st-3rd grade students who are below, or significantly below, grade level and ensure consistent documentation of progress monitoring results. Additionally, progress monitor all 1st graders who are borderline "at grade level" to ensure they remain at or above grade level vs. expectations.	09/18/2017 05/17/2019	DIBELS Next Materials and Training	LE Literacy Guide, Lead Guides, Kindergarten Lead Guides, Assessment Coordinator	In Progress
Update Lower Elementary Literacy Album	Update LE Literacy Album to include teaching resources and progress monitoring tools for emergent readers.	02/05/2018 05/17/2019	Materials, Guide time to develop and share album among peers at PLC.	LE Literacy Guide	In Progress



3rd Grade Math Proficiency

What would success look like: 45% of 3rd grade students will be proficient in Math

Describe the research/evidence base supporting the strategy: Montessori Method Research Basis

Associated Root Causes:



Inconsistent Tier 1 Math Instruction.:

Inconsistent implementation of Tier 1 Montessori Math instruction existed across classrooms, particularly in the areas of Number Sense and Computation and Problem Solving.



Lack of concept retention and review in math lessons.:

Inconsistent support via embedded concept retention and review strategies in LE math lessons exists across LE classrooms.



Lack of data-driven differentiation.:

Instruction was too broadly targeted due to lack of data-driven differentiation.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
NWEA Measures of Academic Progress	SVCMS will administer the MAP Math Test to all 3rd grade students two times per year, in fall and spring.	05/01/2018 05/17/2019 Quarterly	LE Guides, Assessment Coordinator	Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Daily Computation Work	Students will be asked to add a Daily Computation work choice to their work plans.	01/02/2018 05/17/2019	Computation Work choices list	LE Lead Guides	In Progress
Fact Work Thread	Identify Fact Work Scope and Sequence and add thread to LE record keeping that focuses, in particular, on 3rd Grade progress and acquisition of multiplication facts.	02/05/2018 05/17/2019	Time to enter lessons into Montessori Workspace	LE Lead Guides	In Progress

Implement Compose/Decompose lessons	LE faculty will implement targeted number composition and decomposition lessons to LE students.	03/05/2018 05/17/2019	Time MAP analysis	LE Faculty	In Progress
Implement Hierarchy Material	Implement Hierarchy Material lessons in all LE classrooms with fidelity by rotating materials through classrooms. Implement Streets in Infinity lessons, targeting key concepts and students identified through MAP analysis.	03/05/2018 05/17/2019	Time, materials	LE Faculty	In Progress
Refresh Training on Place Value Lessons	LE Faculty will use Level Meetings for PLCs on key math operations lessons that reinforce place value.	03/05/2018 05/18/2019	Time	LE Faculty	In Progress



Upper Elementary Math Proficiency

What would success look like: 55% of students in Upper Elementary (4th-6th grade) will be proficient in Math.

Describe the research/evidence base supporting the strategy: Montessori Method Research Basis

Associated Root Causes:



Schedule doesn't support high fidelity Tier 1 instruction.:

Student schedule reflected inadequate instructional and student work time for math lessons, immediate practice, and concept review.



Lack of data-driven differentiation.:

Instruction was too broadly targeted due to lack of data-driven differentiation.



Lack of embedded concept retention and review strategies.:

Math lessons and student work didn't reflect and support consistently embedded concept retention and review.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel		Status
UE MAP Math Testing	UE students will be assessed yearly using the MAP Math test, with 6th grade students testing 2x/year in winter and spring.	05/01/2018 05/17/2020 Quarterly	UE Faculty, Asses	sment Coordinator	Partially Met
Action Steps As	sociated with MIS				
Name	Description	Start/End Date	Resource	Key Personnel	Status
Data-based Differentiation	Use detail from MAP Assessments to set student-specific, targeted curriculum goals, and group students according to data insights.	09/05/2017 05/17/2019	Time, MAP Assessments	UE Faculty, Assessment Coordinator	In Progress
Brain-based Learning	Incorporate Brain-based learning techniques into math lessons and review to support both retention of concepts and fluency.	08/17/2018 05/17/2019	Time, Materials.	UE Faculty	In Progress
Increase Math-Focused Work-cycle Time	Adapt UE Schedules to accommodate 2 Math and 1 Geometry lessons for all UE students and confirm fidelity of implementation of lessons via weekly PLC meeting. Slot 2 additional hours for MAP data driven, targeted support and review of concept lessons.	09/05/2018 05/17/2019	Time, development of targeted, Montessori method based support materials.	UE Faculty	Complete

Start/End/



Implement Math Plans for students performing at or below 40% on

MAP: provide daily additional targeted lessons and support materials to review concepts and bridge gap between Montessori math materials and abstraction. Fidelity of implementation will be

supported by monthly review at level lead meetings.

11/01/2018 Time, support 05/20/2019

materials

UE Guides

In Progress

School Target Setting



Priority Performance Challenge : K-3 Reading



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL

reduced to 9%.

PERFORMANCE

TARGETS

2019-2020: By Spring 2020, 94% of K-3 students will read at grade level and the percentage of K-3 students with a SRD will be

2018-2019: By Spring 2019, 91% of K-3 students will read at grade level and the percentage of K-3 students with a SRD will be

reduced to 6%.

INTERIM MEASURES FOR 2018-2019: DIBELS Next benchmark 3 x a year. DIBELS next formal progress monitoring monthly for all K-3 student who are below grade level and/or SRD and/or on a Read Plan.



Priority Performance Challenge: 3rd Grade Math



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

2018-2019: By Spring 2019, 45% of 3rd grade students will be proficient or above in Math, particularly in Computation and

ANNUAL

Number Sense.

PERFORMANCE

TARGETS

2019-2020: By Spring 2020, 48% of 3rd grade students will be proficient or above in Math, particularly in Computation and

Number Sense.

INTERIM MEASURES FOR 2018-2019: NWEA MAP Growth administered 2x per year (fall and spring) for all students, 3x a year (a midyear benchmark) for students 40th percentile or under.



Priority Performance Challenge : Upper Elementary (grades 4-6) Math



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL

2018-2019: 55% of Upper Elementary (4th-6th grades) students will be proficient or above in Math.

PERFORMANCE

TARGETS

2019-2020: 58% of Upper Elementary (4th-6th grades) students will be proficient or above in Math.

INTERIM MEASURES FOR 2018-2019: NWEA MAP Growth administered 1x per year for all Upper Elementary students, 2x a year (a midyear benchmark) for all 6th grade students.

Exhibit G Educational Program Characteristics

We offer an authentic Montessori education that fosters Whole Child development by creating joyful classroom environments true to the research-based educational philosophy developed by Dr. Maria Montessori.

Academic Programs within SVCMS
Children's House (ages 3-6) — Preschool & Kindergarten
Lower Elementary (ages 6-9) — 1st, 2nd & 3rd Years
Upper Elementary (ages 9-12) — 4th, 5th & 6th Years
Middle School (ages 12-14) — 7th & 8th Years

From preschool through middle school, our highly experienced and highly qualified Guides act as facilitators of student learning, dedicated to putting fundamental Montessori concepts into practice. Guides provide small group and individual lessons as other students work independently on their own pursuits within the classroom.

"The child is capable of developing and giving us tangible proof of the possibility of a better humanity. He has shown us the true process of construction of the human being. We have seen children totally change as they acquire a love for things and as their sense of order, discipline, and self-control develops within them ... The child is both a hope and a promise for mankind."

- Dr. Maria Montessori, Education and Peace

Each three-year, mixed-age classroom (ages 3-6, 6-9, 9-12, 12-14), based on Dr. Montessori's Planes of Development, is prepared with beautiful, inspiring Montessori materials. Students enjoy an uninterrupted, three-hour work cycle every day, during which they are encouraged to interact socially, learn from and teach each other, and develop strong relationships with their peers and Guides. Our responsive programs allow each student to progress at his or her own pace while developing the cognitive, social, emotional, and physical skills and behaviors that form the basis for all that follows in school and in life. In addition to the traditional academic subjects, Art, Movement, and Peace are integrated into every classroom's curriculum.

Children's House (ages 3-6) - Preschool & Kindergarten

Our Children's House program is a caring community designed to nurture the young child to become a self-confident and curious learner who will learn to value himself, others, and the world around him. Dr. Maria Montessori viewed the First Plane of Development, the "Absorbent Mind" (from birth to age 6), as a time when a child is creating himself as an individual.

This tremendous task occurs through constant absorption of the world around them. Young children need beautiful, safe, and ordered surroundings where they feel

protected and loved, along with extended periods of concentration in an environment where they feel encouraged to learn by doing concrete tasks and experiencing the real world around them. They are internally driven by phases of intense interest or "sensitive periods" in learning a particular skill or concept.

The SVCMS Children's House environment meets young childrens' needs with beautiful, orderly classrooms, and features a full range of Montessori materials that are engaging and developmentally responsive to children between the ages of 3 to 6, arranged invitingly on low, open shelves. All of the furniture is child sized and all of the materials are scaled to fit the physical dimensions of a young child's body.

There is a strong emphasis in the Children's House on peace education, including inner peace, peace in a community, global peace, and peace with nature. Students are encouraged to respect one another and their work, to use their peace lessons to resolve conflicts, and are introduced to a global view of life in learning about people around the world through cultural and geography lessons.

Everyday, children are able to fully engage in self chosen work within a three-hour, uninterrupted work-cycle that gives them the opportunity to fulfill their own curiosities and interests in the classroom. The Montessori method of instruction uses a three-period lesson format which introduces new concepts and/or language to broaden a student's understanding of the materials and the environment.

The first period of the Montessori method of instruction is a lesson presented by a Guide who clearly, concisely, and gracefully shows the student the concept. (Read more about Children's House Curriculum). During the second period, the child undertakes practice with the materials alone or with a peer, conferring with the Guide. In the third period, the child achieves conceptual and practical independence as s/he internalizes the concept and demonstrates mastery.

To further deepen their learning, the mixed-age Montessori community allows younger children to have the opportunity to see what learning lies ahead by observing the older children having or reviewing a lesson. Older children are able to solidify their knowledge by sharing their work with the younger children. Growing together over several years in a warm and supportive environment, the students in Children's House develop themselves while developing very close relationships among their peers and their Guides.

Guides in the Children's House program are kind, knowledgeable, and careful observers of the needs of each child in the classroom. They establish a physical environment that is orderly, precise, and attractive, and know when to present new lessons when a child is most ready for them. They establish a psychological environment that is encouraging and supportive of purposeful activity and they guide each student towards a freedom

within limits that allows them to pursue their own interests while learning to respect the needs of others.

Our Lower Elementary program is designed to develop within each student a global vision and sense of gratitude for the universe, to cultivate their independent learning, and to support the construction of their social self.

Lower Elementary (ages 6-9) - 1st, 2nd & 3rd Years

Dr. Maria Montessori observed first hand children's eagerness to understand themselves, their world, and their place in it. It was her hope that "Cosmic Education" would satisfy children's intense thirst for knowledge during the Second Plane of Development or "Reasoning Mind" (ages 6-12).

"Let us give the children a vision of the universe. The universe is an imposing reality and the answer to all questions." - Dr. Maria Montessori, To Educate the Human Potential

The student at this time in their development wants to know about the entire universe and their place in it. Instead of asking "what is it?" they ask "why is it?" At this time in their development, students are also turning outward toward wider social experiences and have a heightened awareness of right and wrong. As their consciences are developing, it is an important time for them to discover justice and their moral responsibilities. Our extensive peace curriculum assists them in understanding their own emotions to work towards inner peace, as well as how to resolve conflict for social peace.

Our program is rooted in Cosmic Education, which is, in essence, the story of the continuing creation of the universe. The Montessori method of presenting the Five Great Lessons satisfies a student's developing awareness of the larger community, offering them a glimpse of human history at a time in their development when they are concerned with their burgeoning independent and social selves. These lessons are designed to inspire children's imaginations and encourage them to explore the "big work" that demonstrates the interconnectedness of all things. As the Lower Elementary students develop their awareness of the larger community, Cosmic Education addresses their own journeys outside of themselves into all of reality. The social, inquisitive, and joyful environment of the Lower Elementary communities opens the student's eyes to the universe and their understanding of the context their own lives have in the world.

The Lower Elementary curriculum offers students the context for, and real connections between, language, mathematics, geometry, zoology, botany, history, political geography, and peace, just to name a few. A student may spend time engaged in creating a political map of South America, while also researching the animals that live there. At the same time, the child might be learning about why it is warmer at the

equator and how people living in warmer climates adapt to meet their fundamental human needs.

During the uninterrupted three-hour work cycle each morning, every student has the time to delve into their interests and to do their "good work." Guides in the Lower Elementary program are supportive Montessorians who understand deeply the academic, social, and emotional needs of students during this time in their development. They engage fully with the students in dynamic relationships which encourage inquiry and discussion.

They are also storytellers and performers who inspire the students in their telling of The Five Great Lessons. They support the blossoming of the students' social natures and the mastery of their academic skills in small and large group lessons every day. Guides establish a safe environment that is supportive of purposeful activity and they encourage each student towards a freedom within limits that allow them to pursue their own interests while learning to respect the needs of others.

Upper Elementary (ages 9-12) – 4th, 5th & 6th Years

Our Upper Elementary program is designed to support each student's profound curiosity and thirst for knowledge, while encouraging social interaction and group work for their growing capacities for abstraction and developing independence. Between the ages of 9-12, students seek to move beyond their fundamental knowledge and look for connections, cause and effect, and patterns in their learning and understanding of the world. They are ready to both think hypothetically and to engage with the world on a moral level. In order to support their strong abilities for both imagination and abstraction, Cosmic Education continues through the Five Great Lessons at a pace that supports student mastery of subject materials while allowing them to more fully explore these areas.

Upper Elementary students also plan and work towards developing skills they can use for various purposes, either by earning microscope licenses or designing research projects around a particular interest. Licensed Meteorologists take daily weather data readings, create forecasts for recess and outings, and then communicate this information to peers and the front office.

The joyful, dynamic classrooms of Willow North and Willow South are safe and supportive environments where students are encouraged to make choices and to stretch themselves in order to grow into confident, independent, and productive citizens of the world.

Each day, Guides give small group lessons in mathematics, language, and science during the uninterrupted morning work cycle, while afternoon rotations allow for in-depth group lessons in cultural, peace, and art. Students are supported in their growing independence by meeting frequently with Guides for "Advisories," where they discuss

and set academic goals and celebrate their accomplishments. Students also use planners to map both their daily work and long-term projects, as well as keep records in order to track their progress. They check the accuracy of their work with controls, resolve their own errors, and determine, with support from their Guides, whether they are ready to progress or need additional support in a given area before moving on.

The three-period lesson model continues to foster internalization of concepts: the first lesson aims to spark the imagination; the second period embraces the student's social needs and often involves intense peer discussions and projects; they then share in the third period as presentations, projects, or other methods that embrace their learning styles.

Guides in the Upper Elementary program have a broad knowledge base, being Montessori-credentialed for both Lower and Upper Elementary, which allows for curriculum continuity across the Second Plane of Development. Upper Elementary Guides foster each student's need for intellectual independence, creative thought, and interest in justice and morality. They encourage and enjoy the students' strong social instincts to work and play in groups, while gently supporting their social and moral development in all aspects of the curriculum.

Middle School (ages 12-14) - 7th & 8th Years

Our Middle School program is designed to nurture and encourage the growing independence of adolescent students and to instill in them the "noble confidence" they will need to meet life's many challenges.

Dr. Maria Montessori outlined the Third Plane of Development, or Adolescence (ages 12-18), as a time when students are undergoing great physical, mental, and emotional changes, when they are primarily socially motivated, and when friendships can often seem more important than family. Outlining a syllabus for this divergent time in development, Dr. Montessori noted that students are also hungry to work on the land at real, authentic tasks, calling them "Erdkinder" or "land children."

Like other Montessori middle school programs, the Evergreen classroom offers "Occupations" within the larger middle school curriculum, which combines academic coursework with real work of the hands that looks very much like a vocation or a job. Students experience a great deal of independence surrounding the organization of their time and productivity around self-selected deadlines in both components of the program. The peace curriculum at this level stresses the need for inner peace and a sense of community peace as the students work closely together on large-scale projects.

Our Occupations model allows students to engage in a traditional Montessori work-cycle each morning and Occupations work each afternoon at an offsite, privately-owned apple orchard.

Students choose how to respond to projects. They make decisions concerning finances, purchases, advertising, sales, etc. in the classroom that will impact their Occupations. The products of their labor in the Occupations help form a class micro-economy where they learn to manage money and make business decisions. In addition, Occupations can provide diverse lessons based on a single subject. For example: in order to maintain an aquaponics system, they learn both about the nitrogen cycle and how to clean a filter.

Middle school students receive three-period lessons in new concepts during the morning work cycle as well as during their Occupations. This includes direct lessons, follow-up practice, and demonstration of mastery. Because the work is hands-on, the mastery is evident in the success of the task. The healthy, nurturing, academic environment of the Evergreen community at SVCMS supports the adolescent student in learning and practicing real work from experts in their fields and contributing to their community, where students learn that they are purposeful themselves and have a place in the world.

Guides in the Middle School program are Montessorians with a passion for adolescent development, who understand deeply the academic, social, and emotional needs of students during this time. They not only act as role models of adult behavior, exemplifying patient, unconditional support of each student, but also genuinely enjoy spending time with the students.

They are experts in diverse fields and have much to share with the students who look to them as examples. They see the innocence and humor in this challenging period of development and encourage students to make safe and appropriate choices.

EXHIBIT H PLAN FOR ENGLISH LANGUAGE LEARNERS

SVCMS will serve students with limited English proficiency in accordance with all applicable Federal Laws and Regulations and in compliance with C.R.S. § 22-24-105. SVCMS will adhere to the following with regard to these students:

- 1. Upon enrollment into the school, all students will receive a home-language survey of languages spoken in the home.
- 2. Students whose language survey indicates that a language other than English is spoken in the home will receive assessment of English proficiency using instruments and techniques approved by the District upon enrollment into the school to determine English proficiency.
- 3. All ELL students will be offered the ACCESS (Assessing Comprehension and Communication in English State-to-State) Test in January of each school year. The ACCESS Test will help SVCMS track individual student progress in language proficiency over time and determine optimal instruction support for each ELL student.
- 4. Educational Programs will be responsive to students' specific needs and in compliance with state and federal guidelines.

SVCMS will report the number of ELL students attending the school to the District and the state.

Students with Limited English Proficiency (LEPs) and Non-English proficiency (NEPs) will be included in their mixed-age, Montessori classrooms. In addition to the comprehensive Montessori scope and sequence, SVCMS will provide all NEP and LEP (1-3) students with supplemental direct English Language instruction.

ELL instruction will be provided by highly qualified teachers. SVCMS will also train guides on Sheltered Instruction and how it crosswalks to Montessori methods of education.

EXHIBIT I

DUE PROCESS GUIDELINES

- 1. Prepare notebook for Principal (include checklist and tabs).
- 2. Assistant Superintendent delivers the notebook along with "sample/guide book" to the school.
- 3. Schools return completed notebook along with "sample notebook" to Assistant Superintendent as soon as possible.
- 4. Assistant Superintendents review notebook and take notebook to legal counsel for review.
- 5. Legal counsel sends an email to Assistant Superintendent once notebook is reviewed and approved.
- 6. Notebook is picked up from legal counsel and one copy is made. (The checklist is included along with colored sheets of paper, which will replace the original tabs.)
- 7. The original is filed in Assistant Superintendent's office.
- 8. The copy is redacted. After it is redacted, another copy is made so now there are two redacted copies, both including the checklist and colored paper instead of tabs.
- 9. One redacted copy in a notebook stays with the Assistant Superintendent and the approval letter from legal counsel is placed in the front pocket of that notebook.
- 10. The police report is removed from the second redacted copy and that copy is placed in an envelope and the Principal is notified it is ready to be picked up.
- 11. Principal hand delivers the redacted copy (which includes the checklist and tabs but does not include the police report) to the parent/guardian. The book must be delivered to the parent at least one day prior to the expulsion hearing.
- 12. Assistant Superintendent brings the redacted copy of the notebook to the hearing and gives it to the Expulsion Officer who enters it into evidence. This copy includes checklist, tabs and redacted police report.
- 13. After the hearing, the Expulsion Officer takes the notebook with him and sends his recommendation to legal counsel to be reviewed.
- 14. The Expulsion Officer returns the notebook to the Assistant Superintendent with his recommendation, and the Assistant Superintendent brings that notebook to the meeting with the Superintendent.

DUE PROCESS CHECKLIST

This book has been redacted so it can be used as a "guide" when creating a dismissal/ expulsion book. Do not redact your book.

Checklist	TASK
1	Student Demographics
	Print information from Infinite Campus
2	Timeline of events (Summary)
	Provided by building administration
3	School Work Support Plan
	Copies of homework gathered from teachers that was given to the student
4	Expulsion Data Form Contact Expulsion Officer or Assistant Expulsion Officer and they will send
	you the form
5	Expulsion Hearing Letter
	Contact the Superintendent's Assistant and she will send you a copy of the letter
6	Board Policy/State Statute violations
	Copy Board Policies from the website
7	Student discipline records
	Print information from Infinite Campus
8	IEP/504 Plan Records** Yes No If yes, Manifestation
	Determination Review Yes No
	Check Yes or No
9	Attendance Records
	Print copy of attendance record from Infinite Campus
10	Police reports
44	Ask SRO/Police for a copy of the report as soon as possible
11	Due process paperwork
12	Print ad hoc report from Infinite Campus
12	Suspension letter to parent/guardian
13	Same information as #11
13	Habitual Disruptor History and Plan**
14	Include if a school has drawn up a plan Teacher's statements**
	Teacher's written description of incident with signature
15	Witness statements**
	Witness statements Witnesses' written statements with signature
16	Student statement
	Student's written statement with signature
17	Photos and/or video surveillance**
	Pictures that may have been taken showing evidence
18	Social media postings, school work containing threatening content**
	Include screen shots of each media postings or copies of school work
19	Correspondence with parent/guardian, i.e., emails, phone calls
	Documented phone calls and emails between administrators and
	parent/guardian

^{**}If there is no information, please include a sheet stating "There were no _____ (fill in the blank).

EXHIBIT J

Additional Services Agreement -

The following are mutually agreed-upon services or licenses and associated costs provided to the charter school by the District for the 2019-2020 school year. Items in this list may be subject to separate License Agreements or Service Level Agreements. Prices and availability of services and licenses are subject to revision annually, regardless of the term of this contract. Additionally, agreements between the charter school and the District for services not in this list may be entered into under separate contracts or agreements, as needed.

as needed.			
District To	echnology Services		
Required Services Pursuant to Section 10.4		FY20	
Infinite Campus and Alpine Achievement	Oct 1 Student Count	Cost Per Student	Total Cost
Infinite Campus License IC & Alpine Enterprise Enterprise Personnel Costs Alpine Achievement License Server Licenses (VM & Microsoft)	225	\$ 10.50 18.59 7.65 0.29	2,362.50 4,182.75 1,721.25 65.25
Shoutpoint (E-rate discount applied) Total		1.14	\$ 256.50 8,588.25
Active Directory Authentication Services (AD)	Number of AD Accounts	Cost per Account	Total Cost
Licenses for staff requiring access to Infinite Campus Total	15	\$ 18.80	\$ 282.00 282.00
Optional Services			
Citrix Fees	Num of Citrix Accounts	Cost Per Account	Total Cost
EMC Storage Citrix Server Citrix License	3	\$ 19.67 15.50 85.00	\$ 59.01 46.50 255.00
Microsoft License (part of Citrix image) Total		35.31	\$ 105.93 466.44
Destiny Media Manager (Library Curriuculum)	Accounts	Cost per Account	Total Cost
Site License Fee Annual Maintenance Fee	0	\$ 550.00 150.00	\$ (6)
Total Active Directory Authentication Services (AD) (TPC)	N		\$ T-(-101
Active Directory Authentication Services (AD) (TPC) Additional Staff License (Not on Line 19) Total	0	\$ 18.80	\$ Total Cost
Virtual Private Network (VPN) (TCPA Only)	Number of VPN Accounts	Cost per Account	Total Cost
License Total	0	\$ 50.68	\$ #A
Recurring VOIP Costs (TPCA Only)	Recurring VOIP Accounts		Total Cost
License Total	0	\$ 52.69	\$ •
New VOIP Costs (TPCA Only)	New VOIP Accounts	Cost Per Account	Total Cost
License	0	\$ 542.29	\$ (4)

Total			\$ -
ISP/Webfilter (TPCA Only)	Oct 1 Student Count	Cost Per Student	Total Cost
ISP/Webfilter	0	\$ 8.69	\$ -
Total			\$
Wide Area Network (TPCA Only)	WAN Use (1 or 0)	Annual Cost	Total Cost
Wide Area Network (E-rate discount applied)	0	\$ 5,977.24	\$ -
Total		9 3,377.24	\$ -
10101			
F	luman Resources		
AESOP	AESOP Use (1 or 0)	Annual Cost	Total Cost
AESOP License (may not be available)	0	\$ 1,500.00	\$
Total			\$ -
	Wanata		
	Warehouse		
Delivery Service	Delivery Service (1 or 0)	Annual Cost	Total Cost
Delivery Service	1	\$ 1,000.00	\$ 1,000.00
Total			\$ 1,000.00
Total Exhibit H Service/License Costs:			\$ 10,336.69
Our school chooses the Title II-A services below in lieu	u of receiving Title II-A funding o	directly. Yes_XX	No
Other Items on Ac	Hoc Basis (to be bill	ed monthly)	
Note: This is not an all-inclusive list. There may be ot			istrict.
Substitute Teacher Jobs (Salary, PERA, Medicare)			
Workers Compensation Insurance Surcharge per Substi	tute Teacher Day (\$3.00 for full	day sub/ \$1.50 for half	f-day sub)
Unemployment Charges			
Transportation Reimbursement (Field Trips)			
Warehouse Orders			
"100 Mile Club" Reimbursement			
Student Services:			
- Hearing and Vision Screenings for Schools under 400			CS
- Hearing and Vision Screenings for Schools over 400 S	Students: \$600 for initial screen	ing; \$210 for rechecks	
- Truancy Filings (\$55/hour)			
State Categorical Aid: - 100% of GT money is passed through the charter so	ah a ala		
		l at actual District cost	of CEO por hour
 Gifted & Talented Services (Screenings, Consultation ELPA Services - The following services will be proviced. 			
- Summer School (\$450/student)	ded at no charge in ned of EEFA	idituing of may be pu	ichased directly.
- ACCESS Data Parent Comm/Reports/Disaggregate	ed Data (\$10/student)		
- ACCESS Training			
-	ca bata (projetadent)		
- Consulting on "As Needed" Basis (\$50/hour)	ed Bata (\$10) stadents		
 Consulting on "As Needed" Basis (\$50/hour) Consulting Support Services (\$50/hour) 	ed Bata (\$10/stadent)		
- Consulting Support Services (\$50/hour)			
-			

- Parent Meetings (\$10/student)	
- WAPT - Screening, Input, Electronic Filing, Communicat	n, etc. (\$25/student)
Federal Categorical Aid:	
- Title III, Part A - ELA Enhancement - This money will be pa	ed through to the charter schools on a reimbursement basis
after an ELA Plan is pre-approved by the Assistant Superinter	ent for Priority Schools.
- Title II, Part A - These services will be provided at no charg	in lieu of Title II, Part A, Teacher/Principal Quality or may be
purchased at actual District cost:	
- In-District Rate Classes from SVVS Fall, Spring and Summe	Course Catalogs
- MTSS/PBIS Support	
- Classroom Management	
- Partners in Education (PIE) Master's Program Coaching	
- New Teacher Induction/What I Didn't Learn in College	
- New Administrator Induction	
- Teacher Mentor Training	

ASPEN RIDGE PREPARATORY SCHOOL 2019 CONTRACT EXHIBITS



EXHIBIT A

WAIVERS

Waivers from Colorado Revised Statutes and/or Rules/Regulations

Automatic Waiver List as of 6/2/2017

State Statute Citation	Description
22-32-109(1)(f), C.R.S.	Local board duties concerning selection of staff and pay
22-32-109(1)(t), C.R.S.	Determine educational program and prescribe textbooks
22-32-110(1)(h), C.R.S.	Local board powers-Terminate employment of personnel
22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses
22-32-110(1)(j), C.R.S.	Local board powers-Procure life, health, or accident insurance
22-32-110(1)(k), C.R.S.	Local board powers-Policies relating the in-service training and official conduct
22-32-110(1)(ee), C.R.S.	Local board powers-Employ teachers' aides and other non- certificated personnel
22-32-126, C.R.S.	Employment and authority of principals
22-33-104(4), C.R.S.	Compulsory school attendance-Attendance policies and excused absences
22-63-301, C.R.S.	Teacher Employment Act- Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401, C.R.S.	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S	School Year-National Holidays

NON-AUTOMATIC WAIVERS

- 22-9-106, C.R.S. Local board duties concerning performance of licensed personnel
- 22-63-201, C.R.S. Teacher employment, compensation and dismissal act of 1990; Employment License Required Exception
- 22-63-202, C.R.S. Teacher employment, compensation and dismissal act of 1990; Contract in writing duration damage provision
- 22-63-203, C.R.S. Teacher employment, compensation and dismissal act of 1990; Probationary teacher renewal and nonrenewal of employment contract
- 22-63-206, C.R.S. Teacher employment, compensation and dismissal act of 1990; transfer of teachers compensation
- 22-32-109(1)(aa) C.R.S. Board duties adopt content standards and a plan for implementation
- 22-32-109(1)(n)(I) C.R.S. Board duties length of school year
- 22-32-109(1)(n)(II)(A) C.R.S. Board duties -teacher-pupil contact hours
- 22-32-109(1)(n)(II)(B) C.R.S. Board duties Adoption of District Calendar
- 22-32-119 C.R.S. Kindergarten
- 22-7-1014(2)(a) C.R.S. Preschool individualized readiness plans- school readiness-assessments
- 22-1-110 C.R.S., Effect of use of alcohol and controlled substances to be taught

Rationale and Replacement Plan for Waivers from State Statute and Rule

Basic Information

School Name: Aspen Ridge Preparatory School

School Address: 705 Austin Avenue, Erie, Colorado 80516

Prepared by: Mark Ridenour

Preparer's Phone Number: 720-242-6225

Preparer's Email Address: mridenour@aspenridgeprepschool.org

Charter School Contact: Mark Ridenour

Charter School Contact Email Address: mridenour@aspenridgeprepschool.org

District Contact Name: Terry Schueler

District Contact Email Address: schueler_terry@svvsd.org

STATUTE DESCRIPTION AND RATIONALE

C.R.S. § 22-9-106

Local Board of Education-Duties-Performance Evaluation System

This section requires that employee performance evaluations be performed by a person holding an administrative certificate (Type D).

Rationale: The Aspen Ridge Preparatory School Directors or designated heads of school must have the ability to perform the evaluation of all personnel. Should any other designated administrator not have a Type D certificate, this should not preclude him or her from administering the evaluations under the direction of the Directors or designated head of school. The Aspen Ridge Preparatory School Board of Directors must also have the ability to perform the evaluation for the school's Directors or head of school.

Plan: Aspen Ridge Preparatory School uses its own evaluation system as agreed to in the Charter School Agreement with St. Vrain Valley School District. Aspen Ridge Preparatory School's evaluation system will continue to meet the intent of the law as outlined in statute. Staff have been trained in this evaluation system, and the methods used for Aspen Ridge Preparatory School's evaluation system includes quality standards that are clear and relevant to the administrators' and teachers' roles and responsibilities, have the goal of improving student academic growth, and meet the intent of the quality standards established in SB 10-191. Aspen Ridge Preparatory School will not be required to report their teacher evaluation data through the TSDL collection; however, teacher performance data will be reviewed by the school and used to inform hiring practices and professional development. Core course level participation will continue to be reported PURSUANT TO 22-11-503.5 as this is a non-waivable statute.

Duration of the Waivers: Aspen Ridge Preparatory School requests that the waiver be for the duration of its contract with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: Aspen Ridge Preparatory School anticipates that the requested waiver will have no financial impact upon the St. Vrain Valley School District or the Aspen Ridge Preparatory School budget.

How the Impact of the Waivers will be evaluated: Since teacher performance has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in this Charter School Agreement.

Expected Outcome: With this waiver, the school will be able to implement its program and evaluate its teachers in accordance with its Performance Appraisal System, which is designed to produce greater accountability and be consistent with the school's goals and objectives. This will benefit staff members as well as students and the community.

C.R.S. § 22-63-201

Employment Certificate required

Prohibits board from entering into an employment contract with a person who does not hold a teacher's certificate or letter of authorization.

C.R.S. § 22-63-202

Teacher employment, contracts in writing-duration-damage provision

Rationale: Aspen Ridge Preparatory School should be granted the authority to hire teachers and principals that will support the school's goals and objectives. The school Directors will not function as traditional district school principals, but rather will be responsible for a wider range of tasks and act as the school's chief executive officer. The school will seek to attract principals and teachers from a wide variety of backgrounds, including, but not limited to teachers from out-of-state, teachers with a lapsed Colorado certificate, persons with several years of successful teaching experience in a setting not requiring a license, as well as persons with business or professional experience. All employees of Aspen Ridge Preparatory School will be employed on an at-will basis. All employees of Aspen Ridge Preparatory School will meet Federal Highly Qualified Requirements (i.e.: hold a degree and demonstrated subject-matter competency).

Replacement Plan: The school will, as appropriate, hire certified teachers and principals. However, in some instances it may be advantageous for the school to be able to hire Highly Qualified teachers and/or administrators without a certificate and who possess unique background and/or skills that fill the need of Aspen Ridge Preparatory School.

Duration of the Waivers: Aspen Ridge Preparatory School requests that the waiver be for the duration of its contract with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the St. Vrain Valley School District or Aspen Ridge Preparatory School.

How the Impact of the Waivers will be evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per this Charter School Agreement.

Expected Outcome: As a result of these waivers, the school will be able to employ professional staff possessing unique skills and/or background filling all staff needs.

C.R.S. § 22-63-203

Probationary Teachers -renewal and non-renewal of employment contract

Provides for contract with probationary teachers and allows for non-renewal and renewal of employment contract.

Rationale: Aspen Ridge Preparatory School should be granted the authority to develop its own employment agreements and terms and conditions of employment. The school will be operating differently from other schools with a unique curriculum for which having the proper teaching staff is essential. All employees of Aspen Ridge Preparatory School will be employed on an at-will basis.

Replacement Plan: Aspen Ridge Preparatory School develops teacher agreements with the terms of non-renewal and renewal of employment, and payment of salaries upon termination of employment of a teacher.

Duration of the Waivers: Aspen Ridge Preparatory School requests that the waiver be for the duration of its contract with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the St. Vrain Valley School District or Aspen Ridge Preparatory School.

How the Impact of the Waivers will be evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per this Charter School Agreement.

Expected Outcome: As a result of these waivers, the school will be able to employ professional staff possessing unique skills and/or background, filling all staff needs.

C.R.S. § 22-63-206

Teacher Employment, Compensation and Dismissal Act

Permits transfer of teachers between schools upon recommendation of district's chief administrative officer.

Rationale: Aspen Ridge Preparatory School is granted the authority under the Charter School Agreement to select its own teachers. No other school or the St. Vrain Valley School District should not have the authority to transfer its teachers into Aspen Ridge Preparatory School or transfer teachers from Aspen Ridge Preparatory School to any other schools, except as provided for in the Charter School Agreement.

Replacement Plan: The school will hire teachers on a best qualified basis. There is no provision for transfers.

Duration of the Waivers: Aspen Ridge Preparatory School requests that the waiver be for the duration of its contract with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the St. Vrain Valley School District or the school.

How the Impact of the Waiver will be evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to Aspen Ridge Preparatory School, as set forth in this Charter School Agreement.

Expected Outcome: The school expects that as a result of this waiver it will be able to manage its own personnel affairs. There is no provision for transfers.

C.R.S. §22-32-109(1)(aa)

Requires Districts to adopt content standards and a plan for implementation of such standards.

Rationale: Aspen Ridge Preparatory School will be operating independently from other schools in the District and should be delegated the authority to adopt and implement its own content standards as long as said standards meet or exceed State content standards.

Replacement Plan: Aspen Ridge Preparatory School will adopt content standards and a plan for implementation of such standards. The standards shall meet or exceed State content standards. The administration shall be responsible for implementation of the standards with oversight by the Board of Directors.

Duration of the Waivers: Aspen Ridge Preparatory School requests that the waiver be for the duration of its contract with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: Aspen Ridge Preparatory School anticipates that the requested waiver will have no financial impact upon the St. Vrain Valley School Board or St. Vrain Valley School budget.

C.R.S. §22-32-109(1)(n)(I)

Board of Education-Specific Duties School Calendar

C.R.S. §22-32-109(1)(n)(II)(B)

Board of Education-Specific Duties Adoption of District Calendar

Rationale: The school year at Aspen Ridge Preparatory School will adopt the St, Vrain Valley School District calendar with minor exceptions not to include days of school.

Replacement Plan: The final calendar will change late start Wednesdays to early release Wednesdays.

Duration of the Waivers: Replacement Plan: Aspen Ridge Preparatory School requests that the waiver be for the duration of its contract with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the St. Vrain Valley School District or Aspen Ridge Preparatory School.

How the Impact of the Waivers will be evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per this Charter School Agreement.

Expected Outcome: As a result of these waivers, the school will be able to implement the necessary policies to increase student achievement.

C.R.S. §22-32-109(1)(n)(II)(A)

Board of Education- Specific Duties Teacher Pupil Contact Hours

Rationale: Aspen Ridge Preparatory School will prescribe the actual details of teacher-pupil contact hours to best meet the needs of students. The local board will not set these policies.

Replacement Plan: Aspen Ridge Preparatory School will prescribe the actual details of teacher-pupil contact hours instead of the St. Vrain Valley School District Board, and hours will meet or exceed the current requirements in statute.

Duration of the Waivers: Aspen Ridge Preparatory School requests that the waiver be for the duration of its contract with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the St. Vrain Valley School District or Aspen Ridge Preparatory School.

How the Impact of the Waivers will be evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per this Charter School Agreement.

Expected Outcome: As a result of these waivers, the school will be able to implement the necessary policies to increase student achievement.

C.R.S. §22-32-119

Permits the Board of Education authority to establish and maintain kindergartens and prescribe courses of training, study and rules and regulations governing the program.

Rationale: Aspen Ridge Preparatory School will be operating independently from other schools in the District and should be delegated the authority to operate its own kindergarten program consistent with the school's mission, goals and educational program.

Replacement Plan: Aspen Ridge Preparatory School will operate its own kindergarten program and develop, adopt and implement the training, study and rules and regulation governing said program.

Duration of the Waivers: Aspen Ridge Preparatory School requests that the waiver be for the duration of its contract with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: Aspen Ridge Preparatory School anticipates that the requested waiver will have no financial impact upon the St. Vrain Valley School Board or St. Vrain Valley School budget.

C.R.S. §22-7-1014(2)(a)

Requires each district to administer the school readiness assessment to each student.

Rationale: Aspen Ridge Preparatory School is requesting a waiver to the above stated code in order to be granted the authority to implement relevant curriculum and assessments that meet or exceed criteria for "determining the instruction and interventions students need to improve their readiness to succeed in school" (C.R.S. 22-7-1014 (2)(a)). Assessment in the domains of physical well-being, motor development, social and emotional development, language and comprehension development, and cognition and general knowledge begin during admission to kindergarten and are continually assessed, and remediated as necessary, throughout the school year. There are multiple checkpoints to monitor achievement and multiple channels of support available throughout the program that meet the spirit and intent of the School Readiness Assessment law. Data is collected and housed in Alpine Achievement and school created specific, standards-based data bases.

The data will be collated into a spreadsheet that lists the students, a score for each assessment, a total score for each category addressed in C.R.S. 22-7-1014 (2)(a), and any other pertinent information, such as whether the student has an I.E.P., READ plan, E.L.L. plan, or Tiered Intervention plan that impacts performance in any category. In cases in which multiple assessments exist within a category, such as Language and Comprehension development, standardized assessment scores are weight equally with classroom assessment scores to provide a total score. We will be able to submit this data upon request to the Charter School Institute or other authorized agencies.

Replacement Plan: Aspen Ridge Preparatory School utilizes the Core Knowledge sequence for all grades K-8. The goal of the Core Knowledge sequence is to provide every child a rigorous, lively, and coherent education. In addition to the core curriculum, Core Knowledge provides a foundational curriculum for music, art, and physical education, along with Core Virtues that are taught in every grade to support the social and emotional learning and well-being of our students. Our comprehensive curriculum addresses:

1. Physical well-being and motor development:

- a. Upon admission to Aspen Ridge Preparatory School, parents are required to provide documentation regarding the child's physical well-being, allergies, medications, and motor development. Vision and hearing screenings are completed during the school year. Full medical information, including most recent health screening and immunization documentation are required. Furthermore, data is gathered regarding Child Find and any IEP or 504 plans. Pertinent data from the student's cumulative folder is entered into Alpine Achievement, so it can be accessed by authorized persons who work with the child.
- Students participate weekly in physical education classes with a certified physical education teacher that meet or exceed state standards. Students are assessed regularly on gross motor development.
- c. Students participate in weekly Core Knowledge Art education that meets or exceeds state standards. Students participate in drawing, painting, sculpting, sewing, measuring, and creating with yarn, paper mache, clay, and other items. The curriculum directly ties to the science and history curriculum the students are learning in their general classroom. Data from observations and performance assessments are entered into teacher checklists and documented on reports that are generated three times throughout the school year.
- d. Students participate in weekly Core Knowledge Music education that meets or exceeds state standards. Students recognize and begin to play a steady beat; recognize short and long sounds; discriminate between fast and slow, high and low pitches, loud and quiet; sing in unison, both unaccompanied and accompanied; and, move responsively to music. The curriculum directly ties to the science and history curriculum the students are learning in their general classroom. Data from observations and performance assessments are entered into teacher checklists and documented on reports that are generated three times throughout the school year.
- e. Students participate in weekly technology classes that teach them keyboarding skills, as well as digital citizenship and navigating web sites. Data from observations and performance assessments are entered into teacher checklists and documented on reports that are generated three times throughout the school year.
- f. If observational assessments reveal that children are in need of assistance with gross or fine motor development, they may be assessed by licensed school district personnel and receive intervention services.

2. Social-Emotional Development

a. At Aspen Ridge Preparatory School, we are committed to providing opportunities for students to develop positive character traits. We have identified Core Virtues which will be incorporated into activities with students. A few of the Core Virtues at Aspen Ridge Preparatory School are as follows: honesty, compassion, respect, responsibility, selfdiscipline, perseverance, generosity, kindness, integrity, diligence, gratitude, and courage. Additionally, we have a Character Education program that is taught daily during our kindergarten classes to further promote our core virtues.

- b. Aspen Ridge Preparatory School embraces Restorative Justice with all our students. Restorative practices allow students to recognize the harm they may have caused another and find ways to repair that harm, rather than merely issuing consequences for negative behaviors.
- c. Aspen Ridge Preparatory School utilizes CHAMPS as a classroom management system to explicitly teach students class rules, and nurture their ability to self-regulate their behavior.
- d. Children who are observed to have any social/emotional concerns beyond those that are intermittent and naturally occurring in normal growth and development are referred to the MTSS team, evaluated, and are able to meet with the school counselor or receive further psychological testing as indicated by initial evaluations. Once an intervention plan is created, it is monitored frequently by all parties and adjusted as necessary to meet the child's needs.

3. Language and comprehension development

- a. Students receive 90 minutes of daily instruction using the Core Knowledge Language Arts curriculum. This is a comprehensive program for reading, listening, and speaking that build phonemic awareness, phonological skills, decoding, encoding, vocabulary, comprehension, and grammar. Additionally, the Six Traits writing curriculum is utilized to teach writing skills.
- b. The school administers IREADY literacy assessment three times a year. Any student who does not make benchmark is referred for reading interventions to take place within the classroom setting. During the second semester, those students whose benchmark scores indicate additional assistance is required are pulled for small group instruction by a fully certified intervention teacher. Students are progress-monitored by the classroom teacher and the reading intervention teacher.
- c. Second language learners are able to receive intervention services from the ELL teacher, as determined by WIDA and ACCESS testing.
- d. In the case of reporting on school readiness, standardized assessments, such as ACCESS and PALS are weighted equally, along with the classroom teacher's assessment to provide a balanced view of the child's strengths and needs.

4. Cognition and general knowledge

- a. Children are observed and monitored daily and data on their progress is disseminated three times annually to parents. Furthermore, monthly data meetings are held with the Assistant Principal, Data Specialist, and MTSS chair to discuss student data and needs. Assessment information is gathered through formal curriculum assessments, and teacher observations.
- Students receive Core Knowledge math instruction that aligns to the state standards in the following areas: Patterns and Classifications; Numbers and Number Sense; Computation; Geometry; and, Measurement. Additionally, students receive instruction in Money.
- c. Students receive Core Knowledge science instruction that aligns to the state standards in the following areas: Physical Science (Magnetism), Earth Science (Seasons and

- Weather), and Life Science (Plant Life, Animals and Needs). Furthermore, students attend a weekly Science lab that provides additional hands-on activities in a lab environment to supplement the classroom curriculum.
- d. Students receive Core Knowledge history and geography. The curriculum includes the location of North America, the continental United States, Alaska, and Hawaii; the name and location of the town, city, or community and state in which they live; Native American Peoples, Past and Present; Early Exploration and Settlement; Symbols and Figures; and, Presidents, Past and Present.

Any student not making adequate growth in any of the above areas is referred to MTSS for Tier II interventions. Students are able to work in small groups or one on one with classroom teachers and/or assistants. There are two full time teaching assistants for the four kindergarten classrooms, as well as the fully certified intervention teachers. This support system allows for early detection and intervention. Data driven intervention plans, along with progress monitoring, inform the progress of the student. The use of Alpine Achievement to warehouse the data information allows users to compile data from multiple sources to generate summary reports and allows seamless distribution to anyone working with the student.

If students do not respond to instruction by demonstrating adequate growth, they are referred for Tier III interventions. Data is collected and recommendations may be made for special education referral.

Methods and assessments used are clear, relevant and have the goal of improving student academic growth, and meet the intent of the quality standards established in State Statute 22-7-1014 (2)(a). The only real difference will be how that information is compiled and disseminated.

Duration of the Waivers: Aspen Ridge Preparatory School requests that the waiver be for the duration of its contract with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: Aspen Ridge Preparatory School anticipates that the requested waiver will have no financial impact.

How the Impact of the Waiver will be evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to Aspen Ridge Preparatory School 's Core Knowledge curriculum and the overall program design.

Expected Outcomes: Aspen Ridge Preparatory School expects that as a result of this waiver, we will be able to continue to provide appropriate assessments and supports that ensure student success in higher levels of learning in all academic content areas, as well as the physical. Social, and emotional well-being of our students.

C.R.S. §22-1-110

Effect of use of alcohol and controlled substances to be taught.

Specifies how, when, and to what extent the effects of alcohol and controlled substances will be taught in all grade levels.

Rationale: Aspen Ridge Preparatory School uses a different curriculum and sequence than do other St. Vrain District Schools. The instructional materials and strategies used to teach these topics and the extent to which these topics will be integrated into the curriculum should be within the direction and control of the Aspen Ridge Preparatory School Executive Director and Principals.

Replacement Plan: Aspen Ridge Preparatory School will identify instructional materials and strategies to integrate these topics into the curriculum as necessary to meet all Physical Education and Health standards.

Duration of the Waivers: Aspen Ridge Preparatory School requests that the waiver be for the duration of its contract with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: Aspen Ridge Preparatory School anticipates that the requested waiver will have no financial impact upon the St. Vrain Valley School Board or St. Vrain Valley School budget.

EXHIBIT B

DISTRICT POLICY EXEMPTIONS/WAIVERS

Exemptions Requested from SVVSD Policies
The following automatic exemptions are granted for the duration of this Contract beginning July 1, 2019 and through June 30, 2022.

EBCE	School Closings and Cancellations
EEA	Student Transportation
EEAA	Walkers and Riders
EEAC	Bus Scheduling and Routing
EEAE	Bus Safety Program
EEAEA	School Transportation Vehicle Operator Requirements and Training
EEAEAA*	Drug and Alcohol Testing for CDL Drivers
EEAEAA*-R	
EEAEF*	Video Cameras on Transportation Vehicles
EEAEG*	Use of Wireless Communication Devices by School Transportation Vehicle Operators
EF	School Nutrition Program
FA	Facilities Development Goals/Priority Objectives
FA-R	
FB	Facilities Planning
FB-R	
FBC*	Prioritization of Facility Improvements
FC	School Capacity Mitigation
FD	Facilities Funding
FDA	Bond Campaigns
FDB	Voluntary Capital Mitigation
FDB-R	
FEA	Educational Specifications for Construction
FEB	Architect/Engineer/Project Manager/Construction Manager
FEB-R	
FEE	Site Acquisition
FEE-R	
FF	Naming of Facilities
FFA	Dedications, Memorials and Recognitions
GBEBA	Staff Dress Code
GBEBC	Staff Gifts to and Solicitations by Staff
GBGAB	First Aid Training
GBGB	Staff Personal Security and Safety

GBGC	Staff Benefits
GBGD	
GBGF	Federally-Mandated Family and Medical Leave
GBGF-R	Federally-Mandated Family and Me
GBGI	Staff Military Leave
GBGK	Staff Legal/Civic Duty Leave
GBJ	Personnel Records and Files
GBK	Staff Concerns/Complaints/Grievances
GCBA	Instructional Staff Contracts/Compensation/Salary Schedules
GCE/GCF	Professional Staff Recruiting/Hiring
GCE/GCF-R	
GCFA*	Hiring of Instructional Staff/Portability of Non-Probationary Staff
GCG/GCGA	Part-Time and Substitute Professional Staff Employment/Qualifications of Substitute Staf
GCI	Professional Staff Development
GCKAA*	Teacher Displacement
GCO	Evaluation of Licensed Personnel
GCQC/GCQD	Resignation of Instructional Staff/Administrative Staff
GCQE*	Evaluation of Evaluators
GCQF	Discipline, Suspension and Dismissal of Professional Staff (And Contract Nonrenewal)
GCS	Professional Research and Publishing
GDA	Support Staff Positions
GDBA	Support Staff Compensation
GDE/GDF	Support Staff Recruiting/Hiring
GDE/GDF-R	
GDG	Part-Time and Substitute Support Staff Employment
GDO	Evaluation of Support Staff
GDQB	Resignation of Support Staff
GDQD	Discipline, Suspension and Dismissal of Support Staff
НА	Negotiations Goals/Priority Objectives
НН	Negotiating Organization (Instructional Staff)
IC/ICA	School Year/School Calendar/Instruction Time
IFC	Multiculturalism
IG	Curriculum Development
IHAI	Career and Technical Education
IHAM	Health and Family Life/Sex Education
IHAM-R	
IHAMA	Teaching about Drugs, Alcohol and Tobacco
IHBA	Special Education Programs for Students with Disabilities
IHBB	Gifted Education
IHBD	Equivalence of Services (Title I)
IHBEA	English Language Learners
IHBF	Homebound Instruction
IHBG	Home Schooling

IHBIB	Primary/Preprimary Education
IHBK	Preparation for Postsecondary and Workforce Success
	Preparation for Postsecondary and Workforce Success (Implementation Plan for Student
IHBK-R	Individual Career and Academic Plans regulation
IHCDA	Concurrent Enrollment
IJ	Instructional Resources and Materials
IJK	Supplementary Materials Selection and Adoption
IJNDAB*	Instruction through Online Programs
IJOA	Field Trips
IJOA-R	
IJOA-E	
IJOC	School Volunteers
IJOC-E	
IK	Academic Achievement
IKA	Grading/Assessment Systems
	Grading/Assessment Systems (Exemption Procedure and Information to Parents/Guardians)
IKA-R	3, , , , , , , , , , , , , , , , , , ,
IKE	Ensuring All Students Meet Standards
IKF-R	
IKFA	Early Graduation
IKFB	Graduation Exercises
IMB	Teaching about Controversial Issues and Use of Controversial Materials
IMDB	Flag Displays
JC	School Attendance Areas
JC-R	
JCAA	School Districting/Redistricting
JCAA-R	School Districting/Redistricting (School Boundary Change Guide
JGA	Assignment of New Students to Classes and Grade Levels
JGA-R	Assignment of New Students to Classes and Grade Levels (Students from Home Instruction
JH	Student Absences and Excuses
JH-R	
JHD	Exclusions and Exemptions from School Attendance
JIC	Student Conduct
JICA	Student Dress Code
JICC	Student Conduct in School Vehicles
JICC-R	Ctadent Conduct in School Vernoles
JICDA	Code of Conduct
JICDE*	Bullying Prevention and Education
JICEA	School-Related Student Publications (School Publications Code)
JICEA-R	School Helatea Stadent Fabrications (School Fabrications Code)
JICEC*	Student Petitions and Distribution of Non-Curricular Materials
	Student Petitions and Distribution of Non-Curricular Materials Student Petitions and Distribution of No
JICEC*-R	
JICF	Secret Societies/Gang Activity

JICG	Use of Tobacco by Students
JICH	Drug and Alcohol Involvement by Students
JICH-R	
JICI	Weapons in School
JIH	Student Interviews, Interrogations, Searches and Arrests
JIH-R	Student Interviews, Interrogations,
JIHB	Parking Lot Searches
JII	Student Concerns, Complaints and Grievances
JII-E	
JJA-1	Curriculum Related Student Organizations
JJA-2	
JJA-2-R	Non-Curricular Student Organizations (S
JJA-2-E	Request for Building Use by Non-Cu
IJF	Student Activities Funds
JJH	Student Travel
JJIB	Interscholastic Sports
ווו	Extracurricular Activity Eligibility
JJJ-R	Extracurricular, Co-Curricular and Intram
JK	Student Discipline
JKBA*	Disciplinary Removal from Classroom
JKBA*-R	
JLCF	District School Nurses
JLCF-R	
JLD	School Counseling Programs
JLIF	Use of Safety and Security Technologies
JLIF-R	
JLJ*	Physical Activity
JM	Student Awards, Honors and Scholarships
JM-R	
JQ	Student Fees, Fines and Charges
JQ-R	
JQ-E	
KE	Public Concerns and Complaints
KEC	Public Concerns/Complaints about Instructional Resources
KEF*	Public Concerns/Complaints about Teaching Methods, Activities or Presentations
KF	Community Use of School Facilities
KHB	Advertising and Sponsorships
KHB-R	D and about an interest the
KHC	Distribution/Posting of Non-curricular Materials
KHC-R	Distribution/Posting of Non-curric
KI	Visitors to Schools

ASPEN RIDGE

EXHIBIT C

OUTREACH PLAN TO RECRUIT DIVERSE STUDENT POPULATION

RATIONALE: Aspen Ridge Preparatory School is committed to recruiting and retaining a diverse student population that represents the cultural, ethnic, and socio-economic diversity within the Erie area. The founders of Aspen Ridge believe that diversity is an important element for the school that will enrich the educational experience for all of its students. This outreach plan encompasses the two themes of Communication and Accessibility.

Communication

- 1. The outreach materials will be directed toward two populations:
 - a. Free/reduced lunch eligible students AND
 - b. Students who are classified members of one of the ethnic minority groups whose enrollment is tracked by the district.
- 2. We will provide the free/reduced lunch eligible application (as provided by the District) as part of the enrollment process.
- 3. We will work to craft outreach materials which are specifically tailored to appeal to each of the groups above (free/reduced lunch eligible and racial/ethnic minorities).

Goal: ARPS will implement outreach activities specifically targeting the FRL population.

Activities:

- Distribute flyers to homes within the Erie area in both English and Spanish.
- Display enrollment information in community locations such as the Library and Community Center.
- Hold information sessions prior to and during the open enrollment window.
- Advertise enrollment through local events and media.

Goal: ARPS will implement outreach activities specifically targeting the racial and ethnic minority student population

Activities:

 Establish and maintain relationships with organizations such as local YMCA, Erie Community Center, Erie Chamber of Commerce.

Accessibility

1. ARPS will work to minimize transportation barriers, since free bus service will not be available to students.

- 2. ARPS will work to minimize language barriers. Demographics indicate that two dominant languages in the area are English and Spanish. After enrollment, ARPS will support these students in the manner described in its application and will provide programs similar to those provided by the district.
- 3. ARPS will work to minimize financial barriers for students and will follow the District's procedures for assessing eligibility for waiving required fees.

Goal: ARPS will support parents in finding viable methods for getting students to and from school.

Activities:

- Parent volunteers will work with families to arrange carpool solutions.
- ARPS will provide information about public transportation available in the area.

Goal: ARPS will support parents' access to the school by reducing the language barriers that prevent understanding of enrollment information.

Activities:

- Printed outreach materials will be printed in English and Spanish (the dominant second language within the area).
- Provide a Spanish speaker/translator when necessary.
- Provide all website information in a growing number of languages including English and Spanish through Google Translate.
- Enrollment documents available for downloading will be presented in both English and Spanish.

Goal: ARPS will support families in covering direct and indirect costs of enrolling their children in our school.

Activities:

- ARPS will apply 10% of its annual school fundraising efforts to scholarships for qualifying families to waive fees and provide for full day Kindergarten access at reduced or no cost.
- Automatically apply discounts to tuition, fees, and programs for students who qualify for free/reduced lunch.
- Provide daily lunch service for students, enabling access to free/reduced meals to qualifying students.

ASPEN RIDGE

EXHIBIT D

ENROLLMENT PROCEDURES

Enrollment Preferences

Enrollment preferences will be given to the following types of students:

- a) Siblings of students already enrolled in the School will be automatically enrolled according to space availability.
- b) Children of founding families, Charter Board member's and School teachers' children (not to exceed 20% of overall enrollment).
- c) All other students living within District boundaries.

Selection Method

When the number of applicants exceeds the number of spaces available, students will be selected by a random lottery, taking into consideration the enrollment preferences described above. If additional spaces become available after the initial selection, students will be offered admission based on their order on the waiting list. Any spaces available after all students on the waiting list have been offered admission will be filled on the first-come, first-served basis. Waiting lists are not maintained from year to year; students on the waiting list who are not offered admission and wish to be considered for admission the following year must submit a new application.

Enrollment Timeline and Procedures

The School may establish its own enrollment timeline and procedures subject to the following conditions:

- a) Prior to submitting an application for admission, parents and students will be encouraged to attend an informational meeting about the School.
- b) The School will make clear at meetings and in written information provided along with the application that any student residing in Colorado who meets the eligibility requirements described in Section 6.3, 6.4, and 6.5 may apply; although admission is based on the preferences listed in Exhibit C.
- c) The School will begin publicizing the availability of student positions at the School at least two months prior to the date of the lottery.
- d) The lottery will be held no earlier than December 15 and no later than February 15 of the year for which enrollment is being selected.
- e) Based on space availability, the School will continue to accept students from its waiting list or, if the waiting list is exhausted, from parents submitting applications after the deadline for the lottery up until October 1. The School may accept students after October 1 at its discretion following the District's administrative transfer process.

ASHEN RIDGE

EXHIBIT E

UNIFIED IMPROVEMENT PLAN





Colorado's Unified Improvement Plan for Schools

ASPEN RIDGE PREPATORY SCHOOL UIP 2017-18 | School: ASPEN RIDGE PREPATORY SCHOOL | District: ST VRAIN VALLEY RE 1J | Org ID: 0470 | School ID: 0071 | Framework: Performance Plan: Low Participation |

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Action and Progress Monitoring Plans
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Executive Summary

If We...

PROFESSIONAL DEVELOPMENT FOR CKLA IMPLEMENTATION

Description:

Instructional staff will attend professional development opportunities for Core Knowledge Language Arts implementation. Fall 2017 Spring 2018 Fall 2018 (for new staff)



IMPLEMENTATION OF AIMSWEB PLUS

Description:

Full implementation of AlMSWeb Plus with all students. Benchmarking 3 times a year in Reading and Math with a targeted progress monitoring goal for every student. Conduct monthly data digs and dialogues to identify areas of need.



INCREASE ELA AND MATH GROWTH FOR ALL STUDENTS

Description:

By the end of the 2017-2018 school year, 80% of students will have demonstrated adequate growth in the areas of ELA and Math as measured by their benchmark AIMSWEB Plus assessments. The teachers, support staff and administration will examine data and provide targeted academic instruction to help each student



Then we will address...

CONSISTENCY IN ELA PRACTICE

Description:

Change in curriculum practices from using Success For All to Core Knowledge Language Arts for the 2017-2018 school year.



INSTRUCTIONAL SUPPORT

Description:

Teachers have not receive significant instructional coaching from school or curriculum provider to implement the curriculum with fidelity. In the 2017-2018 school year the support increased by a factor of 20 with the school principal making weekly short-form and long-form instructional coaching classroom visits.



LACK OF PROGRESS MONITORING

Description:

With the i-Ready, teachers were unable to assign specific and targeted progress monitor assessments. As a result, students were not demonstrating the expected amount of growth and did not have high levels of by in.



INCONSISTENT ASSESSMENT RESULTS

Description:

Relying upon the assessment results from i-Ready teachers were unable to accurately deterime the specific areas in which students were struggling and needed extra support. Additionally, due to the length and complexity of the assessment students results were highly inconsistent.



Then we will change current trends for students

DECLINING PARCC SCORES

Description:

The recent decline in our overall PARCC scores were evident as a result of underperforming curriculum, lack of professional development opportunities and high staff turn over.



INCONSISTENT ASSESSMENT RESULTS AND DATA

Description:

The results and data from the i-Ready assessments were inconsistent and did not provide accurate reflections of students abilities. The addition of the AIMSWEB Plus benchmark and progress monitoring assessments will require additional Professional Development and time for staff to implement. Further, once administered teachers will require additional time to analyze the data.



Access the School Performance Framework here: http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the school

The trend of "learning and growing together on trail of success" has been the top priority this year, students and staff alike. With specific professional development in the new CKLA adoption (for English/Language Arts), a focus on social and emotional support of all students, an adjustment in bench-marking (using AIMSWeb) and consist progress monitoring, students have shown an increase in confidence and academic growth with a steady rate of improvement each month.

Teachers and staff showed growth both professionally and personally through goal-setting and monitoring, leading to successful growth for students.

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

State Accreditation

School Contact Information

Name: Charla Salmeron

Mailing Street: 705 Austin Ave

Phone:(720) 242-6225

Name: Todd Cordrey

Mailing Street: 705 Austin Ave

Phone: (720) 242-6225

Title: Principal

Mailing City / State/ Zip Code: Erie Co 80516 Email: csalmeron@aspenridgeprepschool.org

Title: Executive Director

Mailing City / State/ Zip Code: Erie CO 80516 Email: tcordrey@aspenridgprepschool.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Aspen Ridge is a Pre-K through 8th grade Core Knowledge public charter school of choice within the St. Vrain Valley School District. Located in Erie, Colorado, the southern most portion of SVVSD, Aspen Ridge opened it's doors in 2011 with 170 students and has grown to 526 students in the 17-18 school year. Current Demographics at Aspen Ridge are 77.1% White, 11% Hispanic, 8.1% Asian, 1.9% Black and 1.9% Two or more races. There are approximately 6.9% Free and Reduced, 5.6% Students with Disabilities, 7.7% English Language Learners and 5% Gifted Students. The UIP has been created in in collaboration with our Instructional Leadership Team, administration and SAC committee members. Sources of data and information include current and historical assessments such as PARCC, CMAS, i-Ready and AIMS WEB Plus.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

Prior Year Target:

At least 69% of all 3rd-7th grade students will score Met/Exceeded expectations as measured through PARCC.

Performance:

53.4% of all 3rd-7th grade students Met or Exceeded expectations as measured through PARCC.

A SUCCESSFUL LEARNING EXPERIENCE IS THE RESULT OF A WELL-RESEARCHED PROGRAM, EXECUTED AND CONSISTENTLY MAINTAINED BY RESEARCHERS, AND SUPPORTED WITH PROFESSIONAL DEVELOPMENT LED EXPERT COACHES AND MENTORS. ASPEN RIDGE WAS NOT SUCCESSFUL WITH THE SFA CURRICULUM, BECAUSE TEACHERS

ACADEMIC

LOST CONFIDENCE IN THE PROGRAM AND ADMINISTRATORS DID NOT SUPPORT PROFESSIONAL DEVELOPMENT AT THE ACHIEVEMENT RECOMMENDED LEVELS. WHILE 77% OF OUR GOAL WAS MET THE FAILURE TO REACH THE ENTIRE GOAL

(STATUS)

WAS ATTRIBUTED IN PART TO:

REFLECTION:

- lack of fidelity with school's curriculum,
- Inappropriate curriculum for the school's population, and
- loss of confidence in the curriculum by teachers, administrators, and parents.

In the current year, Aspen Ridge has implemented a Core Knowledge curriculum consistent with the school's charter.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:

On English and Language Arts will score at least 69% of all 3rd-6th grade students will score in the Met/Exceeded

Expectations.

Performance:

Current Performance

 Aspen Ridge met and/or Exceeded the state/federal expectations for Academic Achievement on the 2017 School Performance Framework. Our Elementary achievement scores placed us in the 56th percentile for English/Language Arts, 63rd percentile in Math, and 75th percentile for Science based on CMAS performance. Our Middle School achievement scores placed us in the 79th percentile for English/Language Arts based on CMAS performance. With a score in the 85th percentile in Middle School Math based on CMAS performance was the only area in which we received a rating of Exceeded. We received a rating of Approaching on the performance indicator of academic growth for the Elementary assessments with a median growth percentile of 36 in English/Language Arts and a median growth percentile of 40 in Math. We did not receive a rating for Middle School academic growth as the minimum count required was 20 students as only 16 students took the assessments.

Additional Trend Information:

PARCC

Examining the current PARCC data there was a notable decrease in all grades except 6th. 4th grade decreased 27% in ELA and 22% in Math. 6th Grade increased 30% in ELA and 7% in Math. Additionally, 3rd and 5th grades experienced decreases in both their ELA and Math scores. In reading grades 6th and 7th scored above the district average on the 2017 PARCC assessment. In Math grades 5th and 6th scored above the district average on the 2017 PARCC assessment.

PARCC

Grade	2016 ELA	2017 ELA	2017 Dist. Avg	2016 MATH	2017 MATH	Dist. Avg
3	43%	34%	45%	50%	42%	44%
4	69%	42%	53%	51%	29%	38%
5	56%	48%	51%	44%	42%	36%
6	30%	60%	43%	60%	67%	28%
7	N/A	83%	52%	N/A	20%	26%
8	N/A	N/A	52%	N/A	N/A	15%

[%] Met or Exceeded by Test

i-Ready

A decreasing trend was noted in the scores from the 2016 to 2017 i-Ready assessments. In Reading there was a decrease in 1st (-30%), 4th (-25%) and 7th (-13%). In Math only 1st grade experienced a decrease of 59%. Some notable gains were observed in reading for 2nd (18%), 3rd (23%) and 6th (19%) and in Math for 4th (19%), 5th (23%) and 6th (38%).

I-READY2016			I-READY 2017			
	Grade	Reading	Math	Grade	Reading	Math
	1	67%	67%	1	37%	8%
	2	22%	0%	2	40%	2%
	3	47%	3%	3	70%	8%
	4	68%	7%	4	43%	26%
	5	42%	4%	5	49%	27%

6	42%	31%	6	61%	69%
7	71%	57%	7	58%	66%
8	N/A	N/A	8	50%	33%

% at or above grade level

AIMSWEB Plus

Due to the discrepancy between the increases on i-Ready and decreases on PARCC we administered a secondary assessment, AIMSWEB Plus, to all students to provide further data. Between the Fall and Winter benchmark assessments only one grade level had a decrease in their scores (4th grade Reading decreased 4%). All the other grade levels increased with notable growth in Reading in 1st (26%) and 5th (26%) and 6th (25%).

AIMS Web Reading

Grade	Fall 17	Winter 17	Change
1	60%	86%	26%
2	59%	75%	16%
3	83%	88%	5%
4	72%	77%	5%
5	62%	88%	26%
6	75%	78%	3%
7	82%	78%	-4%
8	71%	86%	15%

% at or above grade level

AIMS Web Math

Grade	Fall 17	Winter 17	Change
1	69%	96%	27%

2	58%	70%	12%
3	72%	84%	12%
4	56%	67%	11%
5	65%	69%	4%
6	53%	78%	25%
7	76%	83%	7%
8	43%	57%	14%
0, 1			

% at or above grade level

Root Causes



Priority Performance Challenge: Declining PARCC Scores

The recent decline in our overall PARCC scores were evident as a result of underperforming curriculum, lack of professional development opportunities and high staff turn over.



Root Cause: Consistency in ELA practice

Change in curriculum practices from using Success For All to Core Knowledge Language Arts for the 2017-2018 school year.



Root Cause: Instructional support

Teachers have not receive significant instructional coaching from school or curriculum provider to implement the curriculum with fidelity. In the 2017-2018 school year the support increased by a factor of 20 with the school principal making weekly short-form and long-form instructional coaching classroom visits.



Priority Performance Challenge: Inconsistent Assessment Results and Data

The results and data from the i-Ready assessments were inconsistent and did not provide accurate reflections of students abilities. The addition of the AIMSWEB Plus benchmark and progress monitoring assessments will require additional Professional Development and time for staff to implement. Further, once administered teachers will require additional time to analyze the data.

Root Cause: Inconsistent Assessment Results



Relying upon the assessment results from i-Ready teachers were unable to accurately deterime the specific areas in which students were struggling and needed extra support. Additionally, due to the length and complexity of the assessment students results were highly inconsistent.



Root Cause: Lack of Progress Monitoring

With the i-Ready, teachers were unable to assign specific and targeted progress monitor assessments. As a result, students were not demonstrating the expected amount of growth and did not have high levels of by in.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:



Given the trends in the data noted above we are targeting ELA and Math. A review of the previous ELA curriculum (Success For All) indicated gaps in alignment with the standards, lack of rigor and shallow depth of knowledge. In response to these issues we implemented the CKLA (K-5th) and Amplify (6th-8th) curriculums in the Fall of 2017 along with a new assessment AIMSWEB Plus. We expect to see growth in both ELA and Math this year due to the new curriculum and increased use of targeted student goals and progress monitoring.

Provide a rationale for how these Root Causes were selected and verified:



Lack of professional development

Teachers received only one day of professional development with the the language arts curriculum; which was significantly less than recommended levels by the provider. Our staff is new to the curriculum with 42.5% starting that year and 72.5% with a year or less with the curriculum.

Consistency in ELA practice

Change in curriculum practices from using Success For All to Core Knowledge Language Arts for the 2017-2018 school year. Aspen Ridge was not successful with the SFA curriculum, because teachers lost confidence in the program and administrators did not support professional development at the recommended levels. While 77% of our goal was met the failure to reach the entire goal was attributed in part to:

- lack of fidelity with school's curriculum,
- Inappropriate curriculum for the school's population, and
- loss of confidence in the curriculum by teachers, administrators, and parents.

In the current year, Aspen Ridge has implemented a Core Knowledge Language Arts curriculum consistent with the school's charter and aligned with the standards.

Instructional support

Teachers did not receive significant instructional coaching from school, district, or curriculum provider. In the 2017-2018 school year the support increased by a factor of 20 with the school principal making weekly short-form and long-form instructional coaching classroom visits.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan



Professional Development for CKLA Implementation

Describe what would success look like: Instructional staff will attend professional development opportunities for Core Knowledge Language Arts implementation. Fall 2017 Spring 2018 Fall 2018 (for new staff)

Associated Root Causes:



Consistency in ELA practice:

Change in curriculum practices from using Success For All to Core Knowledge Language Arts for the 2017-2018 school year.



Lack of professional development:

Teachers received only one day of professional development with the the language arts curriculum; which was significantly less than recommended levels by the provider.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name

Description

Start/End/

Repeats

Key Personnel

Status

Action Steps Associated with Major Improvement Strategy

Name Description Start/End Date Resource Key Personnel Status



Implementation of AIMSWEB Plus

Describe what would success look like: Full implementation of AIMSWeb Plus with all students. Benchmarking 3 times a year in Reading and Math with a targeted progress monitoring goal for every student. Conduct monthly data digs and dialogues to identify areas of need.

Associated Root Causes:



Inconsistent Assessment Results:

Relying upon the assessment results from i-Ready teachers were unable to accurately deterime the specific areas in which students were struggling and needed extra support. Additionally, due to the length and complexity of the assessment students results were highly inconsistent.



Lack of Progress Monitoring:

With the i-Ready, teachers were unable to assign specific and targeted progress monitor assessments. As a result, students were not demonstrating the expected amount of growth and did not have high levels of by in.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name Description Start/End/
Repeats Start/End/
Repeats

Action Steps Associated with Major Improvement Strategy

Name Description Start/End Date Resource Key Personnel Status



Increase ELA and Math growth for all students

Describe what would success look like: By the end of the 2017-2018 school year, 80% of students will have demonstrated adequate growth in the areas of ELA and Math as measured by their benchmark AIMSWEB Plus assessments. The teachers, support staff and administration will examine data and provide targeted academic

instruction to help each student

Associated Root Causes:



Consistency in ELA practice:

Change in curriculum practices from using Success For All to Core Knowledge Language Arts for the 2017-2018 school year.



Lack of Progress Monitoring:

With the i-Ready, teachers were unable to assign specific and targeted progress monitor assessments. As a result, students were not demonstrating the expected amount of growth and did not have high levels of by in.



Instructional support:

Teachers have not receive significant instructional coaching from school or curriculum provider to implement the curriculum with fidelity. In the 2017-2018 school year the support increased by a factor of 20 with the school principal making weekly short-form and long-form instructional coaching classroom visits.



Inconsistent Assessment Results:

Relying upon the assessment results from i-Ready teachers were unable to accurately deterime the specific areas in which students were struggling and needed extra support. Additionally, due to the length and complexity of the assessment students results were highly inconsistent.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps As	sociated with Major Improvement Strategy				
Name	Description	Start/End Date	Resource	Key Personnel	Status
AIMSWEB Plus -	School wide assessment of students on the Reading and Math AIMSWEB Plus assessments. Two assessment days are built into	08/15/2017 08/31/2018	Computers, testing resources	Teachers, staff and administration	In Progress

Assessment Days the calendar

ndar and materials

Creating Goals

Teachers will evaluate students beginning of the year assessment data and assign a Reading Goal in ORF for 1st-5th and SRF in 6th-8th.

09/01/2017 09/15/2017

Computers,

Teachers, staff and administration

Complete

3

Progress Monitoring: Student Target Setting



Priority Performance Challenge: Declining PARCC Scores



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS **2017-2018:** On the 2018 CMAS Math assessment, 45% or more students will receive a score of Met or Exceeded on the assessment.

2018-2019: On the 2019 CMAS Math assessment, 50% or more students will receive a score of Met or Exceeded on the assessment.

INTERIM MEASURES FOR 2017-2018: Systematic approach towards teaching Number Sense Fluency including Mental Computation Fluency (MCF) and Number Comparison Fluency–Triads (NCF–T). Utilize benchmark assessment and progress monitoring data to provide targeted instruction and interventions. School wide implantation of FLEX time to provide students with small group and intervention supports.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

2017-2018: On the 2018 CMAS ELA assessment, 50% or more students will receive a score of Met or Exceeded on the assessment.

ANNUAL
PERFORMANCE
TARGETS

2018-2019: On the 2019 CMAS ELA assessment, 55% or more students will receive a score of Met or Exceeded on the assessment.

INTERIM MEASURES FOR 2017-2018: Implementation of new ELA curriculums (CKLA & Amplify). Utilize benchmark assessment and progress monitoring data to provide targeted instruction and interventions. School wide implantation of FLEX time to provide students with small group and intervention supports.



Priority Performance Challenge: Inconsistent Assessment Results and Data



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2017-2018: By the end of the 2017-2018, 80% or more of students will score at or above grade level on the AIMSWEB Plus Spring benchmark Math Assessment.

2018-2019: By the end of the 2018-2019, 80% or more of students will score at or above grade level on the AIMSWEB Plus Spring benchmark Math Assessment.

INTERIM MEASURES FOR 2017-2018: AIMSWEB Plus diagnostic tests 3 times a year with progress monitoring in identified areas of need. Students will be progressed monitored on a Number Sense Fluency goal.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS

2017-2018: By the end of the 2017-2018, 80% or more of students will score at or above grade level on the AIMSWEB Plus Spring benchmark Reading Assessment.

2018-2019: By the end of the 2018-2019, 85% or more of students will score at or above grade level on the AIMSWEB Plus Spring benchmark Reading Assessment.

INTERIM MEASURES FOR 2017-2018: AIMSWEB Plus diagnostic tests 3 times a year with progress monitoring in identified areas of need. Additionally, each student will have a goal in either Oral Reading Fluency (1st-5th) or Silent Reading Fluency (6th - 8th) for the first half of the year.

EXHIBIT F

DISTRICT ACCREDITATION INDICATORS

School Performance Framework: In conducting its annual review of each school's performance, the District will consider the school's results on the School Performance Framework. The School Performance Framework measures a school's attainment on the key performance indicators identified in the Education Accountability Act of 2009 (article 11 of title 22):

Academic Achievement: The Academic Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CMAS, COAlt (ELA, Math and Science), and PSAT.

Academic Growth: The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects normative growth comparing the academic progress of the students in this school compared to that of other students statewide with a similar CMAS, PSAT, and SAT score history in that subject area.

Postsecondary and Workforce Readiness: The Postsecondary and Workforce Readiness Indicator reflects the preparedness of students for college or the workforce upon graduation. This Indicator reflects student graduation rates, dropout rates, and average Colorado SAT composite scores.

Based on State identified measures and metrics, schools receive a rating on each of these performance indicators that evaluates if they have exceeded, met, approached, or not met the state's expectations. These performance indicators are then combined to arrive at an overall evaluation of a school's performance.

ASPEN RIDGE

EXHIBIT G

EDUCATIONAL PROGRAM CHARACTERISTICS

<u>Program Characteristics.</u> The School shall implement and maintain its educational program as set forth in Section D of its original Application, including the following characteristics, subject to modification with the District's written approval:

- a) The ARPS Board of Directors shall annually determine enrollment and class sizes needed to remain financially viable and offer a quality educational program in a small school environment.
- b) The School will collaborate with parents to develop a Personal Education Plan for each student.
- c) Students will participate in an enrichment class on a daily basis, which will include art, music, and physical education.
- d) The School will hold conferences with parents at least twice per school year.
- e) The School will establish a School Advisory Committee which will monitor student achievement among other duties.
- f) Students will wear uniforms.
- g) The School will service students in grades K-8, with a private Preschool program.

ASPEN RIDGE

EXHIBIT H

PLAN FOR ENGLISH LANGUAGE LEARNERS

Some students enrolled at School will be English Language Learners (ELL)

ARPS will provide an ELL support staff to work with students who need ELL services. Students with a need for ELL services will be placed in a regular classroom for the majority of the day. They may be pulled out to work one on one, or in a small group on their English language skills on an occasional basis. With full immersion in an English language program, ELL students will flourish by learning skills from their peers and teachers, while still having the support of an ELL support staff.

ARPS will comply with all required aspects of monitoring, assessing, and ensuring growth of students in the area of language acquisition. The goal will be to create a learning environment whereby all English Language Learners achieve the same challenging grade level standards as Native-English speaking students. Through a small school environment focusing on individualized and personalized attention through a PEP, differentiated instruction, ability grouping, and the MTSS process, this goal is attainable. Students' progress in acquiring English proficiency will be determined by using the WIDA ACCESS for ELLs to assess listening, speaking, reading, writing, oral language, and comprehension.

A test will be initially administered by the St. Vrain Valley School District within 30 days to any student new to ARPS or District who has been identified by a home language survey as having a primary home language other than English. Annually, the WIDA ACCESS for ELLs will be administered to those students identified by the Placement test as Non-English proficient (NEP) or Limited-English proficient (LEP) and are receiving program services.

ARPS will implement the following curricular plan to meet the needs of its ELL students:

- All teachers will know the classification levels of ELL students assigned to their classroom for instruction.
- Colorado's ELD Standards for listening, speaking, reading, and writing will be used as a guide to instruct students on a daily basis.
- Differentiated instruction and ability grouping will be used in an inclusive setting.
- Progress will be monitored with the goal of one level progress per year through the process of attaining fluency.

The research-based curriculum materials developed by Amplify's CKLA program also includes ELD strategies built into each lesson. There are no separate ELL lessons that require special grouping, additional teachers/aides or alternate assessment measures. Lessons are structured so that ELL students are studying material on their grade level with native

English speakers while still receiving the support they need to make the lessons comprehensible. Keeping students at a challenging level while providing targeted assistance enables them to achieve the same rate as other students.

EXHIBIT I

DUE PROCESS GUIDELINES

- 1. Prepare notebook for Principal (include checklist and tabs).
- 2. Assistant Superintendent delivers the notebook along with "sample/guide book" to the school.
- 3. Schools return completed notebook along with "sample notebook" to Assistant Superintendent as soon as possible.
- 4. Assistant Superintendents review notebook and take notebook to legal counsel for review.
- 5. Legal counsel sends an email to Assistant Superintendent once notebook is reviewed and approved.
- 6. Notebook is picked up from legal counsel and one copy is made. (The checklist is included along with colored sheets of paper, which will replace the original tabs.)
- 7. The original is filed in Assistant Superintendent's office.
- 8. The copy is redacted. After it is redacted, another copy is made so now there are two redacted copies, both including the checklist and colored paper instead of tabs.
- 9. One redacted copy in a notebook stays with the Assistant Superintendent and the approval letter from legal counsel is placed in the front pocket of that notebook.
- 10. The police report is removed from the second redacted copy and that copy is placed in an envelope and the Principal is notified it is ready to be picked up.
- 11. Principal hand delivers the redacted copy (which includes the checklist and tabs but does not include the police report) to the parent/guardian. The book must be delivered to the parent at least one day prior to the expulsion hearing.
- 12. Assistant Superintendent brings the redacted copy of the notebook to the hearing and gives it to the Expulsion Officer who enters it into evidence. This copy includes checklist, tabs and redacted police report.
- 13. After the hearing, the Expulsion Officer takes the notebook with him and sends his recommendation to legal counsel to be reviewed.
- 14. The Expulsion Officer returns the notebook to the Assistant Superintendent with his recommendation, and the Assistant Superintendent brings that notebook to the meeting with the Superintendent.

DUE PROCESS CHECKLIST

This book has been redacted so it can be used as a "guide" when creating a dismissal/ expulsion book. Do not redact your book.

Checklist	TASK
1	Student Demographics Print information from Infinite Campus
2	Timeline of events (Summary) Provided by building administration
3	School Work Support Plan Copies of homework gathered from teachers that was given to the student
4	Expulsion Data Form Contact Expulsion Officer or Assistant Expulsion Officer and they will send you the form
5	Expulsion Hearing Letter Contact the Superintendent's Assistant and she will send you a copy of the letter
6	Board Policy/State Statute violations Copy Board Policies from the website
7	Student discipline records Print information from Infinite Campus
8	IÉP/504 Plan Records** Yes No If yes, Manifestation Determination Review Yes No Check Yes or No
9	Attendance Records Print copy of attendance record from Infinite Campus
10	Police reports Ask SRO/Police for a copy of the report as soon as possible
11	Due process paperwork Print ad hoc report from Infinite Campus
12	Suspension letter to parent/guardian Same information as #11
13	Habitual Disruptor History and Plan** Include if a school has drawn up a plan
14	Teacher's statements** Teacher's written description of incident with signature
15	Witness statements** Witnesses' written statements with signature
16	Student statement Student's written statement with signature
17	Photos and/or video surveillance** Pictures that may have been taken showing evidence
18	Social media postings, school work containing threatening content** Include screen shots of each media postings or copies of school work
19	Correspondence with parent/guardian, i.e., emails, phone calls Documented phone calls and emails between administrators and parent/guardian

**If there is no information, please include a sheet stating "There were no _____(fill in the blank).

EXHIBIT J

Additional Services Agreement -

The following are mutually agreed-upon services or licenses and associated costs provided to the charter school by the District for the 2019-2020 school year. Items in this list may be subject to separate License Agreements or Service Level Agreements. Prices and availability of services and licenses are subject to revision annually, regardless of the term of this contract. Additionally, agreements between the charter school and the District for services not in this list may be entered into under separate contracts or agreements, as needed.

District '	Technology Services			
Required Services Pursuant to Section 10.4		FY20		
Infinite Campus and Alpine Achievement	Oct 1 Student Count	Cost Per Student		Total Cost
Infinite Campus License	457	\$ 10.50	\$	4,798.50
IC & Alpine Enterprise Enterprise Personnel Costs		18.59		8,495.63
Alpine Achievement License		7.65		3,496.05
Server Licenses (VM & Microsoft)		0.29		132.53
Shoutpoint (E-rate discount applied)		1.14		520.98
Total			\$	17,443.69
Active Directory Authentication Services (AD)	Number of AD Accounts	Cost per Account		Total Cost
Licenses for staff requiring access to Infinite Campus	41	\$ 18.80	\$	770.80
Total	41	7 10.00	\$	770.80
Total			Ф	770.80
Optional Services				
Citrix Fees	Num of Citrix Accounts	Cost Per Account		Total Cost
EMC Storage	0	\$ 19.67	\$	741
Citrix Server		15.50		
Citrix License		85.00		
Microsoft License (part of Citrix image)		35.31		
Total			\$	
Destiny Media Manager (Library Curriuculum)	Accounts	Cost per Account		Total Cost
Site License Fee	0	\$ 550.00	\$	10101001
Annual Maintenance Fee	0	150.00		
Total		130.00	\$	
Active Directory Authentication Services (AD) (TP6	A Number of AD Accounts	Cost per Account		Total Cost
Additional Staff License (Not on Line 19)	0		•	Total Cost
Total	U,	\$ 18.80	\$	
Virtual Private Network (VPN) (TCPA Only)	Alemahan ad Maria	Cook was Carried		Tatal Cont
	Number of VPN Accounts		•	Total Cost
License	0	\$ 50.68	\$	-
Total			\$	(• .
Recurring VOIP Costs (TPCA Only)	Recurring VOIP Accounts	Cost Per Account		Total Cost
License	0	\$ 52.69	\$	
Total			\$	(*)
New VOIP Costs (TPCA Only)	New VOIP Accounts	Cost Per Account		Total Cost
License	0	\$ 542.29	e	Total oost

Total			\$	
				W
ISP/Webfilter (TPCA Only)	Oct 1 Student Count	Cost Per Student		Total Cost
ISP/Webfilter	0	\$ 8.69	_	
Total			\$	-
Wide Area Network (TPCA Only)	WAN Use (1 or 0)	Annual Cost		Total Cost
Wide Area Network (E-rate discount applied)	0	\$ 5,977.24	\$	15121 5551
Total		<i>J JJJJT T T</i>	\$	
	Human Resources			
AESOP	AESOP Use (1 or 0)	Annual Cost		Total Cost
AESOP License (may not be available)	1	\$ 1,500.00	\$	1,500.00
Total			\$	1,500.00
	Wanakariaa			
	Warehouse		_	
Dolivery Service	Dolivon: Consist (4 a- A)	Annual Cost		Total Cost
Delivery Service	Delivery Service (1 or 0)	\$ 3,000.00	\$	
Delivery Service Total		\$ 3,000.00	\$	3,000.00
lotai			-D	3,000.00
Our school chooses the ELPA services below in lieu o			\$	22,714.49
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- Parent Meetings (\$10/student)		
- WAPT - Screening, Input, Electronic Filing, Communicat	ion, etc. (\$25/student)	
Federal Categorical Aid:		
- Title III, Part A - ELA Enhancement - This money will be pa	ssed through to the charter schools o	on a reimbursement basis
after an ELA Plan is pre-approved by the Assistant Superinte	ndent for Priority Schools.	
- Title II, Part A - These services will be provided at no char	ge in lieu of Title II, Part A, Teacher/P	rincipal Quality or may be
purchased at actual District cost:		
- In-District Rate Classes from SVVS Fall, Spring and Summ	er Course Catalogs	
- MTSS/PBIS Support		
- Classroom Management		
- Partners in Education (PIE) Master's Program Coaching		
- New Teacher Induction/What I Didn't Learn in College		
- New Administrator Induction		
- Teacher Mentor Training		

CARBON VALLEY ACADEMY SCHOOL 2019 CONTRACT EXHIBITS

EXHIBIT A

WAIVERS

Waivers from Colorado Revised Statues and/or Rules/Regulations

Automatic Waiver List as of 6/2/2017

State Statute Citation	Description
22-32-109(1)(f), C.R.S.	Local board duties concerning selection of staff and pay
22-32-109(1)(t), C.R.S.	Determine educational program and prescribe textbooks
22-32-110(1)(h), C.R.S.	Local board powers-Terminate employment of personnel
22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses
22-32-110(1)(j), C.R.S.	Local board powers-Procure life, health, or accident insurance
22-32-110(1)(k), C.R.S.	Local board powers-Policies relating the in-service training and official conduct
22-32-110(1)(ee), C.R.S.	Local board powers-Employ teachers' aides and other non-certificated personnel
22-32-126, C.R.S.	Employment and authority of principals
22-33-104(4), C.R.S.	Compulsory school attendance-Attendance policies and excused absences
22-63-301, C.R.S.	Teacher Employment Act- Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401, C.R.S.	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S	School Year-National Holidays

Carbon Valley Academy will request, and the District will forward to the State Board of Education, the following non-automatic waivers:

Statutory Citation and Title

C.R.S. ß 22-9-106 - Local Board of Education - Duties - Performance Evaluation System C.R.S. 22-2-112(1)(q)(i) — Commissioner — duties - reporting

Rationale: Carbon Valley Academy must have the ability to perform the evaluation of all personnel. Evaluation is a critical and essential function of the school. The School will comply with requirements to use student performance as part of teacher evaluations but will use its own procedures for conducting evaluations. In addition, the Executive Director may or may not be a licensed administrator and must have authority to conduct evaluations regardless of whether he or she holds such a license. Additionally, the School will not be required to report their teacher evaluation ratings as a part of the commissioner's report as required by C.R.S. 22-2-112(1)(q)(1).

Replacement Plan: The School's evaluation system will continue to meet the intent of the law as outlined in statute. The methods used for the School's evaluation system includes quality standards that are clear and relevant to the administrators' and teachers' roles and responsibilities, and have the goal of improving student academic growth, meet the intent of the quality standards established in state law, and are timely and clearly communicated to all affected staff. See also Staff Handbook at pp. 9-10.

Duration of Waivers: The waiver be in effect for the duration of the charter contract through June 30, 2022.

Financial Impact: The School anticipates that the requested waiver will have no financial impact upon the Authorizer or the School.

How the Impact of the Waivers Will be Evaluated: Since teacher performance has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to the School, as set forth in the Charter School Agreement.

Expected Outcome: With this waiver, the school will be able to implement its program and evaluate its teachers in accordance with its internal professional evaluation system, which is designed to produce increased accountability and to be consistent with the school's goals and objectives. This

benefit staff members as well as students and the community.

Statutory Citation and Title

C.R.S. B 22 63-202 - Employment Contracts - contracts in writing, damage provision

Rationale: The School hires teachers and/or administrators at-will. If employment duties are not successfully performed, the school should have the ability to terminate any staff member in order to ensure the success of our students. While other statutes in this sequence (e.g., C.R.S. §§ 22-63-201 and 203) are only applicable to school district employees, this statute has some ambiguity on that point and should thus be waived to render it clearly inapplicable to the School's at-will employees.

Replacement Plan: All staff members at the School will be at-will employees.

Duration of Waivers: The waiver will be in effect for the duration of our contract through June 30, 2022.

Financial Impact: The School anticipates that the requested waiver will have no financial impact upon the Authorizer or the School.

How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance criteria and assessments that apply to the school, per the Charter School Contract.

Expected Outcome: As a result of this waiver, the school will have the authority to employ at-will contracts for teachers and administrators.

EXHIBIT B

DISTRICT POLICY EXEMPTIONS/WAIVERS

Exemptions Requested from SVVSD Policies
The following automatic exemptions are granted for the duration of this Contract beginning July 1, 2019 and through June 30, 2022.

EBCE	School Closings and Cancellations
EEA	Student Transportation
EEAA	Walkers and Riders
EEAC	Bus Scheduling and Routing
EEAE	Bus Safety Program
EEAEA	School Transportation Vehicle Operator Requirements and Training
EEAEAA*	Drug and Alcohol Testing for CDL Drivers
EEAEAA*-R	Drug and Alcohol Testing for CDL Drivers – Regulation
EEAEF*	Video Cameras on Transportation Vehicles
EEAEG*	Use of Wireless Communication Devices by School Transportation Vehicle Operators
EF	School Nutrition Program
FA	Facilities Development Goals/Priority Objectives
FA-R	Facilities Development Goals/Priority Objectives – Regulation
FB	Facilities Planning
FB-R	Long-Range Facilities Planning Committee – Regulation
FBC*	Prioritization of Facility Improvements
FC	School Capacity Mitigation
FD	Facilities Funding
FDA	Bond Campaigns
FDB	Voluntary Capital Mitigation
FDB-R	Voluntary Capital Mitigation – Regulation
FEA	Educational Specifications for Construction
FEB	Architect/Engineer/Project Manager/Construction Manager
FEB-R	Architect/Engineer/Project Manager/Construction Manager – Regulation
FEE	Site Acquisition
FEE-R	Site Acquisition – Regulation
FF	Naming of Facilities
FFA	Dedications, Memorials and Recognitions
GBEBA	Staff Dress Code
GBEBC	Staff Gifts to and Solicitations by Staff
GBGAB	First Aid Training
GBGB	Staff Personal Security and Safety

GBGC	Staff Benefits
GBGD	Workers' Compensation
GBGF	Federally-Mandated Family and Medical Leave
GBGF-R	Federally-Mandated Family and Medical Leave – Regulation
GBGI	Staff Military Leave
GBGK	Staff Legal/Civic Duty Leave
GBJ	Personnel Records and Files
GBK	Staff Concerns/Complaints/Grievances
GCBA	Instructional Staff Contracts/Compensation/Salary Schedules
GCE/GCF	Professional Staff Recruiting/Hiring
GCE/GCF-R	Professional Staff Recruiting/Hiring – Regulation
GCFA*	Hiring of Instructional Staff/Portability of Non-Probationary Staff
GCG/GCGA	Part-Time and Substitute Professional Staff Employment/Qualifications of Substitute Staff
GCI	Professional Staff Development
GCKAA*	Teacher Displacement
GCO	Evaluation of Licensed Personnel
GCQC/GCQD	Resignation of Instructional Staff/Administrative Staff
GCQE*	Evaluation of Evaluators
GCQF	Discipline, Suspension and Dismissal of Professional Staff (And Contract Nonrenewal)
GCS	Professional Research and Publishing
GDA	Support Staff Positions
GDBA	Support Staff Compensation
GDE/GDF	Support Staff Recruiting/Hiring
GDE/GDF-R	Support Staff Recruiting/Hiring – Regulation
GDG	Part-Time and Substitute Support Staff Employment
GDO	Evaluation of Support Staff
GDQB	Resignation of Support Staff
GDQD	Discipline, Suspension and Dismissal of Support Staff
HA	Negotiations Goals/Priority Objectives
НН	Negotiating Organization (Instructional Staff)
IC/ICA	School Year/School Calendar/Instruction Time
IFC	Multiculturalism
IG	Curriculum Development
IHAI	Career and Technical Education
IHAM	Health and Family Life/Sex Education
IHAM-R	Health Education – Regulation
IHAMA	Teaching about Drugs, Alcohol and Tobacco
IHBA	Special Education Programs for Students with Disabilities
IHBB	Gifted Education
IHBD	Equivalence of Services (Title I)
IHBEA	English Language Learners
IHBF	Homebound Instruction
IHBG	Home Schooling

IHBIB	Primary/Preprimary Education
IHBK	Preparation for Postsecondary and Workforce Success
IHBK-R	Preparation for Postsecondary and Workforce Success (Implementation Plan for Student Individual Career and Academic Plans regulation
IHCDA	Concurrent Enrollment
IJ	Instructional Resources and Materials
IJK	Supplementary Materials Selection and Adoption
IJNDAB*	Instruction through Online Programs
IJOA	Field Trips
IJOA-R	Field Trips – Regulation
IJOA-E	Field Trip/Activity Permission Form – Exhibit
NOC	School Volunteers
IJOC-E	School Volunteer Application – Exhibit
IK	Academic Achievement
IKA	Grading/Assessment Systems
IKA-R	Grading/Assessment Systems (Exemption Procedure and Information to Parents/Guardian – Regulation
IKE	Ensuring All Students Meet Standards
IKF-R	Graduation Requirements-Physical Education Waiver – Regulation
IKFA	Early Graduation
IKFB	Graduation Exercises
IMB	Teaching about Controversial Issues and Use of Controversial Materials
IMDB	Flag Displays
JC	School Attendance Areas
JC-R	Determination of a Student's School Attendance Area – Regulation
JCAA	School Districting/Redistricting
JCAA-R	School Districting/Redistricting (School Boundary Change Guidelines) – Regulation
IGA	Assignment of New Students to Classes and Grade Levels
IGA-R	Assignment of New Students to Classes and Grade Levels (Students from Home Instruction or Non-accredited Private Schools) – Regulation
JH	Student Absences and Excuses
H-R	Student Absences and Excuses – Regulation
IHD	Exclusions and Exemptions from School Attendance
IC	Student Conduct
ICA	Student Dress Code
ICC	Student Conduct in School Vehicles
ICC-R	Student Conduct in School Vehicles – Regulation
ICDA	Code of Conduct
ICDE*	Bullying Prevention and Education
ICEA	School-Related Student Publications (School Publications Code)
ICEA-R	School-Related Student Publications (School Publications Code) — Regulation
ICEC*	Student Petitions and Distribution of Non-Curricular Materials
ICEC*-R	Student Petitions and Distribution of Non-Curricular Materials – Regulation
ICF	Secret Societies/Gang Activity

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JICG	Use of Tobacco by Students
JICH	Drug and Alcohol Involvement by Students
JICH-R	Drug and Alcohol Abuse by Students – Regulation
JICI	Weapons in School
JiH	Student Interviews, Interrogations, Searches and Arrests
JIH-R	Student Interviews, Interrogations, Searches and Arrests – Regulation
JIHB	Parking Lot Searches
JII	Student Concerns, Complaints and Grievances
JR-E	Grievance Form – Exhibit
JJA-1	Curriculum Related Student Organizations
JJA-2	Student Organizations – Open Forum
JJA-2-R	Non-Curricular Student Organizations (Secondary Schools) – Regulation
JJA-2-E	Request for Building Use by Non-Curricular Student Groups – Exhibit
JJF	Student Activities Funds
JJH	Student Travel
JJIB	Interscholastic Sports
ווו	Extracurricular Activity Eligibility
JJJ-R	Extracurricular, Co-Curricular and Intramural Activity Eligibility – Regulation
JK	Student Discipline
JKBA*	Disciplinary Removal from Classroom
JKBA*-R	Disciplinary Removal from Classroom – Regulation
JLCF	District School Nurses
JLCF-R	District School Nurses – Regulation
JLD	School Counseling Programs
JLIF	Use of Safety and Security Technologies
JLIF-R	Use of Safety and Security Technologies – Regulation
JLJ*	Physical Activity
JM	Student Awards, Honors and Scholarships
JM-R	Student Awards, Honors and Scholarships – Regulation
IQ	Student Fees, Fines and Charges
JQ-R	Student Fees, Fines and Charges – Regulation
JQ-E	Schedule of Student Fees – Exhibit
KE	Public Concerns and Complaints
KEC	Public Concerns/Complaints about Instructional Resources
KEF*	Public Concerns/Complaints about Teaching Methods, Activities or Presentations
(F	Community Use of School Facilities
КНВ	Advertising and Sponsorships
KHB-R	Advertising and Sponsorships – Regulation
KHC	Distribution/Posting of Non-curricular Materials
KHC-R	Distribution/Posting of Non-curricular Materials – Regulation
KI	Visitors to Schools

EXHIBIT C

OUTREACH PLAN TO RECRUIT DIVERSE STUDENT POPULATION

Since December of 2010 the school has continued its progress in recruiting and retaining students so that the student population of the School is becoming or remaining reasonably representative of the "at risk" grades K – 8 student population in the District attendance area it serves. If the District finds the School's efforts to be inappropriate or insufficient, the parties shall mutually determine what other or additional actions the School will take, which agreement will be reduced to writing and included in the subsequent charter contract.

The School will adopt or maintain the following steps to achieve or make reasonable progress toward this goal: free or reduced cost food service; appropriate services and information for non-English speaking students and parents; and a School preschool program or programs so located and managed as to be accessible to low-income parents (for example the Colorado Preschool Program), with continuity of enrollment from preschool to the School assured.

Lack of daily student transportation is acknowledged by both parties as a barrier to full achievement of this goal. The current contract does not provide a mechanism or adequate funding for such transportation services.

EXHIBIT D

ENROLLMENT PROCEDURES

To be submitted by charter school



Enrollment Policy

Carbon Valley Academy (the School) will recruit students in a manner that ensures equal access to the school and does not discriminate against students of race, color, national origin, religion, sex, sexual orientation, disability or other legally protected status. Furthermore, this enrollment policy is intended and designed to meet the requirements of Colorado Revised Statute §§22-30.5-104 (3) and 22-36-101; ensure equal access to the school; and serve at-risk students (defined as those eligible for free and reduced lunch).

Admission to the School will be through a first-come, first-served process. Applications will be recorded by date and time received by the School. Within each priority group identified below, students whose application was made first in time will be admitted first until a class is filled. Students eligible for admission but not admitted will be placed on a waiting list, subject to the rules stated below.

Where any rule regarding enrollment requires that parents give notice of intent to enroll by a certain date (for example, if students in the School's public preschool wish to enroll in the School's kindergarten), the Executive Director may establish a date certain for such notice, with at least two weeks' notice to all affected parents of their need to confirm their intent to enroll. The School may establish an appropriate capacity limit for each grade. There are no prerequisites or "required levels of performance," C.R.S. § 22-36-101, for admission in grades pre-5.

- 1. Students who are already enrolled in the School will, in all cases, have priority over all other students and a right to continue at the School from grade to grade, absent expulsion, withdrawal, court order, or other lawful process of removal. If the number of such students exceeds the stated capacity limit for the grade, students who are continuing in the school will nonetheless be admitted to the next grade.
- 2. Student who attend the School's public preschool with have priority for enrollment in kindergarten, as provided in C.R.S. § 22-28-104, even if the number of such students exceeds the capacity limit for kindergarten.
- 3. Siblings of students will have priority for enrollment in available vacancies after all students in priorities 1 and 2 have been admitted, provided that sibling priority does <u>not</u> create an exception to the pre-requisite requirements stated for 6th, 7th and 8th grades in ¶ 5, below.
- 4. Students who are new to the School must identify the single grade in which they seek admission. The Executive Director may inquire with parents to confirm the grade in which they seek admission. Seeking admission to a clearly inappropriate grade for the purpose of securing admission is grounds for denial of admission in that grade.

- 5. For students wishing to enter the School for the first time in grades 6, 7 and 8, only:
 - a. A student who has completed the preceding grade at the School shall, as stated in ¶ 1, have priority for enrollment over all other students for admission to grades 6-8.
 - b. A student who has completed the preceding grade at another core knowledge school (or its substantial equivalent, as determined by the Executive Director) shall be eligible for admission to vacancies, if any, in grades 6-8. Completion of grades 5, 6 or 7 in a core knowledge program or its equivalent is a prerequisite for admission to grades 6, 7, or 8.
- 6. Special Education Enrollment: Students who are on an active IEP will be conditionally admitted prior to any screening. Enrollment is conditional, however, upon review of the IEP. Should a question arise about the School's ability to provide the services of the IEP, an IEP meeting will be held to determine final enrollment.

The School has the right to continue to accept students up to Student Count day (usually October 1 of each year). The School reserves the right to accept students after this date. Students who applied for enrollment and were placed on a waiting list, must re-apply the following year. Letters of Intent do not carry over from year to year.

Note: Appropriate capacity in each grade can vary from year to year depending on budget considerations, staffing patterns, changes (if any) in scheduling, School commitments to certain class size norms, and other factors. The Executive Director will develop proposed capacity limits each year which will be shared with the Board. After receiving any Board input, the Executive Director will finalize, post online, and otherwise make publicly available the applicable capacity limits. To enable timely enrollment decisions, this process should be completed by June of each year.





Colorado's Unified Improvement Plan for Schools

CARBON VALLEY ACADEMY UIP 2018-19 | School: CARBON VALLEY ACADEMY | District: ST VRAIN VALLEY RE 1J | Org ID: 0470 | School ID: 1284 | Framework: Performance Plan: Meets 95% Participation | Draft UIP

Table of Contents

Executive Summary
Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action Plans
Addenda

Executive Summary

If we...

INCREASE AVAILABILITY OF INFORMATIONAL TEXT IN CLASSROOM AND LIBRARY

Description:

Throughout team meetings, teachers will be asked about how they plan to implement more informational text in their lesson plans. Principal will share strategies for using informational text.



MATH EXPRESSION AND REASONING

Description:

Teachers will be provided with training and strategies for increasing student writing and explaining in math and will formulate a plan for integrating those strategies into their lesson plans.



Then we will address...

LACK OF OPPORTUNITY

Description:

Students do not have sufficient exposure to informational text in school or at home.



Then we will change current trends for students

INFORMATIONAL TEXT

Description:

Across all grade levels students scored lowest in the area of informational text.



MATH EXPRESSION AND REASONING

Description:

Across all grade levels students scored lowest in the area of expression and reasoning.



Access the School Performance Framework here: http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the school

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

✓ State Accreditation

School Contact Information

Name: Catherine Linhardt

Mailing Street: Carbon Valley Academy 4040 Coriolis Way

Phone:(303) 774-9555

Name: Tony Carey

Mailing Street: 4040 Coriolis Way

Phone:(303) 774-9555

Title: Principal

Mailing City / State/ Zip Code: Frederick CO 80504

Email: catherine.linhardt@cvamail.com

Title: Executive Director

Mailing City / State/ Zip Code: Frederick CO 80504

Email: tony.carey@cvamail.com

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Carbon Valley Academy is a charter school with a focus on rigorous academics. The school is located in Frederick, CO. The school population consists of approximately 83% Caucasian, 7% Hispanic, and 17% other ethnicity.

Grade level teams meet biweekly to discuss data, trends for instruction, and results policies. Using current results the teams discusses trends as well as areas of improvement in areas including instruction and assessments.

Carbon Valley Academy is lead by a leadership team consisting of Principal, Dean of Student Affairs, and Dean of Community Relations who work together in decision making regarding instruction and assessments.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:

Number Sense from 40% P/ A to 50% P / A

Performance:

Classroom teachers are including more small group differentiated interventions in their daily lesson plans to address this

need.

Prior Year Target:

Informational Text

Classrooms have now used the CKLA reading curriculum for 3 years in grades K-3 which incorporates more nonfiction

Page 3 of 10

Performance:

reading into daily classroom work.

Current Performance

• Our review of performance indicates that we have meet expectations in academic growth and participation rates in all testing areas of CMAS. Our academic achievement is approaching expectations.

We also use NWEA as a benchmark assessment. The following chart shows growth percentage met by grades.

Numbers exceeding 100% show that those classes have already over achieved in growth scores for that subject area.

NWEA

Fall 2018-Winter 2019

Percent of projected growth met as a class

Grade	Math	Reading	Language Usage
3rd	, 163.2%	88.7%	NA
4th	99.3%	56.2%	66.4%
5th	75%	58.2%	116%
6th	65.7%	135.3%	167.3%
7th	96.6%	52.5%	97.3%
8th	142.1%	-30.8%	128.6%

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Trend Analysis

Additional Trend Information:

The number of student below expectations has decreased since 2016 in ELA for students in grades 3-7. Also since 2015, the number of students meeting or exceeding expectations has increased. For example, in 2016, 4th grade had 35% of students meet expectations. The next year, 36% of students met expectations. In 2018, 45% of students met or exceeded expectations.

The trends are not as clear to define in math across grade levels, but it is clear that we are under performing. Across all grade levels, there has only been one year we had students exceed expectations; 2018 6% of 4th grade students exceeded expectations in math.

Carbon Valley has a participation rate of 98% for CMAS ELA, math, and science. Carbon Valley Academy has a 100% participation rate for iReady and NWEA benchmark assessments.





Root Causes



Priority Performance Challenge: Informational Text

Across all grade levels students scored lowest in the area of informational text.



Root Cause: Lack of opportunity

Students do not have sufficient exposure to informational text in school or at home.



Priority Performance Challenge: Math Expression and Reasoning

Across all grade levels students scored lowest in the area of expression and reasoning.



Root Cause: Lack of opportunity

Students do not have sufficient exposure to informational text in school or at home.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:



A performance challenge for Carbon Valley Academy is informational text because it is the area with lowest scores looking at the CMAS assessment. Math expression and reasoning is also a performance challenge for CVA because it is the area with lowest scores throughout the CMAS assessment. This information is also supported by NWEA ELA and math assessments.

Provide a rationale for how these Root Causes were selected and verified:



Teachers do not put enough focus on strategies to help students explain their thinking. Informational text is not as readily available to students in classrooms or school library.

Action Plans

Planning Form



Increase availability of informational text in classroom and library

What would success look like: Throughout team meetings, teachers will be asked about how they plan to implement more informational text in their lesson plans. Principal will share strategies for using informational text.

Describe the research/evidence base supporting the strategy: The more students are exposed to material, the greater the opportunity for them to improve in understanding of informational text.

Associated Root Causes:



Lack of opportunity:

Students do not have sufficient exposure to informational text in school or at home.

Implementation Benchmarks Associated with MIS

IB Name

Description

Start/End/ Repeats

Key Personnel

Status

Page 6 of 10

Spring Benchmark	NWEA spring benchmark assessment	05/01/2019 05/14/2019	Assessment coord	inator	E
Fall Benchmark	NWEA fail benchmark assessment	08/19/2019 08/31/2019	Assessment coord	inator	
Winter Benchmark	NWEA winter benchmark assessment	12/01/2019 12/14/2019	Assessment Coord	linator	*
Spring Benchmark	NWEA spring benchmark assessment	05/01/2020 05/14/2020	Assessment coordi	inator	
opining benchmark					
and the second second second second	sociated with MIS				
and the second second second second		Start/End Date	Resource	Key Personnel	Status
Action Steps As	sociated with MIS		Resource Library Scholastic catalog	Key Personnel Librarian Principal	Status

books



Increase use of

Teachers will make plans to use informational text within classroom lesson plans. They will report usage in grade level meetings.

08/19/2019 10/31/2019

newly purchased informational text books teacher

Principal Grade level teachers

informational text



The principal will monitor the use of informational text in classroom lesson plans.

11/01/2019 05/25/2020

04-4/5-41

Informational text books Teacher lesson plans

lesson plans

Principal Grade level teachers



Math expression and reasoning

What would success look like: Teachers will be provided with training and strategies for increasing student writing and explaining in math and will formulate a plan for integrating those strategies into their lesson plans.

Describe the research/evidence base supporting the strategy: Writing in mathematics is different in other content areas so students need to be taught specific skills. **Associated Root Causes:**



Lack of opportunity:

Students do not have sufficient exposure to informational text in school or at home.

Implementation Benchmarks Associated with MIS

IB Name	Description	Repeats	Key Personnel	Status
S. Jack	NWEA spring benchmark assessment	05/01/2019 05/14/2019	Assessment coordinator	-
Spring Benchmark		03/14/2019		

Fall Benchmark					
Winter Benchmark	NWEA winter benchmark assessment	12/01/2019 12/14/2019	Assessment coord	dinator	
Spring benchmark Action Steps As	NWEA spring benchmark assessment	05/01/2020 05/14/2020	Assessment coord	dinator	
Name	Description	Start/End Date	Resource	Key Personnel	Status
Math reasoning trainging	Teachers will be trained on effective strategies for implement explanation and writing in math.	03/01/2019 05/25/2019	Saxon math curriculum Teacher lesson plans Practice tests	Principal Classroom teachers	
Math reasoning training	Teachers will make plans to use writing and explaining in math within classroom lesson plans. They will report usage in grade level meetings.	03/15/2019 05/24/2019	Saxon math curriculum Other teacher, specifically MS math teacher Online resources such as Reflex Math and IXL	Principal Classroom teachers	
	The principal will monitor the use of informational text in	03/15/2019	Grade level meetings Saxon	Principal Classroom	

NWEA fall benchmark assessment

08/19/2019

08/31/2019

Assessment coordinator

Math reasoning

classroom lesson plans.

05/24/2019

math curriculum teachers

Practice tests

School Target Setting

training

Priority Performance Challenge : Informational Text

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

ANNUAL

2018-2019: By the end of 2018-2019, 81% of students will meet or exceed their academic growth goals in language arts.

PERFORMANCE

TARGETS

2019-2020: By the end of 2018-2019, 81% of students or more will meet or exceed their academic growth goals in language

INTERIM MEASURES FOR 2018-2019: i-Ready and NWEA reading diagnostic, 3 times a year



Priority Performance Challenge: Math Expression and Reasoning



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

ANNUAL

2018-2019: By the end of 2018-2019, 69% of students will meet or exceed their academic growth goals in math.

PERFORMANCE

TARGETS

2019-2020: By the end of 2018-2019, 69% of students or more will meet or exceed their academic growth goals in math.

INTERIM MEASURES FOR 2018-2019: i-Ready and NWEA math diagnostic, 3 times a year

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EXHIBIT F

DISTRICT ACCREDITATION INDICATORS

School Performance Framework: In conducting its annual review of each school's performance, the District will consider the school's results on the School Performance Framework. The School Performance Framework measures a school's attainment on the key performance indicators identified in the Education Accountability Act of 2009 (article 11 of title 22):

Academic Achievement: The Academic Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CMAS, COAlt (ELA, Math and Science), and PSAT.

Academic Growth: The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects normative growth comparing the academic progress of the students in this school compared to that of other students statewide with a similar CMAS, PSAT, and SAT score history in that subject area.

Postsecondary and Workforce Readiness: The Postsecondary and Workforce Readiness Indicator reflects the preparedness of students for college or the workforce upon graduation. This Indicator reflects student graduation rates, dropout rates, and average Colorado SAT composite scores.

Based on State identified measures and metrics, schools receive a rating on each of these performance indicators that evaluates if they have exceeded, met, approached, or not met the state's expectations. These performance indicators are then combined to arrive at an overall evaluation of a school's performance.

EXHIBIT G

EDUCATIONAL PROGRAM CHARACTERISTICS

The District agrees to waive its curricular requirements, to the extent permitted by state law, subject to the implementation by the School of its instructional programs as agreed by the Parties. The description of the educational program in the charter renewal application is accepted as a statement of the Carbon Valley Academy's program characteristics, subject to the following conditions:

- 1. The School shall provide instruction in physical education as outlined in its response to the Board.
 - 2. The School shall provide school lunch as outlined in its response to the Board.
- 3. The School may provide a pilot online education program for no more than 15-20 students. A brief description reflecting new or changed terms and conditions and including the extent of on-line student participation in School-based lessons and activities for this program shall be timely submitted to the Superintendent of Schools for approval, which shall not be unreasonably withheld. Any proposal shall be structured so as not to require the District to seek separate approval from the Department.
 - 4. Average classroom size of 22 may be increased to 25.

EXHIBIT G

Identification of PHLOTE students (Primary or Home Language Other Than English

A Home Language Survey (HLS) is a required part of the registration packet for all new students, and is maintained in the cumulative file for all students. The registrar is responsible for immediately forwarding those as PHLOTE to the district ELL department. Students are considered PHLOTE if there is any influence of another language in the home; students who learn a second language in an academic setting are not considered PHLOTE.

Initials Assessment of PHLOTE students, determination of LEP/EL status

All students determined to be PHLOTE are assessed using the CELA screening assessment to ascertain whether they can speak, read, write, or understand the English language and at what level.

- **NP** (**not proficient**): Beginning & Early Intermediate levels- CELA Levels 1 and 2. Students who are beginning to understand and respond to simple communications.
- **AP** (approaching proficiency): Intermediate & Mid-Proficient Levels- CELA Levels 3 and 4. Students who understand most social communications with more competence in content requirements.
- **P** (proficient): Mid-Proficient to Above Proficient- CELA Level 5. Students who understand and communicate effectively and are able to achieve in content areas, but may still need some linguistic support.

After reviewing information from both the HLS and the results of the CELA Place test, an initial communication is sent to the home in the form of the Parent Notification Letter. This letter informs the parents about eligibility for the district's LIEP program and indicates the characteristics of the instructional program at Carbon Valley Academy.

Program Placement for EL Students

Program placement is made by a designated staff person in contact with district-level ELL specialists and the parent(s) of the student.

Carbon Valley Academy Sheltered English, Specially Designed Academic Instruction (SDAID), or Structured Immersion

Instruction is classroom-based, delivered in English, and adapted to the students' proficiency level. The focus is on the content area curriculum. It incorporates contextual clues, such as gestures and visual aids, into instruction, as well as attention to the language demands of the topics and activities.

The table below will be used to help guide instructional focus for ELL students in Carbon Valley classrooms.

Stage	CELA Score	Time	Student characteristics	Teacher Strategies
1 Pre- Production	Not Proficient	0-6 months	 Minimal comprehension Does not speak Nods "yes or no" May appear confused or hesitant 	 Demonstrate using Total Physical Response Use gestures and body language Emphasize listening skills Do not force speaking

			 Acquires passive vocabulary Points/gestures Draws pictures Matches words to objects 	 Use visuals and pictures Use strategic grouping Use physical movement, art, mime, and music
Early production	Not proficient Non English proficient	6 month- 1 year	 Limited comprehension 1-2 word responses Use present tense verbs Identify people, places, and things Understands the main idea of a message, but not each word Repeats frequently used language Lists and categorizes Listens with greater understanding Mispronounces words 	 Ask yes, no, who, what, and where questions Begin a sentence and have the student complete it with a word Introduce a new vocabulary and continue practicing previously learned vocabulary Use props and gestures during shared reading and build on prior knowledge Use visuals and pictures Provide rich contextual listening opportunities
3 Speech Emergent	Approaching Proficiency Limited English Proficient	1-3 years	 Can produce simple sentences Good social comprehension Make grammar and pronunciation errors Describe events and people Recall facts Improve pronunciations and intonation Expands vocabulary using words that are heard often Shifts the emphasis from language reception to language reception to language production Explain some academic concepts Retells information from text Compare and contrast 	 Ask open-ended questions Encourage any attempt to speak Create a safe classroom that encourages attempts at language Mode, expand, restate, and enrich student language Use patterned and predictable books Support the use of grade level content area texts with pre teaching, adapted text, native language test, summarizing, retelling, roleplaying Use visuals Have students describe personal experiences

			SummarizeInitiates conversations	through language arts experiences/activities • Use strategic grouping
4 Intermediate fluency	Approaching proficiency Limited English Proficient	1-3 years	 Excellent social/oral comprehension Basic academic English skills Few grammatical errors Gives and explains opinions Uses longer sentences and elaborate speech patterns makes errors when attempting to use new vocabulary and more complex grammatical structures Begins to think in the new language rather than translating from native language into the new language Negotiates and debates with others Persuades synthesizes, analyzes, and evaluates 	Provide many opportunities to practice
5 Advanced fluency	Proficient Fluent English Proficient	5-7 years	 Good academic English skills Near native level of speech Interacts extensively with native English speakers Makes few grammatical errors Has high comprehension level but may not be advanced enough to understand all grade level academic classroom language Continues to learn new vocabulary 	 Provide demonstrations, exemplars, rubrics so students understand expectations Guide students in producing research papers and grade level assignments Use language and content objectives Continue focusing on students English Language Development in content classes Focus instruction on reading and writing skills Strategic grouping

	 Produces written and oral language comparable to a native English speaker of the same age 	 Continue emphasis on vocabulary development Use sheltered English techniques, scaffolding Relate abstract concepts to concrete concepts, prior knowledge
--	---	--

Adapted from the SVVSD District ELL Manual

Continuing Student Assessment

On-going assessment is onducted to monitor language and academic growth which includes the annual Colorado English Language Proficiency (CELA Pro) assessment; NWEA, DRA, and PALS school assessments.

EXHIBIT H

PLAN FOR ENGLISH LANGUAGE LEARNERS

Some students enrolled at School will be English Language Learners (ELL).

To be submitted by charter school

Carbon Valley Academy ELL Plan

The School will provide resources and support to English Language Learners to enable them to acquire sufficient English language proficiency while participating in the mainstream English language instruction program. Programming will include regular time periods for direct instruction in English language acquisition and an emphasis on sheltered instruction, consistent with the plan identified in EXHIBIT G. The School will follow the District's procedures for identifying, assessing, reclassifying, and monitoring English language learners in alignment with state and federal requirements.

EXHIBIT I

DUE PROCESS GUIDELINES

- 1. Prepare notebook for Principal (include checklist and tabs).
- 2. Assistant Superintendent delivers the notebook along with "sample/guide book" to the school.
- 3. Schools return completed notebook along with "sample notebook" to Assistant Superintendent as soon as possible.
- 4. Assistant Superintendents review notebook and take notebook to legal counsel for review.
- 5. Legal counsel sends an email to Assistant Superintendent once notebook is reviewed and approved.
- 6. Notebook is picked up from legal counsel and one copy is made. (The checklist is included along with colored sheets of paper, which will replace the original tabs.)
- 7. The original is filed in Assistant Superintendent's office.
- 8. The copy is redacted. After it is redacted, another copy is made so now there are two redacted copies, both including the checklist and colored paper instead of tabs.
- 9. One redacted copy in a notebook stays with the Assistant Superintendent and the approval letter from legal counsel is placed in the front pocket of that notebook.
- 10. The police report is removed from the second redacted copy and that copy is placed in an envelope and the Principal is notified it is ready to be picked up.
- 11. Principal hand delivers the redacted copy (which includes the checklist and tabs but does not include the police report) to the parent/guardian. The book must be delivered to the parent at least one day prior to the expulsion hearing.
- 12. Assistant Superintendent brings the redacted copy of the notebook to the hearing and gives it to the Expulsion Officer who enters it into evidence. This copy includes checklist, tabs and redacted police report.
- 13. After the hearing, the Expulsion Officer takes the notebook with him and sends his recommendation to legal counsel to be reviewed.
- 14. The Expulsion Officer returns the notebook to the Assistant Superintendent with his recommendation, and the Assistant Superintendent brings that notebook to the meeting with the Superintendent.

DUE PROCESS CHECKLIST

This book has been redacted so it can be used as a "guide" when creating a dismissal/ expulsion book. Do not redact your book.

Checklist	TASK
1	Student Demographics Print information from Infinite Campus
2	Timeline of events (Summary) Provided by building administration
3	School Work Support Plan Copies of homework gathered from teachers that was given to the student
	Expulsion Data Form Contact Expulsion Officer or Assistant Expulsion Officer and they will send you the form
5	Expulsion Hearing Letter Contact the Superintendent's Assistant and she will send you a copy of the letter
6	Board Policy/State Statute violations Copy Board Policies from the website
7	Student discipline records Print information from Infinite Campus
8	IEP/504 Plan Records** Yes No If yes, Manifestation Determination Review Yes No Check Yes or No
9	Attendance Records Print copy of attendance record from Infinite Campus
10	Police reports Ask SRO/Police for a copy of the report as soon as possible
11	Due process paperwork Print ad hoc report from Infinite Campus
12	Suspension letter to parent/guardian Same information as #11
13	Habitual Disruptor History and Plan** Include if a school has drawn up a plan
14	
15	Witness statements** Witnesses' written statements with signature
16	Student statement Student's written statement with signature
17	Photos and/or video surveillance** Pictures that may have been taken showing evidence
18	Social media postings, school work containing threatening content** Include screen shots of each media postings or copies of school work
19	Correspondence with parent/guardian, i.e., emails, phone calls Documented phone calls and emails between administrators and parent/guardian

**If there is no information, please include a sheet stating "There were no _____ (fill in the blank).

EXHIBIT J Additional Services Agreement -

The following are mutually agreed-upon services or licenses and associated costs provided to the charter school by the District for the 2019-2020 school year. Items in this list may be subject to separate License Agreements or Service Level Agreements. Prices and availability of services and licenses are subject to revision annually, regardless of the term of this contract. Additionally, agreements between the charter school and the District for services not in this list may be entered into under separate contracts or agreements, as needed.

	District	t Technology Service	s		
Infinite Campus License 204' \$ 10.50 \$ 274 C & Alpine Enterprise Personnel Costs 18.59 3,75 Alpine Enterprise Personnel Costs 7.65 1,55 Server Licenses (VM & Microsoft) 0.29 6 Shoutpoint (E-rate discount applied) 1.14 23 Total	Required Services Pursuant to Section 10.4		FY20		
IC & Alpine Enterprise Enterprise Personnel Costs 18.59 3,75 1,6	Infinite Campus and Alpine Achievement	Oct 1 Student Count	Cost Per Student		Total Cost
Alpine Achievement License 7.65 1,66	·	204	\$ 10.50	\$	2,142.0
Server Licenses (VM & Microsoft) Shoutpoint (F-rate discount applied) Total Active Directory Authentication Services (AD) Optional Services Citrix Fees Num of Citrix Accounts EMC Storage Citrix Server Citrix License (part of Citrix image) Total Destiny Media Manager (Library Curriuculum) Destiny Media Manager (Library Curriuculum) Accounts Destiny Media Manager (Library Curriuculum) Accounts Destiny Media Manager (Library Curriuculum) Accounts Cost per Account Total Cost Site License Fee 1 0 \$ 550.00 \$ 1,08 Destiny Media Manager (Library Curriuculum) Accounts Cost per Account Total Cost Site License Fee 1 0 \$ 550.00 \$ 1,08 Destiny Media Manager (Library Curriuculum) Accounts Cost per Account Total Cost Site License Fee 1 0 \$ 550.00 \$ 1,08 Destiny Media Manager (Library Curriuculum) Accive Directory Authentication Services (AD) (TPC# Number of AD Accounts) Cost per Account Total Cost Accive Directory Authentication Services (AD) (TPC# Number of AD Accounts) Cost per Account Total Cost Accive Directory Authentication Services (AD) (TPC# Number of VPN Accounts) Cost per Account Total Cost Accive Directory Authentication Services Accive Directory Authentication Services (AD) (TPC# Number of VPN Accounts) Cost per Account Total Cost Accive Directory Authentication Services Accive Director			18.59		3,792.3
Shoutpoint (E-rate cliscount applied) Total Total Active Directory Authentication Services (AD) Active Directory Authentication Services (AD) Number of AD Accounts Society	·		7.65		1,560.6
Active Directory Authentication Services (AD) Number of AD Accounts Cost per Account Total Cost Cost per Accounts Script Requiring access to infinite Campus Script	,		0.29		59.1
Active Directory Authentication Services (AD) Number of AD Accounts \$ 50.00 \$ Total Cost			1.14	_	232.5
Citrix Fees	Total			\$	7,786.6
Citrix Feas		Number of AD Accounts	Cost per Account		Total Cost
Optional Services Citrix Fees Num of Citrix Accounts Cost Per Account Total Cost Per Account Services 15.50 100 15.50	Licenses for staff requiring access to Infinite Campus	14 - 15 10 10 10	\$ 50.00	\$	÷.
Citrix Fees	Total			\$	5
Total Cost	Optional Services				
Citrix Server 15.50 10 Citrix License 85.00 59 Microsoft License (part of Citrix image) 35.31 24 Total 55.00 59 Microsoft License (part of Citrix image) 35.31 24 Total 65.00 50 Destiny Media Manager (Library Curriuculum) Accounts Cost per Account 55.00 50 Annual Maintenance Fee 0 0 5.50.00 50 Annual Maintenance Fee 0 0 150.00 50 Active Directory Authentication Services (AD) (TPC# Number of AD Accounts 50.00 50.	Citrix Fees	Num of Citrix Accounts	Cost Per Account		Total Cost
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DIAI	otal	U	7 342.23	\$	•

SP/Webfilter (TPCA Only)	Oct 1 Student Count	Cost	Per Student	Total Cost
SP/Webfilter	0	\$	8.69	\$
Total				\$
Wide Area Network (TPCA Only)	WAN Use (1 or 0)	Ar	nual Cost	Total Cost
	0	\$	5,977.24	\$
Wide Area Network (E-rate discount applied)	•			

AESOP	AESOP Use (1 or 0)	Aı	nnual Cost	Total Cost
AESOP License (may not be available) Total	í	\$	1,500.00 ; \$	1,500.00 1,500.00
	Warehouse			

Delivery Service	Delivery Service (1 or 0)	А	nnual Cost	Total Cost
Delivery Service	1	\$	3,000.00	\$ 3,000.00
Total				\$ 3,000.00
Total Exhibit H Service/License Costs:				\$ 13,375.04

Our school chooses the ELPA services below in lieu of receiving ELPA funding directly.	Yes_X_	No
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Our school chooses the Title II-A services below in lieu of receiving Title II-A funding directly. Yes X No.

Other Items on Ad Hoc Basis (to be billed monthly)

Note: This is not an all-inclusive list. There may be other items that the charter school contracts with the District. Substitute Teacher Jobs (Salary, PERA, Medicare)

Workers Compensation Insurance Surcharge per Substitute Teacher Day (\$3.00 for full day sub/ \$1.50 for half-day sub) Unemployment Charges

Transportation Reimbursement (Field Trips)

Warehouse Orders

"100 Mile Club" Reimbursement

Student Services:

- Hearing and Vision Screenings for Schools under 400 Students: \$300 for initial screening; \$105 for rechecks
- Hearing and Vision Screenings for Schools over 400 Students: \$600 for initial screening; \$210 for rechecks
- Truancy Filings (\$55/hour)

State Categorical Aid:

- 100% of GT money is passed through the charter schools.
- Gifted & Talented Services (Screenings, Consultation and Trainings) Will be provided at actual District cost of \$50/hour.
- ELPA Services These services will be provided at no charge in lieu of ELPA funding or may be purchased directly:
 - Summer School (\$450/student)
 - ACCESS Data Parent Comm/Reports/Disaggregated Data (\$10/student)
 - ACCESS Training
 - Consulting on "As Needed" Basis (\$50/hour)
 - Consulting Support Services (\$50/hour)
 - ESL Teacher Training 4 Meetings (\$350/teacher)
 - Newsletter (\$2/Student)
 - Other Non-ESL Literacy Support: Seminars, READ ACT, Compliance, Testing and Literacy (\$425/Teacher)
 - Parent Meetings (\$10/student)

- WAPT Screening, Input, Electronic Filing, Communication, etc. (\$25/student)
- Federal Categorical Aid:
- Title III, Part A ELA Enhancement This money will be passed through to the charter school on a reimbursement basis after an ELA Plan is pre-approved by the Assistant Superintendent for Priority Schools.
- Title II, Part A These services will be provided at no charge in lieu of Title II, Part A, Teacher/Principal Quality or may be purchased at actual District cost:
 - In-District Rate Classes from SVVS Fall, Spring and Summer Course Catalogs
 - MTSS/PBIS Support
 - Classroom Management
 - Partners in Education (PIE) Master's Program Coaching
 - New Teacher Induction/What I Didn't Learn in College
 - New Administrator Induction
 - Teacher Mentor Training

FLAGSTAFF ACADEMY 2019 CONTRACT EXHIBITS

EXHIBIT A

WAIVERS

Waivers from Colorado Revised Statues and/or Rules/Regulations

Automatic Waiver List as of 6/2/2017

State Statute Citation	Description
22-32-109(1)(f), C.R.S.	Local board duties concerning selection of staff and pay
22-32-109(1)(t), C.R.S.	Determine educational program and prescribe textbooks
22-32-110(1)(h), C.R.S.	Local board powers-Terminate employment of personnel
22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses
22-32-110(1)(j), C.R.S.	Local board powers-Procure life, health, or accident insurance
22-32-110(1)(k), C.R.S.	Local board powers-Policies relating the in-service training and official conduct
22-32-110(1)(ee), C.R.S.	Local board powers-Employ teachers' aides and other non-certificated personnel
22-32-126, C.R.S.	Employment and authority of principals
22-33-104(4), C.R.S.	Compulsory school attendance-Attendance policies and excused absences
22-63-301, C.R.S.	Teacher Employment Act- Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401, C.R.S.	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S	School Year-National Holidays

EXHIBIT A

WAIVERS

Waivers from Colorado Statues and Rules

The following waivers were granted by the Colorado State Board of Education and are effective for the term beginning July 1, 2019 through June 30, 2022.

AUTOMATIC WAIVERS-

NON-AUTOMATIC WAIVERS- See Addendum- Rationale and Replacement Plan

- C.R.S. §22-32-109(1)(n)(I) Board of Education- Specific Duties School Calendar
- C.R.S. §22-32-109(1)(n)(II)(B) Board of Education-Specific Duties Adoption of District Calendar
- C.R.S. § 22-63-202, C.R.S. Teacher employment, contracts in writing-duration-damage provision
- C.R.S. § 22-63-203 Probationary Teachers -renewal and non-renewal of employment contract
- C.R.S. § 22-63-206 Teacher Employment, Compensation and Dismissal Act
- C.R.S. § 22-32-109 (I)(b) Boards of Education . Specific Duties
- C.R.S. § 22-9-106 Local Board of Education-Duties-Performance Evaluation System
- C.R.S. §22-1-110 Effect of use of alcohol and controlled substances to be taught.
- C.R.S. §22-32-109(1)(aa)Requires Districts to adopt content standards and a plan for implementation of such standards.
- C.R.S. §22-32-109(1)(n)(II)(A) Board of Education- Specific Duties Teacher Pupil Contact Hours
- C.R.S. §22-32-119 Permits the Board of Education authority to establish and maintain kindergartens and prescribe courses of training, study and rules and regulations governing the program.

Rationale and Replacement Plan for Waivers from State Statute and Rule

Basic Information

School Name: Flagstaff Academy

School Address: 2040 Miller Dr., Longmont, CO 80501

Prepared by: Wayne Granger

Preparer's Phone Number 303-651-7900

Preparer's Email Address wgranger@flagstaffacademy.org

Charter School Contact: Wayne Granger

Charter School Contact Email Address wgranger@flagstaffacademy.org

District Contact Name: Terry Schueler

District Contact Email Address: schueler terry@svvsd.org

STATUTE DESCRIPTION AND RATIONALE

C.R.S. §22-32-109(1)(n)(I) Board of Education- Specific Duties School Calendar C.R.S. §22-32-109(1)(n)(II)(B) Board of Education-Specific Duties Adoption of District Calendar

Rationale: The school year at Flagstaff Academy will total approximately 175 days per year which exceeds the current requirement in state statute. Flagstaff Academy will prescribe the actual details of its own school calendar to best meet the needs of its students. The local board will not set these policies and Flagstaff Academy will not adopt the District Calendar and will have a calendar that differs from the rest of the schools within the district.

Replacement Plan: The final calendar and the school's daily schedule will be designed by Flagstaff

Academy and will meet or exceed the expectations in state statute.

Duration of the Waivers: Flagstaff Academy requests that the waiver be for the duration of its contract

with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the

St. Vrain Valley School District or Flagstaff Academy.

How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the

performance appraisal criteria and assessments that apply to the school, as per this Charter School

Agreement.

Expected Outcome: As a result of these waivers, the school will be able to implement the necessary

policies to increase student achievement.

<u>C.R.S. § 22-63-202, C.R.S. Teacher employment, contracts in writing-duration-damage</u> provision

Rationale: Flagstaff Academy should be granted the authority to hire teachers and principals that will

support the schools goals and objectives. The Executive Director will not function as a traditional district school principal, but rather will be responsible for a wider range of tasks and act as the school's chief executive officer. The school will seek to attract principals and teachers from a wide variety of backgrounds, including, but not limited to teachers from out-of-state, teachers with a lapsed

Colorado certificate, persons with several years of successful teaching experience in a setting not

requiring a license, as well as persons with business or professional experience. All employees of Flagstaff Academy will be employed on an at-will basis. All employees of Flagstaff Academy will meet Federal Highly Qualified Requirements (ie: hold a degree and demonstrated subject-matter competency).

Replacement Plan: The school will, as appropriate, hire certified teachers and principals. However, in

some instances it may be advantageous for the school to be able to hire Highly Qualified teachers and/or administrators without a certificate and who possess unique background and/or skills that fill the need of Flagstaff Academy.

Duration of the Waivers: Flagstaff Academy requests that the waiver be for the duration of its contract

with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the

St. Vrain Valley School District or Flagstaff Academy.

How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the

performance appraisal criteria and assessments that apply to the school, as per this Charter School

Agreement.

Expected Outcome: As a result of these waivers, the school will be able to employ professional staff

possessing unique skills and/or background filling all staff needs.

C.R.S. § 22-63-203 Probationary Teachers -renewal and non-renewal of employment contract

Provides for contract with probationary teachers and allows for non-renewal and renewal of employment contract.

Rationale: Flagstaff Academy should be granted the authority to develop its own employment agreements and terms and conditions of employment. The school will be operating differently from other schools with a unique curriculum for which having the proper teaching staff is essential. Not every

teacher who is successful in the regular public school will be successful at Flagstaff Academy. All

employees of Flagstaff Academy will be employed on an at-will basis.

Replacement Plan: Flagstaff Academy has teacher agreement with the terms of non-renewal and renewal of employment agreements, and payment of salaries upon termination of employment of a teacher.

Duration of the Waivers: Flagstaff Academy requests that the waiver be for the duration of its contract

with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the

St. Vrain Valley School District or Flagstaff Academy.

How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the

performance appraisal criteria and assessments that apply to the school, as per this Charter School

Agreement.

Expected Outcome: As a result of these waivers, the school will be able to employ professional staff

possessing unique skills and/or background, filling all staff needs.

C.R.S. § 22-63-206 Teacher Employment, Compensation and Dismissal Act

Permits transfer of teachers between schools upon recommendation of district's chief administrative officer.

Rationale: Flagstaff Academy is granted the authority under the Charter School Agreement to select its

own teachers. No other school or the St. Vrain Valley School District should not have the authority to transfer its teachers into Flagstaff Academy or transfer teachers from Flagstaff Academy to any other schools, except as provided for in the Charter School Agreement.

Replacement Plan: The school will hire teachers on a best qualified basis. There is no provision for transfers.

Duration of the Waivers: Flagstaff Academy requests that the waiver be for the duration of its contract

with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the

St. Vrain Valley School District or the school.

How the Impact of the Waiver Will be Evaluated: The impact of this waiver will be measured by the

performance criteria and assessments that apply to Flagstaff Academy, as set forth in this Charter School

Agreement.

Expected Outcome: The school expects that as a result of this waiver it will be able to manage its own

personnel affairs. There is no provision for transfers.

C.R.S. § 22-32-109 (I)(b) Boards of Education . Specific Duties

Grants board of education the authority to adopt policies and prescribe rules and regulations for efficient administration of the district.

Rationale: Flagstaff Academy will be operating independently from other schools in the St. Vrain Valley School District and should be delegated the authority to develop, adopt, and implement its own operational policies, rules and regulations, subject to the limitations in the Charter School Agreement.

Replacement Plan: The Board of Directors of Flagstaff Academy will adopt policies and the Executive Director or designated head of school of Flagstaff Academy will prescribe rules and regulations.

Duration of the Waivers: Flagstaff Academy requests that the waiver be for the duration of its contract

with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on

St. Vrain Valley School District. Flagstaff Academy will be able to adopt policies and prescribe rules and

regulations consistent with its budget.

How the impact of the Waiver Will be Evaluated: The impact of this waiver will be measured by the

performance criteria and assessments that apply to Flagstaff Academy, as set forth in this Charter School

Agreement.

Expected Outcome: As a result of this waiver, Flagstaff Academy will be able to carry out its educational

program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the

Charter School Agreement.

C.R.S. § 22-9-106 Local Board of Education-Duties-Performance Evaluation System

This section requires that employee performance evaluations be performed by a person holding an

administrative certificate (Type D).

Rationale: The Flagstaff Academy Executive Director, or designated head of school, must have the ability to perform the evaluation of all personnel. Should any other designated administrator not have a Type D certificate, this should not preclude him or her from administering the evaluations under the direction of the Executive Director. The Flagstaff Academy Board of Directors must also have the ability to perform the evaluation for the Executive Director or designated head of school.

Plan: Flagstaff Academy uses its own evaluation system as agreed to in the Charter School Agreement with St. Vrain Valley School District. Flagstaff Academy's evaluation system will continue to meet the intent of the law as outlined in statute. Staff has been trained in this evaluation system and the methods used for Flagstaff Academy's evaluation system includes quality standards that are clear and relevant to the administrators' and teachers' roles and responsibilities, have the goal of improving student academic growth, and meet the intent of the quality standards established in SB 10-191. Flagstaff Academy will not be required to report their teacher evaluation data through the TSDL collection; however teacher performance data will be reviewed by the school and used to inform hiring practices and professional development. Core course level participation will continue to be reported PURSUANT TO 22-11-503.5 as this is a non-waivable statute.

Duration of the Waivers: Flagstaff Academy requests that the waiver be for the duration of its contract

with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: Flagstaff Academy anticipates that the requested waiver will have no financial impact

upon the St. Vrain Valley School District or the Flagstaff Academy budget.

How the Impact of the Waivers will be Evaluated: Since teacher performance has a critical impact on

the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in this Charter School Agreement.

Expected Outcome: With this waiver, the school will be able to implement its program and evaluate its

teachers in accordance with its Performance Appraisal System, which is designed to produce greater

accountability and be consistent with the school's goals and objectives. This will benefit staff members as well as students and the community.

C.R.S. §22-1-110 Effect of use of alcohol and controlled substances to be taught.

Specifies how, when, and to what extent the effects of alcohol and controlled substances will be taught in all grade levels.

Rationale: Flagstaff Academy uses a different curriculum and sequence than do other St. Vrain District Schools. The instructional materials and strategies used to teach these topics and the extent to which these topics will be integrated into the curriculum should be within the direction and control of the Flagstaff Academy Executive Director and Principals.

Replacement Plan: Flagstaff Academy will identify instructional materials and strategies to integrate these topics into the curriculum as necessary to meet all Physical Education and Health standards.

Duration of the Waivers: Flagstaff Academy requests that the waiver be for the duration of its contract

with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: Flagstaff Academy anticipates that the requested waiver will have no financial impact upon the St. Vrain Valley School Board or St. Vrain Valley School budget.

C.R.S. §22-32-109(1)(aa)Requires Districts to adopt content standards and a plan for implementation of such standards.

Rationale: Flagstaff Academy will be operating independently from other schools in the District and should be delegated the authority to adopt and implement its own content standards as long as said standards meet or exceed State content standards.

Replacement Plan: Flagstaff Academy will adopt content standards and a plan for implementation of such standards. The standards shall meet or exceed State content standards. The administration shall be responsible for implementation of the standards with oversight by the Board of Directors.

Duration of the Waivers: Flagstaff Academy requests that the waiver be for the duration of its contract

with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: Flagstaff Academy anticipates that the requested waiver will have no financial impact upon the St. Vrain Valley School Board or St. Vrain Valley School budget.

C.R.S. §22-32-109(1)(n)(II)(A) Board of Education- Specific Duties Teacher Pupil Contact Hours

Rationale: Flagstaff Academy will prescribe the actual details of teacher-pupil contact hours to best meet the needs of students. The local board will not set these policies.

Replacement Plan: Flagstaff Academy will prescribe the actual details of teacher-pupil contact hours

instead of the St. Vrain Valley School District Board, and hours will meet or exceed the current requirements in statute.

Duration of the Waivers: Flagstaff Academy requests that the waiver be for the duration of its contract

with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the

St. Vrain Valley School District or Flagstaff Academy.

How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the

performance appraisal criteria and assessments that apply to the school, as per this Charter School

Agreement.

Expected Outcome: As a result of these waivers, the school will be able to implement the necessary

policies to increase student achievement.

C.R.S. §22-32-119 Permits the Board of Education authority to establish and maintain kindergartens and prescribe courses of training, study and rules and regulations governing the program.

Rationale: Flagstaff Academy will be operating independently from other schools in the District and should be delegated the authority to operate its own kindergarten program consistent with the school's mission, goals and educational program.

Replacement Plan: Flagstaff Academy will operate its own kindergarten program and develop, adopt and implement the training, study and rules and regulation governing said program.

Duration of the Waivers: Flagstaff Academy requests that the waiver be for the duration of its contract

with the St. Vrain Valley School District. Therefore, the waiver is requested for three academic operating years, or for the term of the contract as it may be extended from time to time.

Financial Impact: Flagstaff Academy anticipates that the requested waiver will have no financial impact upon the St. Vrain Valley School Board or St. Vrain Valley School budget.

EXHIBIT B

DISTRICT POLICY EXEMPTIONS/WAIVERS

Exemptions Requested from SVVSD Policies
The following automatic exemptions are granted for the duration of this Contract beginning July 1, 2019 and through June 30, 2022.

EBCE	School Closings and Cancellations
EEA	Student Transportation
EEAA	Walkers and Riders
EEAC	Bus Scheduling and Routing
EEAE	Bus Safety Program
EEAEA	School Transportation Vehicle Operator Requirements and Training
EEAEAA*	Drug and Alcohol Testing for CDL Drivers
EEAEAA*-R	Drug and Alcohol Testing for CDL Drivers – Regulation
EEAEF*	Video Cameras on Transportation Vehicles
EEAEG*	Use of Wireless Communication Devices by School Transportation Vehicle Operators
EF	School Nutrition Program
FA	Facilities Development Goals/Priority Objectives
FA-R	Facilities Development Goals/Priority Objectives – Regulation
FB	Facilities Planning
FB-R	Long-Range Facilities Planning Committee – Regulation
FBC*	Prioritization of Facility Improvements
FC	School Capacity Mitigation
FD	Facilities Funding
FDA	Bond Campaigns
FDB	Voluntary Capital Mitigation
FDB-R	Voluntary Capital Mitigation — Regulation
FEA	Educational Specifications for Construction
FEB	Architect/Engineer/Project Manager/Construction Manager
FEB-R	Architect/Engineer/Project Manager/Construction Manager – Regulation
FEE	Site Acquisition
FEE-R	Site Acquisition – Regulation
FF	Naming of Facilities
FFA	Dedications, Memorials and Recognitions
GBEBA	Staff Dress Code
GBEBC	Staff Gifts to and Solicitations by Staff
GBGAB	First Aid Training
GBGB	Staff Personal Security and Safety

GBGC	Staff Benefits
GBGD	Workers' Compensation
GBGF	Federally-Mandated Family and Medical Leave
GBGF-R	Federally-Mandated Family and Medical Leave – Regulation
GBGI	Staff Military Leave
GBGK	Staff Legal/Civic Duty Leave
GBJ	Personnel Records and Files
GBK	Staff Concerns/Complaints/Grievances
GCBA	Instructional Staff Contracts/Compensation/Salary Schedules
GCE/GCF	Professional Staff Recruiting/Hiring
GCE/GCF-R	Professional Staff Recruiting/Hiring – Regulation
GCFA*	Hiring of Instructional Staff/Portability of Non-Probationary Staff
GCG/GCGA	Part-Time and Substitute Professional Staff Employment/Qualifications of Substitute Staff
GCI	Professional Staff Development
GCKAA*	Teacher Displacement
GCO	Evaluation of Licensed Personnel
GCQC/GCQD	Resignation of Instructional Staff/Administrative Staff
GCQE*	Evaluation of Evaluators
GCQF	Discipline, Suspension and Dismissal of Professional Staff (And Contract Nonrenewal)
GCS	Professional Research and Publishing
GDA	Support Staff Positions
GDBA	Support Staff Compensation
GDE/GDF	Support Staff Recruiting/Hiring
GDE/GDF-R	Support Staff Recruiting/Hiring – Regulation
GDG	Part-Time and Substitute Support Staff Employment
GDO	Evaluation of Support Staff
GDQB	Resignation of Support Staff
GDQD	Discipline, Suspension and Dismissal of Support Staff
НА	Negotiations Goals/Priority Objectives
НН	Negotiating Organization (Instructional Staff)
IC/ICA	School Year/School Calendar/Instruction Time
IFC	Multiculturalism
IG	Curriculum Development
IHAI	Career and Technical Education
IHAM	Health and Family Life/Sex Education
IHAM-R	Health Education – Regulation
IHAMA	Teaching about Drugs, Alcohol and Tobacco
IHBA	Special Education Programs for Students with Disabilities
IHBB	Gifted Education
IHBD	Equivalence of Services (Title I)
IHBEA	English Language Learners
IHBF	Homebound Instruction
IHBG	Home Schooling

IHBIB	Primary/Preprimary Education			
IHBK	Preparation for Postsecondary and Workforce Success			
	Preparation for Postsecondary and Workforce Success (Implementation Plan for Student			
IHBK-R	Individual Career and Academic Plans regulation			
IHCDA	Concurrent Enrollment			
IJ	Instructional Resources and Materials			
IJK	Supplementary Materials Selection and Adoption			
IJNDAB*	Instruction through Online Programs			
IJOA	Field Trips			
IJOA-R	Field Trips - Regulation			
IJOA-E	Field Trip/Activity Permission Form – Exhibit			
IJOC	School Volunteers			
IJOC-E	School Volunteer Application – Exhibit			
IK	Academic Achievement			
IKA	Grading/Assessment Systems			
IKA-R	Grading/Assessment Systems (Exemption Procedure and Information to Parents/Guardians) — Regulation			
IKE	Ensuring All Students Meet Standards			
IKF-R	Graduation Requirements-Physical Education Waiver – Regulation			
IKFA	Early Graduation			
IKFB	Graduation Exercises			
IMB	Teaching about Controversial Issues and Use of Controversial Materials			
IMDB	Flag Displays			
JC	School Attendance Areas			
JC-R	Determination of a Student's School Attendance Area – Regulation			
JCAA	School Districting/Redistricting			
JCAA-R	School Districting/Redistricting (School Boundary Change Guidelines) – Regulation			
JGA	Assignment of New Students to Classes and Grade Levels			
JGA-R	Assignment of New Students to Classes and Grade Levels (Students from Home Instruction or Non-accredited Private Schools) – Regulation			
JH	Student Absences and Excuses			
JH-R	Student Absences and Excuses – Regulation			
JHD	Exclusions and Exemptions from School Attendance			
JIC	Student Conduct			
JICA	Student Dress Code			
JICC	Student Conduct in School Vehicles			
JICC-R	Student Conduct in School Vehicles – Regulation			
JICDA	Code of Conduct			
JICDE*	Bullying Prevention and Education			
JICEA	School-Related Student Publications (School Publications Code)			
JICEA-R	School-Related Student Publications (School Publications Code) – Regulation			
JICEC*	Student Petitions and Distribution of Non-Curricular Materials			
JICEC*-R	Student Petitions and Distribution of Non-Curricular Materials – Regulation			
JICF	Secret Societies/Gang Activity			
	,			

JICG	Use of Tobacco by Students			
JICH	Drug and Alcohol Involvement by Students			
JICH-R	Drug and Alcohol Abuse by Students – Regulation			
JICI	Weapons in School			
JIH	Student Interviews, Interrogations, Searches and Arrests			
JIH-R	Student Interviews, Interrogations, Searches and Arrests – Regulation			
JIHB	Parking Lot Searches			
JII	Student Concerns, Complaints and Grievances			
JII-E	Grievance Form – Exhibit			
JJA-1	Curriculum Related Student Organizations			
JJA-2	Student Organizations – Open Forum			
JJA-2-R	Non-Curricular Student Organizations (Secondary Schools) – Regulation			
JJA-2-E	Request for Building Use by Non-Curricular Student Groups – Exhibit			
JJF	Student Activities Funds			
JJH	Student Travel			
JJIB	Interscholastic Sports			
JJJ	Extracurricular Activity Eligibility			
JJJ-R	Extracurricular, Co-Curricular and Intramural Activity Eligibility – Regulation			
JK	Student Discipline			
JKBA*	Disciplinary Removal from Classroom			
JKBA*-R	Disciplinary Removal from Classroom – Regulation			
JLCF	District School Nurses			
JLCF-R	District School Nurses – Regulation			
JLD	School Counseling Programs			
JLIF	Use of Safety and Security Technologies			
JLIF-R	Use of Safety and Security Technologies – Regulation			
JLJ*	Physical Activity			
JM	Student Awards, Honors and Scholarships			
JM-R	Student Awards, Honors and Scholarships – Regulation			
JQ	Student Fees, Fines and Charges			
JQ-R	Student Fees, Fines and Charges – Regulation			
JQ-E	Schedule of Student Fees – Exhibit			
KE	Public Concerns and Complaints			
KEC	Public Concerns/Complaints about Instructional Resources			
KEF*	Public Concerns/Complaints about Teaching Methods, Activities or Presentations			
KF	Community Use of School Facilities			
КНВ	Advertising and Sponsorships			
KHB-R	Advertising and Sponsorships – Regulation			
KHC	Distribution/Posting of Non-curricular Materials			
KHC-R	Distribution/Posting of Non-curricular Materials – Regulation			
KI	Visitors to Schools			

EXHIBIT C

OUTREACH PLAN TO RECRUIT DIVERSE STUDENT POPULATION

Flagstaff Academy is committed to serving all public school students encompassing diverse backgrounds. We clearly understand the importance of targeting the "at risk" population including free and reduced lunch individuals, English language learners as well as those considered at academic risk including students performing below or above grade level. In our concerted effort to reach out to these populations, Flagstaff Academy is implementing the following recruitment plan:

Implementation of a preschool program that will focus on early identification and intervention for at-risk students. These identified students would continue at Flagstaff feeding into our kindergarten program.

Continue to pursue busing options. Flagstaff Academy would welcome any opportunity to enter into conversations with the St. Vrain Valley School District concerning the possibility of providing transportation to our students.

Flagstaff Academy has and will continue to focus on more Community-based recruitment including churches, youth centers, and recreational centers.

Flagstaff Academy has and will continue to advertise the school in the local papers including Longmont, Erie, Niwot, and the surrounding areas with an emphasis on the fact that we are not tuition-based.

Enrollment clinics are held to allow parents to tour the school and see firsthand instruction taking place.

Student "shadowing" is encouraged for interested students in grades 4th-8th. Students are encouraged to spend a portion of a day or an entire day immersed in the programs we have at Flagstaff Academy. This results in students having feedback about our school and hopefully becoming acquainted with other students.

We offer after school programming for students through our Dragon Flight program. Dragon Flight advertises in numerous community publications reaching a broad audience.

EXHIBIT D

ENROLLMENT PROCEDURES

Kindergarten – 8th Grade

- 1. Each parent desiring to enroll his or her child in Flagstaff must sign an "intent to enroll" form and deliver it to the enrollment coordinator. Parents need not submit intent to enroll forms for students already attending the School.
- 2. Registration dates:
- (a) December 1st: Open enrollment begins for following school year, waitlists initiate.
- (b) January 15th: Open enrollment ends, waitlists are finalized.
- (c) October 1st: enrollment ends, waitlists are purged.
- 3. If there are more students whose parents wish to enroll them in Flagstaff than there are class spaces available, students shall be based on the following criteria:
- (a) The first preference is for students presently attending Flagstaff. Students will be allowed to re-enroll for the following school year. Parents must affirm their desire to re-enroll their child(ren) each spring by the date published.
- (b) The second preference is for siblings of children already enrolled, with the exception of any sibling who previously declined enrollment, or has withdrawn from the waiting list or Flagstaff, based on first come, first served. Any sibling offered a position prior to October 1 must enroll or forfeit their position for that school year and be placed in the general waitlist.
- (c) The third preference is for the children of the founding families of Flagstaff based on first come, first served.
- (d) The fourth preference is for children of all full and part-time Flagstaff staff members based on first come, first served. Employees having completed 5 years of continuous service may maintain their staff preference, for student enrollment, provided that their termination of employment is voluntary.
- (e) The fifth preference applies only to children going into kindergarten. Any child who was enrolled in the Flagstaff Preschool program at the end of open enrollment shall have a preference for admission into kindergarten the following year based on first come, first served.

- 4. If spaces remain after all the foregoing preferences have been used, all students who reside in the St. Vrain Valley School District shall be placed on the general waitlist and shall be admitted on a first come, first served basis.
- (a) If spaces remain after all in-district students on the waiting list have been enrolled, all out-of-district students shall be placed on the general waitlist and shall be admitted on a first come, first served basis.
- 5. Flagstaff Academy shall not admit any new students after the Oct. 1st student count date.

EXHIBIT E UNIFIED IMPROVEMENT PLAN





Colorado's Unified Improvement Plan for Schools

FLAGSTAFF CHARTER ACADEMY UIP 2017-18 | School: FLAGSTAFF CHARTER ACADEMY | District: ST VRAIN VALLEY RE 1J | Org ID: 0470 | School ID: 2964 | Framework: Performance Plan: Low Participation |

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Executive Summary

If We...

MATH ALIGNMENT

Description:

Mathematics - The school will adopt a standards-aligned mathematics curriculum and provide ample time for professional development and planning. This will include monthly and consistent professional development that will develop a crosswalk to advanced thinking required in the standards. Teachers will take the practice tests and outline trends of thinking required by students and embed higher level questioning and teaching strategies for these into instruction.



MATH COMMON ASSESSMENTS

Description:

Mathematics - On a monthly basis, teachers will meet in PLC groups and Late-Start Articulations to view new Common Assessments and Benchmarking formative data and set goals to adjust instructional decisions.



MONITORING OF INSTRUCTION

Description:

Mathematics - Walk-thrus each grading period observing specific math practices will occur and group data will be provided for teachers. Math lessons will be observed by Administration with feedback aligned to the Standards.



DIFFERENTIATION FOR MATHEMATICS

Description:

Mathematics - Professional Development will be provided addressing differentiation in math. The school will develop parameters for a schoolwide system to address all students who are not meeting standards.



LANGUAGE ARTS ALIGNMENT

Description:

Language Arts - Monthly and consistent professional development will take place that will develop a crosswalk between the current CKLA curriculum, Core Knowledge Sequence expectations, and Standards. Reading workshop will be utilized as an engaged delivery model for Language Arts through the Cafe and Daily 5 Models; Kinder through 6th Grade. This will be inclusive of Writing and Conventions. Teachers will take the CMAS practice tests and outline trends of thinking required by students and embed higher level questioning and teaching strategies for these into instruction.



LANGUAGE ARTS REVIEW COMMITTEE

Description:

A representative group of teachers and administration will meet to review and make recommendations to the current Language Arts Program. The ELA Committee will determine common assessments aligned to standards, check and approve standards-aligned curriculum maps, and determine needs in our current 6 Traits and CKLA Writing and Phonics Program. The committee will review and recommend supplemental resources to bridge current curriculum to the standards.



LANGUAGE ARTS COMMON ASSESSMENTS

Description:

On a monthly basis teachers will meet in PLC and Late-Start Articulation groups to view and analyze data from new Common Assessments and Benchmarking formative data and set goals to adjust instructional decisions.



COACHING AND MONITORING OF INSTRUCTION

Description:

The Literacy Coach will work with teachers by modeling, observing, and providing feedback for the Reading Workshop Model and literacy best practices. Language Arts Lessons will be observed by Administration with feedback aligned to the standards.



DIFFERENTIATION FOR LANGUAGE ARTS

Description:

Professional Development will be provided addressing differentiation in Language Arts. The school will develop parameters for a schoolwide system to address all students who are not meeting standards.



Then we will address...

USING DATA TO ADJUST INSTRUCTIONAL PLANNING

Description:

Lack of intentional and consistent professional development monthly aligning curriculum to the standards and designed to build teacher capacity to use student data for instructional planning.



LACK OF ALIGNMENT FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

Description:

Lack of alignment between current standards and curriculum (including lessons and materials) and well as assessments. There is a need to have common assessments aligned to the standards.



CONSISTENCY AND FIDELITY OF IMPLEMENTATION

Description:

Lack of consistency in implementation of curriculum with frequent monitoring and feedback aligned to the standards.



LACK OF DIFFERENTIATION FOR STUDENT GROUPS

Description:

Differentiation for student groups in not happening. There is no system in place to address all students who are not meeting standards schoolwide.



Then we will change current trends for students

READING/ELA AND MATH

Description:

For Grades 1-8, 40% of Students in Reading/ELA are "Not Meeting Expectations" and 60% of students in Math are "Not Meeting" expectations. Free and reduced students are not meeting expectations in both Reading/ELA and Math. Students with Disabilities in Math are not meeting expectations in Reading and ELA in Elementary School. There are achievement gaps in Reading and Math for specific grade levels and cohorts.



TRENDS SHOW A DECREASE IN READING/ELA AND MATH FOR MOST GRADES 2016-2017

Description:

Analyzing our students' achievement data shows a decrease for Reading/ELA and Math from 2016 to 2017 in CMAS for nearly every grade level. Exceptions include a few percentage points of increase for 7th and 8th Grade ELA and 3rd and 5th Grade Math. Areas of concern throughout grade levels in ELA are Writing, Conventions, Literature, Informational Text, and Vocabulary in order of need. Areas of concern throughout grade levels in Math are Major Content, Supplemental Content, Modeling/Application, and Math Reasoning in order of need.



Access the School Performance Framework here: http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the school

Flagstaff Academy is a K-8 Core Knowledge-based public charter school within the St. Vrain Valley School District. Flagstaff Academy offers an academic program with electives that have an increased focus on Science and Technology. The student population consists of 910 students. 11.11% of students are low socio-economic status based on free and reduced lunch. Ethnic demographics indicate that 11% of students are Hispanic/Latino, 8% are Asian, 1% represent two or more races, 1% are Black/African American, 1% are American Indian/Alaskan Native, and 1% are Hawaiian/Pacific Islander. 76% of students are white. Data analysis is done by teams within the school and includes the following data: PARCC/CMAS, iReady, and PALs. Flagstaff scores are high within the District and State. We had the top performance in Grades 5, 7, and 8 in Mathematics and Grades 3 and 5 in ELA on CMAS within St. Vrain School District. Science Scores are some of the highest in the District, State, and Nation. In Science, students on CMAS score at approximately 88% in Elementary School and 92% at Middle School. The majority of students in Science score at Meet or Exceed. There are no gaps for ethnic demographic, low socio-economic, or disabled students, or for grade level cohorts.

Elementary School Data - An analysis of current CMAS/PARCC data shows a gap in Language Arts for our students on free and reduced lunch and a significant gap with our students with disabilities. In Mathematics there is a gap between "All Students", our students on free and reduced lunch, and our students with disabilities. In Language Arts our scores show that approximately 60% of students at Meet or Exceed. Skills in writing, conventions, phonemic awareness, and phonics are areas for improvement. Comprehension for Literature and Informational Text and Vocabulary is higher but still needs improvement. In Mathematics, approximately 40% of students are at Meet or Exceed. All of the sub-skill areas need some improvement: Major Content (basic math), Additional and Supplemental Content (problem solving and geometry, Expressing Math Reasoning, and Modeling and Application (solving advanced real-world problems) in order of need.

Middle School Data - An analysis of current data shows gaps in Language Arts with our students on free and reduced lunch and those students with disabilities. As a whole, students in Grades 6, 7, and 8 score at 60% of our students at Meet or Exceed in Language Arts and all the sub-skill areas score somewhat comparably. Writing, Informational Text, and Literature need the most work. In Mathematics, there are gaps with our students on free and reduced lunch and those students with disabilities, as well as between Grade level cohorts. Students in Mathematics score at 50% Meet and Exceed, with 6th Grade scoring at 40%, and 7th Grade at 70% for Meet and Exceed. Again, the sub-skill areas score comparably with Major and Supplemental Content followed by Math Reasoning being the areas that most need work.

Challenges - Approximately 40-50% of students are not at Meet and Exceeds in Reading/Language Arts on iReady and CMAS for grades 3-8. Approximately 60% of students are not at Meets and Exceeds in Math on iReady and CMAS ELA for grades 3-8. Sub-skills that need more focus in ELA are Literary Text, Informational Text, Vocab, Writing Expression, Knowledge & Use of Language Conventions (All areas need improvement with Writing Expression and Conventions as the lowest). Sub-skills that need more focus in Math are Major Content (basic math), Additional and Supplemental Content (problem solving and geometry, Expressing Math Reasoning, and Modeling and Application (solving advanced real-world problems) in order of need.

*Lower levels of participation at 81% versus the required 95% present a challenge for CMAS. *Note that new laws regarding ESSA are not supporting Colorado waiver and opt-out for CMAS. Grades 9-10 will take PSAT in the Fall and 11th Grade will take SAT and these students need the college ready skills that our CMAS assessment presents. We currently have worked with our staff and community to place in specific practices and remedies to increase participation on the CMAS required by the state. In the fall, our staff met with Administration to brainstorm a plan. This plan includes an email publication each month discussing the benefits of State Testing, publications by our Board of Directors, three Parent Articulation Coffees where parents heard the history of the new Standards and exposure to the practice tests with discussion of the thinking trends, increased exposure to testing outcomes during Parent-Teacher Conference, and a counseling program with the Principal for opt-out waivers.

Current Improvement Efforts and Plans - Based on our school's scores for CMAS, the school improvement efforts this year and as we move forward will concentrate on the suggestions from the Harvard Center for Research Policy published in February 2016. Seven major efforts will concentrate in both Mathematics and Language Arts to: 1) Provide monthly and consistent Professional Development that links a crosswalk of curriculum to current Standards; 2) Chart the trend of higher level thinking questions on the CMAS and embed these into instruction; 3) On a monthly basis, teachers will meet in PLC groups and Late-Start Articulations to view Common Assessments with Benchmarking and formative data and set goals to adjust instructional decisions based on student data; 4) For Mathematics, administration will provide a quarterly walk-thru observing specific math practices and provide group data to teachers. Administrators will observe Math and Reading instruction and provide feedback aligned to Standards; 5) To provide professional development and develop parameters for a schoolwide system to address all students who are not meeting standards; 6) To develop academic teams of representative Administration and Teachers to build or refine process for Common Assessments, to determine needs to strengthen curriculum, and to review resources to bridge current curriculum to the Standards. 7) For Mathematics, we have adopted a Standards aligned curriculum and will provide ample time for Professional Development, planning, and implementation.

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

✓ State Accreditation

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

As we began the year, we were charged with taking a closer look at school data. We developed PLC (Professional Learning Community) teams by grade level and completed trainings that walked teachers through looking at the data and developing plans to provide strategies in math and reading for specific students. From this, we worked as an entire staff to look at longitudinal data from CMAS and iReady. Staff was involved in working up the major trends in student achievement in reading and math for school years 2015 through 2017. While we have areas that we wish to improve, please note that our iReady and CMAS scores are higher than the State and many schools in the local District. We had top performance in St. Vrain School District for Grades 5, 7, and 8 in Math and Grades 3 and 5 in ELA on CMAS. They developed the following Major Trends that are now posted in our UIP:

Students Grades 3-8 are performing at 60% "Meet Expectations" on both iReady and CMAS in Reading/Language Arts. Students Grades 3-8 are performing at 40% "Meet Expectations" on both iReady and CMAS in Mathematics.

ELA in CMAS and iReady has decreased from 2016 to 2017 and has flat growth all over. For CMAS, all grades have decreased in performance with the exception of 7th and 8th grade that increased 3% and 4% respectively. Grade 3- 41%, Grade 4 - 60%, Grade 5 - 65%, Grade 6 - 60%, Grade 7 - 65%, Grade 8 - 62%. Areas of concern across grades are Writing, Conventions, Literature, Informational Text, and Vocabulary in order of need. Phonological awareness and frequency words are also area of concern.

Math in CMAS and iReady has growth that is flat and achievement is lower overall for most grades 3-8. For CMAS, all grade levels decreased in achievement for math with exception of 3rd grade that made a substantial increase from 42.5% to 50%. Grade 3 - 50%, Grade 4 - 36.5%, Grade 5 - 58%, Grade 6 - 39.5%, Grade 7 - 44%, Grade 8 - 55%. Major Content needs the most improvement across grades. Other areas of concern are Supplemental Content, Modeling/Application, and Math Reasoning in order of need.

Our Administration Team has been working on Determining Root Cause throughout this year and presented a Strategic Plan to our Board of Education mirroring our work now placed into our UIP. Our UIP Team met to go over the Major Trends, Root Causes, and Action Steps in order to fine-tune these for the plan. Our entire staff met to review the longitudinal data for iReady and CMAS, followed by them analyzing and submitting trends and root causes. A smaller grouping of our staff and administration then convened to review priority action steps. Parents came to several articulations to discuss needs in math and reading, and these have also become part of our plans.

We currently have 68 students on Read Plans for the 2017-2018 School Year in compliance with the Read Act. Of these students, 14 are in Kindergarten, 11 are in 1st Grade, 11 are in 2nd Grade, 16 are in 3rd Grade, 7 are in 4th grade, 7 are in 5th grade, and 2 are in 6th grade. Six of the 68 students have just entered Read Plans this year and the remainder of 62 students were also on Read Plans last year in 2016-2017. Four students "Met" on iReady winter Benchmarking. Students on Read Plans receive specific instruction from teachers and 10 of the students also are seen in Interventions.

Each student with a Read Plan has a set of well-defined research-based reading interventions documented that are tailored individually to a child's areas of need with the laser-focused idea of increasing student achievement. Interventionists and the Reading/Literacy Coach work with teachers and students to ensure that students are making measurable progress towards exiting off of their Read Plan.

Our Interventions Team provides research-based interventions and instruction matching the root cause of a child's inability to learn and this is provided for children as they need it. They triangulate three types of student data to determine a Root Cause and then pick from a menu of research-based interventions in order to provide service to students. Weekly, students are processed to determine if progress monitoring is showing growth. If students do not show growth, interventions are changed until the student makes progress. This follows the ESSA (Every Child Succeeds Act) where schools are required by law to be responsive to student's academic needs and to provide assistance as necessary for students to make growth. In addition, we have a newly formed MTSS task force that will determine different layers of support for each student who scores "Not Meets".

For students entering advanced coursework, in 2014-2015 21.36% or 276 students participated; with 5.56% of Hispanics, 39.13% of Others, and 20.85% of Whites. In 2015-2016, 42.9% or 127 students took advanced coursework; with 2 or 10.53% of Hispanics, 13 or 65% of Others, and 112 or 33.58 % of Whites. In 2016-2017 109 or 37.20% of students took advanced coursework; with 7 or 26.92% of Hispanics, 11 or 47.83% of Others, and 91 or 37.3% of Whites. Over the three years, there has been an increase of all students taking Advanced Coursework in 2015-2016, with a slight drop in 2016-2017. A steady increase of students who are Hispanic are experiencing advanced coursework. There was an increase in the percentage "Other" in 2015-2016, and then a slight drop in 2016-2017. White students participating in advanced coursework has increased since 2014-2015, the goal is to have an increase of students each year taking advanced coursework for all students and for demographic groups as well.

Our 21st Century Learning Center features a large library of text, online titles and programs, and Makerspace Mini-Lab. Our Learning Center provides daily check-out and research projects. The LMC (Learning Media Center) also teams with our Greenhouse and Elementary Science Lab to produce research lessons that have connections to hands-on laboratory experiences for students. The LMC Manager hosts are variety of family events such as author events, review of online materials and resources, and community education such as "Junior Achievement Day".

Challenges - Approximately 40% of students are not at Meet and Exceeds in Reading/Language Arts on iReady and CMAS. Approximately 60% of students are not at Meets and Exceeds in Math on iReady and CMAS Reading. ELA needs focus on Literary Text, Informational Text, Vocab, Writing Expression, Knowledge & Use of Language Conventions, with Writing Expression and Conventions needing the most attention. In Math, areas for improvement are Major Content (basic math),

Additional and Supplemental Content (problem solving and geometry,) Expressing Math Reasoning, and Modeling and Application (solving advanced real world problems) in order of need.

School Improvement Plan Goals for 2017-2018:

We have begun and are continuing to plan for increased alignment in Reading and Math instruction between current Standards in lessons, materials, and assessments with attention to higher-level thinking questions and activities. We have determined that one important need is increased consistency in implementation of curriculum. We also have determined a need for increased job-embedded professional development that is intentional, consistent, and designed to build teacher capacity to use student data for instructional planning. We have been working on reviewing curriculum and developing a crosswalk and alignment to Standards, higher-level thinking questions and strategies, student engagement, and differentiation for student groups.

Leverages - Instruction in Reading and Math: Professional Development – Embedded Professional Development aimed at looking at notable trends, challenges, root causes, and action plans. Vertical teams for incorporating Standards, engagement strategies, and higher-level thinking questions/activities. Increased embedded Professional Development on lesson design for Reading and Math. We are working on aligning instruction to Colorado Academic Standards and Core Knowledge and in every lesson and unit (Vertical Team mapping). We have asked teachers to use a lesson design that includes student engagement, higher-level thinking, and differentiation for specific student groups. This year there has been frequent, intermittent observation of lessons by the Administration team with feedback aligned to Standards. PLC (Professional Learning Communities) meet bi-weekly in Grade level teams to look at student data and response to instruction with adjustment in instructional practice and goals in order to reteach to large groups, small groups, and individual students. In MTSS we have worked to align instruction to Root Cause of student's instructional learning issue and to progress monitor each student's growth with responsive adjustment of interventions as needed. Teacher Evaluation is aligned to student data, quality lesson design, responsive instruction, incorporating Standards, engagement strategies, and higher level thinking questions/activities. Each classroom has been asked to target 5-6 Yellow students closest to the Target with specific strategic instruction to move them to Green. For Assessment, next year we will have standard aligned Common Assessment in Math and will have teaching teams to build and use quality Common Assessments for their Reading/ELA and other academic areas.

The seven UIP tasks that will used to streamline our plan are as follows:

- Align instructional curriculum to the new Standards
- Provide increased professional development on standards-aligned instruction
- To have teachers meet regularly to process data from standards-aligned Common Assessments and to adjust instruction based on this data
- To provide a standards-aligned curriculum in math and reading with time for planning and implementation
- To increase observation of instruction with feedback aligned to Standards
- To engage a committee of teachers and administration in Language Arts in order to fine tune standards-aligned Common Assessments

• To engage a committee of teachers and administration in Language Arts to review curriculum for phonics and writing and to review supplemental materials to strengthen the curriculum.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

Prior Year Target:

Prior year Target on CMAS/PARCC was 93% for Elementary level and 90% for Middle School level for ELA/Reading and 90% for Elementary Level and 95% for Middle School level in Math. In addition, for Science 80% for both Elementary level and Middle School level was listed.

Performance:

Action Tasks for the previous UIP list:

- Map Scope and Sequence of Science, ELA, and Math
- To align Curriculum horizontally and vertically to Core Knowledge
- To address content
- To analyze the Six Traits Writing Program and curriculum improvement
- To provide increased Reading Strategies
- To make improvements to MTSS Intervention Process
- To improve IEP Program
- Implementation of a GT Curriculum
- Alignment of Core Knowledge to ELA Curriculum
- Creation of a Math Pathways with Math Grouping and Advanced Math in Elementary and Middle School
- Creation of Readiness tests to determine current math levels of performance
- Creation of hands-on science labs and K-8 Scientific Process

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:

Some of these tasks were not completed by the school, including assessment of the Writing Program. In addition, these tasks may not be specific or strategic enough to align instruction to standards and to make instructors aware of the high-level thinking required for tests and the assist them in embedding this in instruction.

For this reason, Math and Reading instruction as a whole did not grow and math lost ground in some grades and cohorts. The new action plan for this UIP does seven actions that the team believes will increase achievement:

- Align instructional curriculum to the new Standards
- Provide increased professional development on standards-aligned instruction
- To have teachers meet regularly to process data from standards-aligned Common Assessments and benchmarking data to adjust instruction based on this data
- To provide a standards-aligned curriculum in math and reading with time for planning and implementation
- To increase observation of instruction with feedback aligned to Standards
- To engage a committee of teachers and administration in Language Arts that will fine-tune standards-aligned Common Assessments
- To engage a committee of teachers and administration in Language Arts to review curriculum for phonics and writing and to review supplemental materials to strengthen the curriculum

Current Performance

• While we have areas that we wish to improve, please note that our iReady and CMAS scores are higher than the State and many schools in the local District. We had top performance in St. Vrain School District for Grades 5, 7, and 8 in Math and Grades 3 and 5 in Reading/ELA on CMAS. We still want to address students that are not yet at "Meets and Exceeds" level by at moving 5% of students below the threshold each year. Our graphs and data aggregation for 2017 PARCC/CMAS and iReady Fall 2017 are available at the link below the narrative.

Students Grades 3-8 are performing at 60% "Meet Expectations" on both iReady and CMAS in Reading/Language Arts. Students Grades 3-8 are performing at 40% "Meet Expectations" on both iReady and CMAS in Mathematics.

ELA in CMAS and iReady has decreased from 2016 to 2017 and has flat growth all over. For CMAS, all grades have decreased in performance with the exception of 7th and 8th grade that increased 3% and 4% respectively. Grade 3- 41%, Grade 4 - 60%, Grade 5 - 65%, Grade 6 - 60%, Grade 7 - 65%, Grade 8 - 62%. Areas of concern across grades are Writing, Conventions, Literature, Informational Text, and Vocabulary in order of need. Phonological awareness and frequency words are also area of concern.

Math in CMAS and iReady has growth that is flat and achievement is lower overall for most grades 3-8. For CMAS, all grade levels decreased in achievement for math with exception of 3rd grade that made a substantial increase from 42.5% to 50%. Grade 3 - 50%, Grade 4 - 36.5%, Grade 5 - 58%, Grade 6 - 39.5%, Grade 7 - 44%, Grade 8 - 55%. Major Content needs the most improvement across grades. Other areas of concern are Supplemental Content, Modeling/Application, and Math Reasoning in order of need.

We have developed graphs for our achievement data, however the "insert" button is not operational at this time according to CDE. We have sent out graphs to CDE to insert and offer this website until they are able to do this:

UIP DATA GRAPHS FOR FLAGSTAFF ACADEMY CHARTER SCHOOL:

https://docs.google.com/presentation/d/1KcQ55L9lhJsWrO7ls9PGLdT3sDjeeJuYOPDmeUNmfw0/edit#slide=id.p3

Summary of Our Grades 3-8 Data from iReady and CMAS:

- Based on iReady scores for January 2018, we are predicted to score 62% on CMAS for Meet and Exceed in Reading. This is not an increase in student
 achievement, but we do have a slight increase of both proficiency and growth for most grade levels grades 1-5 in ELA iReady for the January, 2018 testing.
- Based on iReady scores for January 2018, we are predicted to score 52% on CMAS for Meet and Exceed in Math. This would represent a 10% increase.
- Grade 3 2017 CMAS ELA indicates a decrease in achievement with 41% of students at Meet. Writing and Conventions need most work.
- Grade 4 2017 CMAS ELA shows approximately 60% of students at Meet or Exceed but this represents a slight drop from past years. Writing Expression, Literature, and Vocabulary need work.
- Grade 5 2017 CMAS ELA indicates a decrease in reading performance and an average of about 65% of students Meet. Literature, Informational Text, and Writing need the most work.
- Grade 6 2017 CMAS ELA shows a decrease in reading performance with about 60% of students at Meet. Informational text and Writing need the most
 work.
- Grade 7 2017 CMAS ELA indicates an increase in Writing Expression and Conventions and a mild decrease in Literature and Informational Text. 64% of students are at Meet or Exceed.
- Grade 8 2017 CMAS ELA indicates 62% of students are at Meet or Exceed in ELA. Literature and vocabulary has increased. Writing and Conventions need
 more work.
- Grade 3 2017 CMAS Math shows a slight increase with approximately 50% of students at Meet. Major Content and Modeling/Applications need most work.
- Grade 4 2017 CMAS Math shows a decrease of achievement with approximately 36.5% of students at Meet. Major Content and Supplemental Content need
 most work.
- Grade 5 2017 CMAS Math shows a slight increase of achievement with approximately 58% of students at Meet. Major Content and Modeling/Application need most work.

- Grade 6 2017 CMAS Math shows a slight decrease of achievement with approximately 39.5% of students at Meet. Major Content and Supplemental Content need most work.
- Grade 7 2017 CMAS Math shows a slight decrease of achievement with approximately 44% of students at Meet. Major Content and Math Reasoning need
 most work.
- Grade 8 2017 CMAS Math shows a very slight decrease of achievement with approximately 55% of students at Meet. Major Content and Supplement Content need most work.

Trend Analysis



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Longitudinally 2015 through 2017, there are more students that score in Reading/ ELA as "Do Not Meet". 364 students out of 910 do not Meet.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

40% of students in Grades K-8 in Reading/ELA are not at Meet or Exceed.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Algebraic thinking and geometry have improved.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Math growth is flat and achievement is lower overall for most grades 3-8. All grade levels decreased for achievement in math with exception of 3rd grade that made a substantial increase from 42.5% to 50%. Grade 3 - 50%, Grade 4 - 36.5%, Grade 5 - 58%, Grade 6 - 39.5%, Grade 7 - 44%, Grade 8 - 55%.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

ELA has decreased from 2016 to 2017 and has flat growth all over. All grades have decreased in performance with the exception of 7th and 8th grade that increased 3% and 4% respectively. Grade 3 - 41%, Grade 4 - 60%, Grade 5 - 65%, Grade 6 - 60%, Grade 7 - 65%, Grade 8 - 62%.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Areas of concern across grades are Writing, Conventions, Literature, Informational Text, and Vocabulary in order of need. Phonological awareness and frequency words are also area of concern.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

2017 shows the most serious decrease in math.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Major content needs the most improvement across grades. Other areas of concern are Supplemental Content, Modeling/Application, and Math Reasoning in order of need.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

60% of students in Grades K-8 in Math are not at Meet or Exceed.

Additional Trend Information:

- Approximately 40% of students in Grades K-8 are not at "Meets and Exceeds" in Reading and approximately 60% of students in Grades K-8 are not at "Meets and Exceeds" in Math.
- Math growth is flat and achievement is lower overall for most grades 3-8. All grade levels decreased for achievement in math with exception of 3rd grade that made a substantial increase from 42.5% to 50%. Grade 3 50%, Grade 4 36.5%, Grade 5 58%, Grade 6 39.5%, Grade 7 44%, Grade 8 55%.
- ELA has decreased from 2016 to 2017 and has flat growth all over. All grades have decreased in performance with the exception of 7th and 8th grade that increased 3% and 4% respectively. Grade 3 41%, Grade 4 60%, Grade 5 65%, Grade 6 60%, Grade 7 65%, Grade 8 62%.
- Areas of concern across grades for ELA/Reading are Writing, Conventions, Literature, Informational Text, and Vocabulary in order of need. Phonological awareness and frequency words are also area of concern.
- Areas of concern across Mathematics are Major Content, Supplemental Content, Modeling/Application, and Math Reasoning in order of need.
- African American, Hispanic, MTSS, and Free and Reduced Lunch children as a whole are not at "Meets and Exceeds".
- In ELA comprehension and vocabulary still need work.
- The most serious decrease in math was in 2017.
- Algebraic thinking and geometry has improved.
- While there is grouping of students to allow for advancement, a substantial percentage of students in advanced classes score at Meets or below Meets.
- There has been an overall decrease of achievement across grades in Reading and/or Math.

These are compelling and notable trends because they shows growth or decline in major content for ELA and Math that affects 364 children in Reading/Language arts and 564 in Mathematics who score below expectation. There is not a substantial and systematic MTSS to address all students who are significantly below grade level. These students represent 22% of the student population which is 200 students. Our current Intervention Program services approximately 35 students.

Root Causes



Priority Performance Challenge: Reading/ELA and Math

For Grades 1-8, 40% of Students in Reading/ELA are "Not Meeting Expectations" and 60% of students in Math are "Not Meeting" expectations. Free and reduced students are not meeting expectations in both Reading/ELA and Math. Students with Disabilities in Math are not meeting expectations in Reading and ELA in Elementary School. There are achievement gaps in Reading and Math for specific grade levels and cohorts.



Root Cause: Using Data to Adjust Instructional Planning

Lack of intentional and consistent professional development monthly aligning curriculum to the standards and designed to build teacher capacity to use student data for instructional planning.



Root Cause: Lack of Alignment for Curriculum, Instruction, and Assessment

Lack of alignment between current standards and curriculum (including lessons and materials) and well as assessments. There is a need to have common assessments aligned to the standards.



Root Cause: Consistency and Fidelity of Implementation

Lack of consistency in implementation of curriculum with frequent monitoring and feedback aligned to the standards.



Root Cause: Lack of Differentiation for Student Groups

Differentiation for student groups in not happening. There is no system in place to address all students who are not meeting standards schoolwide.



Priority Performance Challenge: Trends show a decrease in Reading/ELA and Math For Most Grades 2016-2017

Analyzing our students' achievement data shows a decrease for Reading/ELA and Math from 2016 to 2017 in CMAS for nearly every grade level. Exceptions include a few percentage points of increase for 7th and 8th Grade ELA and 3rd and 5th Grade Math. Areas of concern throughout grade levels in ELA are Writing, Conventions, Literature, Informational Text, and Vocabulary in order of need. Areas of concern throughout grade levels in Math are Major Content, Supplemental Content, Modeling/Application, and Math Reasoning in order of need.



Root Cause: Lack of Alignment for Curriculum, Instruction, and Assessment

Lack of alignment between current standards and curriculum (including lessons and materials) and well as assessments. There is a need to have common assessments aligned to the standards.



Root Cause: Lack of Differentiation for Student Groups

Differentiation for student groups in not happening. There is no system in place to address all students who are not meeting standards schoolwide.



Root Cause: Using Data to Adjust Instructional Planning

Lack of intentional and consistent professional development monthly aligning curriculum to the standards and designed to build teacher capacity to use student data for instructional planning.



Root Cause: Consistency and Fidelity of Implementation

Lack of consistency in implementation of curriculum with frequent monitoring and feedback aligned to the standards.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:



Due to the high performance of the school over time, focus has been in maintaining the school's Core Knowledge Curriculum with an emphasis on teaching culture. This year we observed that the Curriculum and focus for teaching is not aligned to the higher Colorado Academic Standards and this is even more so for the stringent thinking and application questions on the CMAS. Last year the school worked on Mapping the curriculum with alignment to the Core Knowledge Sequence, however this year, we embarked on looking at the crosswalk for the Colorado State Standards and began having teachers look at the trend of questioning and problems on CMAS and begin embedding these higher-level strategies into instruction. We have been working with a Mathematics program that is not aligned to Major Content and have grouping practices where students may not receive the majority of their instruction in Major Content.

The staff viewed the actual results of the iReady and CMAS data this year and while we score very well in comparison to the District and state, they were able to see that we still have 40% of students who are not at "Meet" in Reading/ELA and that 60% of students are not at "Meet" in Mathematics. This becomes really compelling when this translates statistically to 364 students not at "Meets" in Reading/ELA and 546 students not at "Meets" in Mathematics. Our current MTSS system includes servicing a small group of less than 50 students for interventions that are tailored by intervention teachers working with students in small groups one, two, or three.

Teachers need to be equipped with the strategies they need to embed 21st thinking into instruction. In this way, students won't be taken off guard when they seeing the high level of questioning on iReady and CMAS for the first time during the test. It also is imperative that we develop a full MTSS system that administers to every student in some way who is not at "Meets" or are listed as Yellow or Red based on our iReady and Alpine data systems.

For some of the reasons above, Math and Reading instruction as a whole did not grow and math lost ground in some grades and cohorts. The new action plan for this UIP does seven actions that the team believes will increase achievement are:

- * Align instructional curriculum to the new Standards
- * Provide increased professional development on standards-aligned instruction
- * To have teachers meet regularly to process data from standards-aligned Common Assessments and Benchmarking data in order to adjust instruction based on this data
- * To provide a standards-aligned curriculum in math and reading with time for planning and implementation
- * To increase observation of instruction with feedback aligned to standards
- * To engage a committee of teachers and administration in Language Arts that will fine-tune standards-aligned Common Assessments
- * To engage a committee of teachers and administration in Language Arts to make recommendations for the improvement of curriculum in phonics and writing, and to review supplemental materials to strengthen the curriculum

Provide a rationale for how these Root Causes were selected and verified:



First, while the school has worked on a variety of research-based best practices, including mapping the curriculum, there is just undeniable truth in that the curriculum as presented is not aligned either to the new Standards, and even more so, far from aligned in terms of what students need to know and be able to do on the iReady and CMAS tests. Teachers are currently under-equipped with the curriculum that they are teaching and even with all their effort, our curriculum and instruction simply doesn't reach up to the new Standards and Assessments.

Secondly, there is a fairly large population of students that do "Not Meet" expectations amounting to 40% in Reading or 364 students, and 60% or 546 students in Math out of our total 910 students. A large subset of students (16% or 145 students who are listed in iReady that need support and are in the "Yellow Zone" and 54 students who are listed as high-risk learners in the "Red Zone" for reading and math). 68 students are on Read Plans. Because the school has an Intervention Program that services approximately 35 students in groups of one, two, or three, it then becomes simple deduction that more differentiation is needed to meet the needs of youngsters. This includes differentiation of instruction in the classroom, increased students in Intervention, and a complete MTSS plan that will offer something to every student that "Does Not Meet" in Reading or Math.

As a next line of defense, it can be easily reasoned that using CMAS, iReady Diagnostic Benchmarking data, and developing standards-aligned Common Assessments with time to process student data for the instructional goal of reteaching the large group, small group instruction, and individualized instruction would then pinpoint the exactly what differentiation is needed so students can make more progress.

Lastly, we need to provide standards-aligned curriculum so that teachers will not have to rewrite their textbook to find the Major Content for their grade level and to make sure that there is ample planning and implementation time, professional development that addresses the major points above, and numerous opportunities for observation of lessons with feedback and coaching for improvement aligned to the Standards.

These are just simple, logical, and potent steps to get to the direct causes for lack of enough growth in Reading and Math. These were easily determined as the most direct and impactful actions by our entire teaching team.

Additional Narrative / Conclusion

Based on the previous UIP Plan, some of the tasks listed were not completed by the school, including assessment of the Writing Program. For this reason, Math and Reading instruction lost ground in most grades. Based on the compelling needs of students that are not yet achieving, the school needs to take action to provide the following:

- Align instructional curriculum to the new Standards
- Provide increased professional development on standards-aligned instruction
- To have teachers meet regularly to process data from standards-aligned Common Assessments and Benchmarking data to adjust instruction based on this data
- To provide a standards-aligned curriculum in math and reading with time for planning and implementation
- To increase observation of instruction with feedback aligned Standards
- To engage a committee of teachers and administration in Language Arts that will fine-tune standards aligned common assessments
- To engage a committee of teachers and administration in Language Arts to review curriculum for phonics and writing and to review supplemental materials to strengthen the curriculum.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan



Math Alignment

Describe what would success look like: Mathematics - The school will adopt a standards-aligned mathematics curriculum and provide ample time for professional development and planning. This will include monthly and consistent professional development that will develop a crosswalk to advanced thinking required in the standards. Teachers will take the practice tests and outline trends of thinking required by students and embed higher level questioning and teaching strategies for these into instruction.

Associated Root Causes:



Lack of Alignment for Curriculum, Instruction, and Assessment:

Lack of alignment between current standards and curriculum (including lessons and materials) and well as assessments. There is a need to have common assessments aligned to the standards.

IB Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps As	sociated with Major Improvement Strategy				
Name	Description	Start/End Date	Resource	Key Personnel	Status
Monthly Math Articulation and PD for Alignment	Crosswalk of standards to curriculum and discussion of math needs. Presentation of curriculum resources.	08/17/2017 10/07/2018	Training Materials, Curriculum Resources	Executive Principal Assistant Principals Teachers Math Resource Presenters	In Progress
PD for iReady Instructional Program	Two hours of PD as needed at monthly Professional Development Days beginning on 12/6/2017 and 2/16/2018; and then on an "as needed" basis thereafter.	12/06/2017 04/24/2019	iReady Consultant	Executive Principal Assistant Principals Math Teachers EnVision 2.0 Consultant	In Progress
Chart Advanced Questions/Tasks in CMAS	A continuum of advanced questions and tasks in CMAS will be charted and embedded into instruction.	12/07/2017 05/24/2019	CMAS Practice Tests Template to Chart Continuum	Executive Principal, Assistant Principals, Teachers	In Progress
Mathematics PD	Six hour PD for beginning implementation of EnVision 2.0 with a refresher 8/15/2018.	04/30/2018 08/15/2018	EnVision 2.0 materials, online	Executive Principal, Assistant Principals, Math	In Progress

Standard-Aligned			components, manipulatives, and student data.	Teachers, and EnVision 2.0 Consultants	
Summer Math Planning	Teachers will be provided stipends to work in grade level teams to plan lessons for EnVision.	05/25/2018 07/31/2018	EnVision 2.0 Materials and Online Components Parameters for Daily and Unit Lessons	Executive Principals Assistant Principals Teachers	In Progress
Job Embedded Math PD	Teachers will receive 2 demonstrations of a model math lesson with discussion.	09/14/2018 12/21/2018	Curriculum, online resources, and EnVision 2.0 student data	Executive Principals, Assistant Principals, EnVision 2.0 Consultant, Teachers	Not Started
Monthly PD for Standards Aligned Math Curriculum	Continued PD on implementation of standards-aligned EnVision 2.0 as needed.	01/07/2019 05/24/2019	EnVision 2.0 and iReady Instruction program materials, online lessons, and student data.	Executive Principal, Assistant Principals, Math Teachers	Not Started



Math Common Assessments

Describe what would success look like: Mathematics - On a monthly basis, teachers will meet in PLC groups and Late-Start Articulations to view new Common Assessments and Benchmarking formative data and set goals to adjust instructional decisions.

Associated Root Causes:



Using Data to Adjust Instructional Planning:

Lack of intentional and consistent professional development monthly aligning curriculum to the standards and designed to build teacher capacity to use student data for instructional planning.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps As	sociated with Major Improvement Strategy				
Name	Description	Start/End Date	Resource	Key Personnel	Status
PLC's to Review Student Data Monthly	PLC's will review Common Assessment and Benchmark Data to adjust goals for instruction.	10/10/2017 05/10/2019	Common Assessment and Benchmarking data	Executive Principal, Assistant Principals, Teachers	In Progress
Cross-Grade Level Groups to Analyze Common Assessments	Cross-Grade Level Groups will analyze Common Assessments and Benchmarking data monthly in order to adjust instructional goals and address learning gaps.	10/10/2017 05/24/2019	Common Assessment and Benchmarking Data	Executive Principal, Assistant Principals, Teachers	In Progress



Monitoring of Instruction

Describe what would success look like: Mathematics - Walk-thrus each grading period observing specific math practices will occur and group data will be provided for teachers. Math lessons will be observed by Administration with feedback aligned to the Standards.

Associated Root Causes:



Consistency and Fidelity of Implementation:

Lack of consistency in implementation of curriculum with frequent monitoring and feedback aligned to the standards.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps Ass	ociated with Major Improvement Strategy				
Name	Description	Start/End Date	Resource	Key Personnel	Status
Math Walk-thru Each Grading Period	Admin walk-thru for math strategies and implementation with group data/recommendations.	09/05/2017 05/10/2019	Walk-thru tool, graphs of results.	Executive Principal, Assistant Principals, Teachers	In Progress
Observations/Feedb of Lessons	Admin observations with feedback aligned to Standards. ack	09/05/2017 05/10/2019	Template to report observational notes.	Executive Principal, Assistant Principal, Teachers	In Progress



Differentiation for Mathematics

Describe what would success look like: Mathematics - Professional Development will be provided addressing differentiation in math. The school will develop parameters for a schoolwide system to address all students who are not meeting standards.

Associated Root Causes:



Lack of Differentiation for Student Groups:

Differentiation for student groups in not happening. There is no system in place to address all students who are not meeting standards schoolwide.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps As	sociated with Major Improvement Strategy				
Name	Description	Start/End Date	Resource	Key Personnel	Status
PD for Classroom Lesson Differentiation	PD for classroom lesson differentiation for all students.	09/24/2018 05/10/2019	EnVision 2.0 Differentiation Template and Materials, MTSS Task Force Paln	Executive Principal, Assistant Principals, MTSS Task Force, Teachers	Not Started
MTSS Task Force Plan	The MTSS Task Force will design a plan that provides support in math to every student not at "Meets"	09/24/2018 01/07/2018	Articles on best practice research for MTSS system models.	Executive Principal, Assistant Principals, Teachers	Not Started



Language Arts Alignment

Describe what would success look like: Language Arts - Monthly and consistent professional development will take place that will develop a crosswalk between the current CKLA curriculum, Core Knowledge Sequence expectations, and Standards. Reading workshop will be utilized as an engaged delivery model for Language Arts through the Cafe and Daily 5 Models; Kinder through 6th Grade. This will be inclusive of Writing and Conventions. Teachers will take the CMAS practice tests and outline trends of thinking required by students and embed higher level questioning and teaching strategies for these into instruction.

Associated Root Causes:



Lack of Alignment for Curriculum, Instruction, and Assessment:

Lack of alignment between current standards and curriculum (including lessons and materials) and well as assessments. There is a need to have common assessments aligned to the standards.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps As	ssociated with Major Improvement Strategy				
Name	Description	Start/End Date	Resource	Key Personnel	Status
Monthly ELA Articulation and PD for Alignment	Crosswalk of standards to current CKLA Curriculum and discussion of ELA needs. Professional development embedding curriculum and standards into Reading Workshop Model using Daily 5 and Cafe.	08/17/2017 05/24/2019	Training Materials	Reading/Literacy Coach Executive Principal Assistant Principals	In Progress
After School Reading Workshop PC	Ongoing PD courses offered on Reading Workshop and Literacy Strategies after school.	10/21/2017 05/24/2019	Training Materials	Reading/Literacy Coach, Teachers	In Progress
Chart Advanced Questions/Tasks in CMAS	A continuum of advanced questions and tasks on CMAS will be charted and embedded into instruction.	02/16/2018 05/24/2019	CMAS Practice Tests Template to Chart Continuum	Executive Principal, Assistant Principals, Reading/Literacy Coach, Teachers	In Progress



Language Arts Review Committee

Describe what would success look like: A representative group of teachers and administration will meet to review and make recommendations to the current Language Arts Program. The ELA Committee will determine common assessments aligned to standards, check and approve standards-aligned curriculum maps, and determine needs in our current 6 Traits and CKLA Writing and Phonics Program. The committee will review and recommend supplemental resources to bridge current curriculum to

the standards.

Associated Root Causes:



Lack of Alignment for Curriculum, Instruction, and Assessment:

Lack of alignment between current standards and curriculum (including lessons and materials) and well as assessments. There is a need to have common assessments aligned to the standards.

IB Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps As	sociated with Major Improvement Strategy				
Name	Description	Start/End Date	Resource	Key Personnel	Status
ELA Common Assessments	ELA Committee will determine needs, and design/refine standards-aligned common assessments.	05/25/2018 05/24/2019	Common Assessment Samples, Published Standards, Outlines for t Quality Common Assessments	Executive Principal, Assistant Principals, Reading/Literacy Coach, ELA Committee	In Progress
ELA Committee to Review Writing and Phonics	ELA Committee will determine needs for Current 6-Traits and CKLA Writing and Phonics. Will review and recommend supplemental resources to strengthen curriculum. The committee will oversee any roll-out/implementation of resources.	10/12/2018 05/24/2019	Research Articles on Writing and Phonics Needs Assessment Supplemental Resources for Writing and Phonics	Executive Principal, Assistant Principals, Reading/Literacy Coach, ELA Committee	Not Started
				Executive	

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lit-		85
311		

ELA Committee will view and approve standards-aligned

10/20/2018 05/24/2019 Current Principal, Reading/Language Assistant

Arts Curriculum Principals.

Not Started

ELA Curriculum

Standards-Aligned

Maps

Maps, Published

Standards

Reading/Literacy Coach, ELA

Committee



Language Arts Common Assessments

curriculum maps.

Describe what would success look like: On a monthly basis teachers will meet in PLC and Late-Start Articulation groups to view and analyze data from new Common Assessments and Benchmarking formative data and set goals to adjust instructional decisions.

Associated Root Causes:



Using Data to Adjust Instructional Planning:

Lack of intentional and consistent professional development monthly aligning curriculum to the standards and designed to build teacher capacity to use student data for instructional planning.

Start/End/

IB Name	Description	Repeats	Key Personnel		Status
Action Steps As	sociated with Major Improvement Strategy				
Name	Description	Start/End Date	Resource	Key Personnel	Status
PLC Groups Meet Monthly to Analyze Student Data	PLC Grade Level Teams will analyze Common Assessments and Benchmarking Data to adjust instructional goals.	10/13/2017 05/25/2019	Common Assessment and Benchmarking Data	Executive Principal, Assistant Principals, Reading/Literacy Coach, Teachers	In Progress



Cross Grade Level Groups Analyze Students Cross Grade Level Groups will analyze Common Assessment and Benchmarking Data to adjust instructional goals and determine learning gaps.

10/13/2017 03/24/2019

Start/End/

Common and Benchmarking Assessments Data

Principal,
Assistant
Principals,
Reading/Literacy

Coach, Teachers

Executive

In Progress



Data

Coaching and Monitoring of Instruction

Describe what would success look like: The Literacy Coach will work with teachers by modeling, observing, and providing feedback for the Reading Workshop Model and literacy best practices. Language Arts Lessons will be observed by Administration with feedback aligned to the standards.

Associated Root Causes:



Consistency and Fidelity of Implementation:

Daniel de la

Lack of consistency in implementation of curriculum with frequent monitoring and feedback aligned to the standards.

IB Name	Description	Repeats	Key Personnel		Status
Action Steps As	ssociated with Major Improvement Strategy				
Name	Description	Start/End Date	Resource	Key Personnel	Status
Observation and Feedback of Reading/ELA Instruction	ELA Lessons will be observed by Administration with feedback aligned to the standards.	08/17/2017 04/24/2019	Observation template.	Executive Principal, Assistant Principals, Teachers	In Progress



Reading/Literacy Coach will Observe, Provide Feedback, and The Literacy Coach will work with teachers by modeling, observing, and giving feedback for Reading Workshop Model.

08/17/2017 05/24/2019

Start/End/

Training Materials

Reading/Literacy Coach, Teachers

In Progress



Model

Differentiation for Language Arts

Describe what would success look like: Professional Development will be provided addressing differentiation in Language Arts. The school will develop parameters for a schoolwide system to address all students who are not meeting standards.

Associated Root Causes:



Lack of Differentiation for Student Groups:

Differentiation for student groups in not happening. There is no system in place to address all students who are not meeting standards schoolwide.

IB Name	Description	Repeats	Key Personnel		Status
Action Steps As	ssociated with Major Improvement Strategy				
Name	Description	Start/End Date	Resource	Key Personnel	Status
Professional Development for Differentiation in Reading/ELA	PD demonstrating differentiation for Reading/ELA (including Writing) in the mainstream classroom to students not at expectation or above level.	09/14/2018 05/24/2019	Training Materials and MTSS Plan for All Students Not Meeting Expectations	Executive Principal, Assistant Principals, Reading/Literacy Coach, Teachers	Not Started



MTSS Task Force Will Provide Plan for All Students "Not Meeting" MTSS Task Force will design a plan that provides academic support in Language Arts to every student that does not meet standards.

01/07/2019 04/24/2019 MTSS Plan for all students who are not currently meeting

standards.

Executive Principal, Assistant Principals,

Not Started

Reading/Literacy
Coach, MTSS
Task Force

Progress Monitoring: Student Target Setting



Priority Performance Challenge: Reading/ELA and Math



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2017-2018: 40% of students in Grades 3-8 are at Meet/Exceed in Math. We propose a 5% increase this year. 45% of students

Meet/Exceed

2018-2019: We propose a 5% increase this year. 50% of students Meet/Exceed

INTERIM MEASURES FOR 2017-2018: iReady Diagnostic liReady Instructional (2018-2019) New Standards Aligned Common Assessments. 50% of students Meet/Exceed



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

2017-2018: 60% of students in Grades 3-8 are at Meet/Exceed in Reading/Language Arts. We propose a 5% increase this year. 65% of students Meet/Exceed

ANNUAL PERFORMANCE TARGETS

2018-2019: We propose a 5% increase this year. 70% Meet/Exceed

INTERIM MEASURES FOR 2017-2018: iReady Diagnostic Standards-aligned Reading Assessments (2018-2019) 65% Meet/Exceed



Priority Performance Challenge: Trends show a decrease in Reading/ELA and Math For Most Grades 2016-2017

EXHIBIT F

DISTRICT ACCREDITATION INDICATORS

School Performance Framework: In conducting its annual review of each school's performance, the District will consider the school's results on the School Performance Framework. The School Performance Framework measures a school's attainment on the four key performance indicators identified in the Education Accountability Act of 2009 (article 11 of title 22):

Academic Achievement: The Academic Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students who met or exceeded expectations on Colorado's standardized assessments

Academic Growth: The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar state assessment score history in that subject area, and 2) adequate growth: whether this level of growth was adequate for the typical (median) student in this school to reach proficiency in three years or by the 10th grade, whichever comes first, as measured by the state assessment.

Academic Growth Gaps: The Academic Growth Gaps Indicator reflects the academic progress of historically disadvantaged student subgroups and students below proficient. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students who scored at the below proficient level.

Postsecondary and Workforce Readiness: The Postsecondary and Workforce Readiness Indicator reflects the preparedness of students for college or jobs upon graduation. This Indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores in 2016 and the average Colorado SAT composite scores in 2017. Based on State identified measures and metrics, schools receive a rating on each of these performance indicators that evaluates if they have exceeded, met, approached, or not met the state's expectations. These performance indicators are then combined to arrive at an overall evaluation of a school's performance.

EXHIBIT G

EDUCATIONAL PROGRAM CHARACTERISTICS

<u>Program Characteristics</u>. The School shall implement and maintain its educational program as set forth in Section D of its original Application, including the following characteristics, subject to modification with the District's written approval:

Flagstaff Academy's educational program is based on the Core Knowledge sequence with an emphasis on Science and Technology. The Core Knowledge (CK) Sequence provides a detailed, explicit, and systematic sequence of grade-specific content that can be taught consistently year after year. The core content is organized to spiral through the grade levels, becoming more sophisticated and dedicated in each successive grade.

Science, history, reading, writing, tech lab and the arts base their content in the CK Sequence. The Core Knowledge Sequence allows teachers to develop interdisciplinary units of students, where students are writing about what they are learning in science, for example, or using technology to present what they are studying in history. This approach to learning keeps students engaged, and helps them retain concepts, as the ideas they develop connect to previous learning.

Science

Science is an important way of knowing about the natural world. It is not just a collection of facts but important habits of mind based in three critical scientific activities – Asking Questions, Collecting Data, and Making Data-Based Decisions. Flagstaff Academy strongly believes in scientific exploration. Students will establish a strong scientific perspective for examining the natural world. Flagstaff teachers and students together are members of a community focused on learning science. This will be done through a science activity-based program that will be used in conjunction with the Core Knowledge science program.

Annually, all Flagstaff students participate in the STEM Fair. This activity is the clearest expression of each student's ability to act scientifically. Projects are based in topics from among Science, Technology, Engineering and Mathematics and involve deep exploration into questions designed by the students themselves. STEM Fair involves lots of support in school from all of the Middle School teachers, industrial partners, parents and others. Depending on their success, students may move from the classroom projects to the Flagstaff Academy STEM Fair, the Cordon Pharma Regional Science Fair in Boulder, The SVVSD Tech Fair or the Colorado State Science Fair in Ft Collins.

Greenhouse Programming

Flagstaff Academy has a 750 square foot Growing Spaces grow dome - The Randall Geo-Conservatory - as a part of our facility and curriculum. The purpose of greenhouse work is for children of all ages to enjoy first hand where our food

comes from. Each year at Flagstaff, each class has the opportunity to do a project in the dome. The dome also includes an aquaponics system that demonstrates a full ecocycle through using fish waste to fertilize plants that filter the water for the fish. Through partnerships with local farms and SVVSD Nutrition Services, Flagstaff Academy hosts Harvest Days where students can see how fruits and vegetables grown in the greenhouse taste in a fresh and a prepared option.

Approach to Technology

Technological integration is purposeful and integrated along a continuum. From Kindergarten through 8th grade, the Google Apps for Education are the primary tools we use. At every level of the organization, we use cloud computing to collaborate, record and present our work. Technology is integrated into classrooms as tools for students to use during their Flagstaff Academy, Inc. academic experience. Students work in collaborative documents, create presentations and conduct online research in science, mathematics, history and language arts. Students compose videos, musical scores, and interact with various web-based applications in their classrooms, but their foundational skills are nurtured in Tech Lab and in the Library Media Center (LMC).

In the Elementary grades, students participate in Smart Lab programming on a weekly basis. In Smart Lab, students gain proficiency with keyboarding, are exposed to the Google Apps for Education platform, engineering, computer science, robotics, and learn about Digital Citizenship. Every grade has a mobile cart of Google Chromebooks that be used to instantly make any classroom a mobile computer lab. Our 4th and 5th grade classrooms each have their own Google Chromebooks cart to begin the introduction to 1:1 computing.

The Library Media Center is much more than a place to check out books (and e-readers), though there are plenty of those, including popular Middle School titles. Our Teacher-Librarian teaches students how to access data safely in the online world as well as teaching our Elementary and Middle School students internet research techniques, how to determine if a source is credible, and how to search many online resources. Our library is a blend of traditional books and reading materials and modern multi-media.

In Middle School, technology continues to be utilized in every classroom. With our 1:1 Chromebooks Program, every Flagstaff Academy middle school student is issued a Google Chromebook for their educational career at Flagstaff Academy. The 1:1 program allows our students to easily access online content that enriches their Core Knowledge Sequence.

Flagstaff Academy has a middle school elective Pre-Engineering program. This program has six elective options to expose students to multiple areas of engineering and computer science topics. Our Pre-Engineering program covers Architecture, Energy Systems and Renewable and Green Energy, Mechanical Engineering, two Computer Science courses- Programming and CyberSecurity and Networking, Robotics and Drones.

Flagstaff Academy's computer programming and robotics programs continue to thrive. We now offer multiple levels of computer programming instruction for our students. Over 75% of our incoming 6th graders elect to take a computer programming class. Our Hour of Code program, where our middle school programming students teach our K-5 students how to use program computers gained statewide attention. Two of our teachers are mentors, and several of our student alumni, are with the 1619 Up a Creek Robotics team that has gained national attention for excellence. We also offer state champion VEX Robotics, LEGO Mindstorms robotics, and maker space programming for our students in club activities. Our new Smart Lab is a model of project-based learning for STEM and leading edge technology and educational technology.

Student Involvement

Just as parent involvement is directly tied to student success, so is student involvement. Some studies suggest that it's second only to "safety and belonging" on the list of what a student needs to be successful in school. Students have a variety of opportunities to get involved at Flagstaff through after-school clubs, activities, enrichment programs, leadership opportunities, arts and athletics. Through Student Council (StuCo) and National Junior Honor Society (NJHS), students are actively partnered with the Parent Teacher Organization (PTO) to support events that enhance our connectedness as a learning community. Flagstaff Academy is home to the only student-produced and professionally-printed K-8 newspaper in the district. Our journalism staff is composed of select middle-school students who write and produce the monthly paper from start to finish.

EXHIBIT H

PLAN FOR ENGLISH LANGUAGE LEARNERS

As our school wide population increases, so does our population of English Language Learners, and we feel the best way to serve them is through compliance with all District early identification testing. We will train all of our teachers in ELL instruction, with a focus on inclusion and sheltered instruction. In addition, we will be providing direct instruction in compliance with OCR requirements. In school year 2013-14, Flagstaff Academy's ELL instruction resulted in the top ranking in the state by Colorado Department of Education, and top ten in the state since 2014/15. We will continue to provide top-quality ELL instruction.

The School will follow the District's procedures for identifying, assessing and exiting English language learners. All students indicating another language on their Home Language Survey will be given to the district for initial screening for appropriate initial identification status. Students that have been identified as NEP or LEP will be assessed using CELA until they have reached FEP status. We will then deliver direct instruction to identified students in alignment with District identification, instruction, and protocols. Once students have reached FEP status, we will monitor those students using the monitoring plan in Alpine Achievement. For two years, we will use internal assessments, report card grades, and CMAS to track the progress of these students.

The Implementation of our preschool program focuses on early identification and intervention for at risk students, including English Language Learners. Our preschool Director has an advanced degree in Second Language Acquisition.

EXHIBIT I

DUE PROCESS GUIDELINES

- 1. Prepare notebook for Principal (include checklist and tabs).
- 2. Assistant Superintendent delivers the notebook along with "sample/guide book" to the school.
- 3. Schools return completed notebook along with "sample notebook" to Assistant Superintendent as soon as possible.
- 4. Assistant Superintendents review notebook and take notebook to legal counsel for review.
- 5. Legal counsel sends an email to Assistant Superintendent once notebook is reviewed and approved.
- 6. Notebook is picked up from legal counsel and one copy is made. (The checklist is included along with colored sheets of paper, which will replace the original tabs.)
- 7. The original is filed in Assistant Superintendent's office.
- 8. The copy is redacted. After it is redacted, another copy is made so now there are two redacted copies, both including the checklist and colored paper instead of tabs.
- 9. One redacted copy in a notebook stays with the Assistant Superintendent and the approval letter from legal counsel is placed in the front pocket of that notebook.
- 10. The police report is removed from the second redacted copy and that copy is placed in an envelope and the Principal is notified it is ready to be picked up.
- 11. Principal hand delivers the redacted copy (which includes the checklist and tabs but does not include the police report) to the parent/guardian. The book must be delivered to the parent at least one day prior to the expulsion hearing.
- 12. Assistant Superintendent brings the redacted copy of the notebook to the hearing and gives it to the Expulsion Officer who enters it into evidence. This copy includes checklist, tabs and redacted police report.
- 13. After the hearing, the Expulsion Officer takes the notebook with him and sends his recommendation to legal counsel to be reviewed.
- 14. The Expulsion Officer returns the notebook to the Assistant Superintendent with his recommendation, and the Assistant Superintendent brings that notebook to the meeting with the Superintendent.

DUE PROCESS CHECKLIST

This book has been redacted so it can be used as a "guide" when creating a dismissal/ expulsion book. Do not redact your book.

Checklist	TASK
1	Student Demographics Print information from Infinite Campus
2	Timeline of events (Summary) Provided by building administration
3	School Work Support Plan Copies of homework gathered from teachers that was given to the student
4	Expulsion Data Form Contact Expulsion Officer or Assistant Expulsion Officer and they will send you the form
5	Expulsion Hearing Letter Contact the Superintendent's Assistant and she will send you a copy of the letter
6	Board Policy/State Statute violations Copy Board Policies from the website
7	Student discipline records Print information from Infinite Campus
8	IEP/504 Plan Records** Yes No If yes, Manifestation Determination Review Yes No Check Yes or No
9	Attendance Records Print copy of attendance record from Infinite Campus
10	Police reports Ask SRO/Police for a copy of the report as soon as possible
11	Due process paperwork Print ad hoc report from Infinite Campus
12	Suspension letter to parent/guardian Same information as #11
13	Habitual Disruptor History and Plan** Include if a school has drawn up a plan
14	Teacher's statements** Teacher's written description of incident with signature
15	Witness statements** Witnesses' written statements with signature
16	Student statement Student's written statement with signature
17	Photos and/or video surveillance** Pictures that may have been taken showing evidence
18	Social media postings, school work containing threatening content** Include screen shots of each media postings or copies of school work
19	Correspondence with parent/guardian, i.e., emails, phone calls Documented phone calls and emails between administrators and parent/guardian

^{**}If there is no information, please include a sheet stating "There were no _____ (fill in the blank).

EXHIBIT J

Additional Services Agreement -

The following are mutually agreed-upon services or licenses and associated costs provided to the charter school by the District for the 2019-2020 school year. Items in this list may be subject to separate License Agreements or Service Level Agreements. Prices and availability of services and licenses are subject to revision annually, regardless of the term of this contract. Additionally, agreements between the charter school and the District for services not in this list may be entered into under separate contracts or agreements, as needed

as needed.						
District 1	Technology Services					
Required Services Pursuant to Section 10.4		FY20				
Infinite Campus and Alpine Achievement	Oct 1 Student Count	Cost Per Student		Total Cost		
Infinite Campus License	841	\$ 10.50	\$	8,830.50		
IC & Alpine Enterprise Enterprise Personnel Costs		18.59		15,634.19		
Alpine Achievement License		7.65		6,433.65		
Server Licenses (VM & Microsoft)		0.29		243.89		
Shoutpoint (E-rate discount applied)		1.14		958.74		
Total			\$	32,100.97		
Active Directory Authentication Services (AD)	Number of AD Accounts	Cost per Account		Total Cost		
Licenses for staff requiring access to Infinite Campus	105	\$ 18.80	\$	1,974.00		
Total	203	÷ 10.00	\$	1,974.00		
				.,014.00		
Optional Services						
Citrix Fees	Num of Citrix Accounts	Cost Per Account		Total Cost		
EMC Storage	0	\$ 10.50	\$:*:		
Citrix Server		18.59		(4)		
Citrix License		7.65				
Microsoft License (part of Citrix image)		35.31		•		
Total			\$			
Destiny Media Manager (Library Curriuculum)	Accounts	Cost per Account		Total Cost		
Site License Fee	Accounts 1	\$ 550.00	¢	550.00		
Annual Maintenance Fee	- 1 3 = 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	\$ 350.00 150.00	\$	150.00		
Total	1	150.00	\$	700.00		
			_	700.00		
Active Directory Authentication Services (AD) (TPC	Number of AD Accounts			Total Cost		
Additional Staff License (Not on Line 19)	0	\$ 18.80	\$	-		
Total			\$.*:		
Virtual Private Network (VPN) (TCPA Only)	Number of VPN Accounts	Cost per Account		Total Cost		
License	0	\$ 50.68	\$	2		
Total			\$			
Recurring VOIP Costs (TPCA Only)	Recurring VOIP Accounts	Cost Per Account		Total Cost		
License	0	\$ 52.69	\$	-		
Total	***		\$	•		
New VOIP Costs (TPCA Only)	New VOIP Accounts	Cost Per Account		Total Cost		
License	0	\$ 542.29	\$			

			\$	100
ISP/Webfilter (TPCA Only)	Oct 1 Student Count	Cost Per Student		Total Cost
ISP/Webfilter	0	\$ 8.69	\$	\
Total			\$	
Wide Area Network (TPCA Only)	WAN Use (1 or 0)	Annual Cost		Total Cost
Wide Area Network (E-rate discount applied)	0	\$ 5,977.24	¢	Total Oost
Total	0	3 3,311.24	\$	
Total			P	•
	Human Resources			
AESOP	AFCOD Hop (1 or 0)	Annual Cost		Total Cost
	AESOP Use (1 or 0)	\$ 1,500.00	•	
AESOP License (may not be available)		\$ 1,500.00		1,500.00
Total			\$	1,500.00
	Warehouse			
Delivery Service	Delivery Service (1 or 0)	Annual Cost		Total Cost
Delivery Service	1	\$ 3,000.00	\$	3,000.00
Total			\$	3,000.00
Total Exhibit H Service/License Costs:			\$	39,274.97
			- No	
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- Parent Meetings (\$10/student)		
- WAPT - Screening, Input, Electronic Filing, Co	mmunication, etc. (\$25/student)	
Federal Categorical Aid:		
- Title III, Part A - ELA Enhancement - This money	will be passed through to the charter school	ols on a reimbursement basis
after an ELA Plan is pre-approved by the Assistant	Superintendent for Priority Schools.	
- Title II, Part A - These services will be provided a	at no charge in lieu of Title II, Part A, Teache	er/Principal Quality or may be
purchased at actual District cost:		
- In-District Rate Classes from SVVS Fall, Spring a	and Summer Course Catalogs	
- MTSS/PBIS Support		
- Classroom Management		
- Partners in Education (PIE) Master's Program Co	oaching	
- New Teacher Induction/What I Didn't Learn in (College	
- New Administrator Induction		
- Teacher Mentor Training		

IMAGINE CHARTER SCHOOL 2019 CONTRACT EXHIBITS

EXHIBIT A

WAIVERS

Waivers from Colorado Revised Statues and/or Rules/Regulations

Automatic Waiver List as of 6/2/2017

State Statute Citation	Description
22-32-109(1)(f), C.R.S.	Local board duties concerning selection of staff and pay
22-32-109(1)(t), C.R.S.	Determine educational program and prescribe textbooks
22-32-110(1)(h), C.R.S.	Local board powers-Terminate employment of personnel
22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses
22-32-110(1)(j), C.R.S.	Local board powers-Procure life, health, or accident insurance
22-32-110(1)(k), C.R.S.	Local board powers-Policies relating the in-service training and official conduct
22-32-110(1)(ee), C.R.S.	Local board powers-Employ teachers' aides and other non- certificated personnel
22-32-126, C.R.S.	Employment and authority of principals
22-33-104(4), C.R.S.	Compulsory school attendance-Attendance policies and excused absences
22-63-301, C.R.S.	Teacher Employment Act- Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401, C.R.S.	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S	School Year-National Holidays



Charter School Waiver Request Addendum

Use the addendum template below to list the non-automatic waiver(s) from statute and rule and the related replacement plans that the charter school is requesting.

Contact Information

School Name: Imagine Charter School at Firestone

School Address (mailing): 5753 Twilight Ave., Firestone, CO 80504

Charter School Waiver Contact Name: Nancy Box

Charter School Waiver Contact's Phone Number: 303.550.2440

Charter School Waiver Contact's Email: nancy.box@imagineschools.org

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

Statutory Citation and Title § 22-32-109(1)(b), C.R.S. related to competitive bidding

Rationale: The school requests sole discretion in all competitive bidding policies in order to ensure that we are able to acquire the goods and services that best meet the needs of our students in the most efficient manner possible.

Replacement Plan: The Board of Directors of Imagine Charter School at Firestone develops and implements their own financial policies, rules and regulations, including those for the competitive bidding process. The Board adopted a policy April 7, 2008, currently numbered Policy 9.5 Purchasing Authority. As part of policy review, the Board will continue to ensure that this and other financial policies include all facets of this statute.

Duration of Waivers:

We formally request the waiver be in effect for the duration of our contract with St. Vrain Valley School District.

Financial Impact: Imagine Charter School at Firestone anticipates that the requested waivers will have no financial impact on St. Vrain Valley School District or Imagine Charter School at Firestone.

How the Impact of the Waivers Will be Evaluated: Imagine Charter School at Firestone anticipates that the requested waiver will be measured by the performance of Imagine Charter School at Firestone and its staff, as per the charter school agreement.

Expected Outcome: As a result of this waiver, Imagine Charter School at Firestone will be able to purchase goods and service that meet the needs of our staff and students and support our operational needs.

Statutory Citation and Title § 22-32-110(1)(y), C.R.S. related to accepting gifts, donations, and grants

Rationale: In order to ensure that Imagine Charter School at Firestone is able to operate critical aspects of its model outside of its core program, the Academy engages in fund development efforts. Funds are raised from a wide range of activities and individuals/corporations/possible foundations. In addition, Imagine Charter School at Firestone may receive gifts, which can be used to further support the program. It is the responsibility of Imagine Charter School at Firestone to engage in responsible fundraising efforts and to receive and execute gifts, donations and/or grants in alignment with the donors' wishes and along with all local, state and federal laws. In cases of unrestricted use giving, Imagine Charter School at Firestone leadership, with the support of the school Board of Directors and Economic Sustainability (Finance) Committee, and/or School Accountability Committee determines the most effective use of the funds

Replacement Plan: The Board adopted a policy May 3, 2010 currently numbered Policy 11.6 Public Gifts or Donations tied to the accepting of gifts, donation, and grants. This policy will be reviewed to ensure that it covers all forms of donations as well as grants.

Duration of Waivers:

We formally request the waiver be in effect for the duration of our contract with St. Vrain Valley School District.

Financial Impact: Imagine Charter School at Firestone anticipates that the requested waiver will have no financial impact on St. Vrain Valley School District and will have no negative financial impact on Imagine Charter School at Firestone.

How the Impact of the Waivers Will be Evaluated: Imagine Charter School at Firestone anticipates that the requested waiver will be measured by the performance of Imagine Charter School at Firestone and its staff, as per the charter school agreement.

Expected Outcome: As a result of the waiver, Imagine Charter School at Firestone will be able to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the charter school agreement.

Statutory Citation and Title § 22-63-201, C.R.S. related to teacher licensure

Rationale: Imagine Charter School at Firestone requests the ability to hire qualified teachers who do not hold a Colorado license in order to retain flexibility and the ability to hire the best teachers for our programs.

Replacement Plan: Imagine Charter School at Firestone expects teachers to meet one of the four ESSA criteria for in-field status (36 credit hours in-field, bachelor degree in-field, a passed assessment in-field, or a subject area endorsement on a Colorado teaching license.) Should Imagine Charter School at Firestone desire to hire a teacher with out-of-field status, we will require the teacher to gain in-field status within one-year of the hire and will limit the percentage of out-of-field status teachers to no more than 10% of the total number of teachers at any given time.

Duration of Waivers:

We formally request the waiver be in effect for the duration of our contract with St. Vrain Valley School District.

Financial Impact: Imagine Charter School at Firestone anticipates that the requested waiver will have no financial impact on St. Vrain Valley School District and will have no negative financial impact on Imagine Charter School at Firestone.

How the Impact of the Waivers Will be Evaluated: Imagine Charter School at Firestone anticipates that the requested waiver will be measured by the performance of Imagine Charter School at Firestone and its staff, as per the charter school agreement.

Expected Outcome: As a result of the waiver, Imagine Charter School at Firestone will be able to carry out its educational program and accomplish its mission as set forth in the charter school agreement.

Statutory Citation and Title § C.R.S. 22-7-1014(2)(a) requiring the administration of the school readiness assessment to each student

Rationale: Imagine Charter School should have the authority to implement relevant curriculum and assessments that ensure students success in higher learning. The domains of physical well-being, motor development, social-emotional development, language and comprehension development; and cognition and general knowledge are assessed daily due to the present curriculum and assessments. Support is readily available through numerous avenues throughout the program.

Replacement Plan: Imagine Charter School has both a full day Kindergarten program and a half day kindergarten program utilizing the Core Knowledge curriculum in addition to the Common Core/State Standards.

- 1. Physical well-being and motor development:
- Full day students participate every 4 days in a structured physical education class meeting or exceeding state standards. Students are assessed on motor-development skills acquired throughout the year. In addition, both full day and half day students participate in 1 (half day) or 2 (Full day) recesses daily, MeMoves, and GoNoodle activities that further encourage gross motor development.
- Full day students participate every 4 days in Art education outside of the classroom and full day and half day students participate daily in art education meeting or exceeding state standards. Development of fine motor skills is achieved through of drawing, painting and make objects. Students are assessed on fine motor skills acquired throughout the year.
- Full day students participate every 4 days in music education outside of the classroom and full day and half day students participate in music education daily in the classroom meeting or exceeding state standards. Students participate in a variety of movement and rhythm exercises. Students are assessed throughout the year
- Full day students participate every 4 days in tech classes learning keyboarding and how to manipulate the various functions of the computer. Both full day and half day students participate in computer skills education in the classroom each quarter. Students are assessed throughout the year.
- Assessment information is gathered by observation protocols based on appropriate developmental guidelines and State Standards in the area of physical well-being and motor development.
- 2. Social-emotional development (based on State Standards)
- Students are instructed in the Core Virtues and Boys Town Social Skills models. This includes classroom, assembly, recess and hallway expectations as well as manners and conflict resolution protocols. Students are recognized for demonstrating positive and appropriate behavior.
- Various classroom positive behavior techniques are implemented. These include positive
 affirmations, positive behavior referrals, individual behavior charts, and whole class rewards.
 This is to strengthen self-regulation and executive-function that help them pay attention,
 remember directions and control their behavior.
- Students are instructed in Core Virtues every day in the classroom with a new virtue highlighted each month and children receiving awards for demonstrating the virtue. This program helps students develop social-emotional skills such as making friends, managing emotions and solving problems to set them on the path for social success and academic readiness as well as learn how to be part of a community.
- Assessment information is gathered by observation protocols by the classroom teacher based on appropriate developmental guidelines and Colorado State Standards.
- 3. Language and comprehension development (based on State Standards)
- Students receive instruction 90 minutes each day using RIGGS and the Innovative Kids reading program. This program works on reading, writing, listening and speaking and builds vocabulary and knowledge. Students master sounds and letters for fluent decoding and encoding to build knowledge, language and vocabulary that are essential for comprehension. Assessments are administered monthly to monitor growth.

- PALS assessment is administered three times per year. Any student who does not make benchmark is progress monitored every two or three weeks to note progress. If the student is far below benchmark on two consecutive administrations the student is placed on a READ plan and given an additional 30 minutes of small group instruction. Additionally, the STAR assessment is administered 4 times per year giving specific areas of strength and areas to work on for each child.
- 4. Cognition and general knowledge (based on State Standards)
- Students receive 60 minutes of math instruction using Math in Focus. This curriculum is based on the common core/state standards for math. Assessment is given monthly to monitor progress. Students who fall behind are given additional time in small group or 1:1 sessions with the teacher in the area of need.
- Science Students are instructed on various topics including: Plants and Animals; Animals and Their Needs; Human Body (including taking care of their body with exercise, cleanliness, healthy foods and rest); Introduction to Magnetism; Seasons and Weather; and Taking care of the Earth. Assessment is given regularly to monitor progress.
- History and Geography Students are instructed on various topics including: Geography Spatial Sense (working with maps and globe students recognize rivers, lakes, mountains, Atlantic and Pacific Oceans and North and South Pole.); an overview of the seven continents; Native American Peoples, Past and Present; Early Exploration and Settlement (including the voyage of Columbus, the Pilgrims, and Independence Day), Presidents, Past and Present (including Washington. Jefferson, Lincoln, Theodore Roosevelt, and current United States President), and symbols and Figures (including the American Flag, Statue of Liberty, Mount Rushmore and The White House). Assessments are given regularly to monitor progress.
- Assessments information is gathered from formal curriculum assessments and classroom teacher observations based on appropriate developmental guidelines and State Standards. Any student not making adequate growth in any of the above areas receive Response to Intervention strategies in small groups or 1:1 instruction. Rtl plans are developed with the support documentation attached. The information includes results of formal assessments, informal assessments and developmental checklists. This information is housed in Alpine Achievement, which is an internet based achievement data management system. The 'warehouse' function of this program brings together achievement data from many sources, generates student and summary reports and allows for distribution to appropriate Rtl personnel.

If students do not respond with adequate growth following this intervention they may be referred to a Physical/Occupational Therapist; Psychologist; Speech/Language Therapist, SPED Teacher; Counselor or Mental Health Therapist for further assessment. These assessment results are held in Alpine.

Methods and assessments used are clear and relevant and have the goal of improving student academic growth, and meet the intent of the quality standards established in State Statue 22-7-1014(2)(a).

Duration of Waivers: We formally request the waiver be in effect for the duration of our contract with St. Vrain Valley School District.

Financial Impact: Imagine Charter School at Firestone anticipates that the requested waiver will have no financial impact on St. Vrain Valley School District and will have no negative financial impact on Imagine Charter School at Firestone.

How the Impact of the Waivers Will be Evaluated: Imagine Charter School at Firestone anticipates that the requested waiver will be measured by the performance of Imagine Charter School at Firestone and its staff, as per the charter school agreement.

Expected Outcome: Imagine Charter School expects that as a result of this waiver, we will be able to continue to provide appropriate assessments and support that ensure student success in higher levels of learning in all academic content areas.

Statutory Citation and Title § C.R.S. SS 22-9-106 Local Board of Education - Duties and C.R.S. SS 22-2-112(1)(q)(I) Educator Preparation Program

Rationale: Imagine Charter School at Firestone conducts their own personnel performance evaluations. Therefore, Imagine Charter School at Firestone should not be required to report their teacher evaluation ratings as a part of the commissioner's report as required by C.R.S. 22-2-112(1)(q)(I).

Replacement Plan: Imagine Charter School at Firestone utilizes its own personnel performance evaluation systems as agreed to in the charter school contract with St. Vrain Valley School District. The evaluation system will continue to meet the intent of the law and comply with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 191. The methods used for the evaluation system include quality standards that are clear and relevant to the administrators' and teacher's roles and responsibilities and have the goal of improving student academic achievement. Imagine Charter School at Firestone will not be required to report their teacher evaluation data; however, teacher performance data will be reviewed by the school and used to inform hiring practices and professional development.

Duration of the Waivers: Imagine Charter School at Firestone requests that the waiver be for the duration of its contract with the District.

Financial Impact: Imagine Charter School at Firestone anticipates that the requested waiver will have no financial impact upon the budget of either the District or Imagine Charter School at Firestone.

How the Impact of the Waivers will be Evaluated: The impact of the waiver will be evaluated based on student achievement results and the attainment of teacher quality standards.

Expected Outcome: As a result of this waiver, Imagine Charter School at Firestone will be able to implement its program and evaluate its teachers in a manner that produces a greater accountability to the school.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

Statutory Citation and Title § C.R.S. SS 22-32-109(1)(n)(1) Board's duty to prescribe length of school year and hours of teacher-pupil instruction and to adopt a calendar. C.R.S. SS 22-32-109 (1)(n) (II)(B) Adopt District Calendar

Rationale: Imagine Charter School at Firestone conducts their own personnel performance evaluations. Therefore, Imagine Charter School at Firestone should not be required to report their teacher evaluation ratings as a part of the commissioner's report as required by C.R.S. 22-2-112(1)(q)(I).

Replacement Plan: The final calendar and school day of Imagine Charter School at Firestone will be approved each year by the Governing Board.

Duration of the Waivers: Imagine Charter School at Firestone requests that the waiver be for the duration of its contract with the District.

Financial Impact: Imagine Charter School at Firestone anticipates that the requested waiver will have no financial impact upon the budget of either the District or Imagine Charter School at Firestone.

How the Impact of the Waivers will be Evaluated: The impact of the waivers will be measured by the same performance criteria and assessments that apply to the Charter School, as set forth in the approved Application and the Contract.

Expected Outcome: As a result of this waiver, Imagine Charter School at Firestone will be able to operate with its own school year calendar and under its own schedule, which is vital to the success of its program.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

Statutory Citation and Title § C.R.S. SS 22-32-119 Permits Board of Education to establish and maintain kindergarten and prescribe courses of training, study, discipline and rules and regulations governing the program.

Rationale: Imagine Charter School at Firestone will operate its own kindergarten program in accordance with the approved Application and the Contract. Imagine Charter School at Firestone should be authorized to develop, adopt and implement the training, study, discipline and rules and regulations governing its kindergarten program, subject to the limitations in the approved Application and the Contract.

Replacement Plan: Imagine Charter School at Firestone will provide its own curriculum for kindergarten students as part of its design.

Duration of the Waivers: Imagine Charter School at Firestone requests that the waiver be for the duration of its contract with the District.

Financial Impact: Imagine Charter School at Firestone anticipates that the requested waiver will have no financial impact upon the budget of either the District or Imagine Charter School at Firestone.

How the Impact of the Waivers will be Evaluated: The use of the funds to accomplish the objectives will be assessed, as well as the effectiveness of the policy based on the annual review of the school's effectiveness and student achievement.

Expected Outcome: Imagine Charter School at Firestone expects that as a result of this waiver it will be able to operate its kindergarten program to the benefit of the students, teachers and community and ensure that students have the time to achieve the curricular standards of the school.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

Statutory Citation and Title § C.R.S. SS 22-32-120 A Board of Education may establish, maintain, equip and operate a food service facility.

Rationale: Imagine Charter School at Firestone is requesting the authority to provide food service independently from other schools in the District.

Replacement Plan: The Board at Imagine Charter School at Firestone, will make the determination as to the food service program as well as provide for students qualifying for the free or reduced lunch program.

Duration of the Waivers: Imagine Charter School at Firestone requests that the waiver be for the duration of its contract with the District.

Financial Impact: Imagine Charter School at Firestone anticipates that the requested waiver will have no financial impact upon the budget of either the District or Imagine Charter School at Firestone.

How the Impact of the Waivers will be Evaluated: The use of the funds to accomplish the objectives will be assessed, as well as the effectiveness of the policy through the school's annual review.

Expected Outcome: As a result of this waiver Imagine Charter School at Firestone will be able to address food service that best meet the needs of the students as well as the facilities limitations.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

Statutory Citation and Title § C.R.S. SS 22-63-202 Requires a written employment contract with teachers, including a damages provision. Provides for temporary suspension of employment and cancellation of contract.

§ C.R.S. SS 22-63-203 This section establishes specific requirements for the employment of probationary teachers and the renewal or not, of their contracts

Rationale: Imagine Charter School at Firestone should be granted the authority to develop its own employment contracts and terms and conditions of employment. Given the limited duration of the contract, Imagine Charter School at Firestone should not be required to give non-probationary status and probationary periods to its teachers. Imagine Charter School at Firestone will be operating differently from other schools with a unique curriculum for which having the proper teachers is essential. Not every teacher who is successful in the regular public school will be successful in Imagine Charter School at Firestone.

Replacement Plan: The contract between Imagine Charter School at Firestone and the St. Vrain Valley School District requires staff to be employed on a year-to-year basis as "at-will" employees.

Duration of the Waivers: Imagine Charter School at Firestone requests that the waiver be for the duration of its contract with the District.

Financial Impact: Imagine Charter School at Firestone anticipates that the requested waiver will have no financial impact upon the budget of either the District or Imagine Charter School at Firestone

How the Impact of the Waiver will be Evaluated: The impact of these waivers will be measured by the performance criteria and assessments that apply to Imagine Charter School at Firestone including its financial reporting arrangements, as set forth in the approved application and the contract.

Expected Outcome: Imagine Charter School at Firestone expects that as a result of these waivers, it will be able to operate its educational program in a more efficient and productive manner and will be accountable for the performance of teachers and students in Imagine Charter School at Firestone.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

Statutory Citation and Title § C.R.S. SS 22-63-206 Permits transfer of teachers between schools upon recommendation of the District's chief administrative officer.

Rationale: The Charter Schools Act allows a charter school to be responsible for its own personnel matters. It is inconsistent with this statute for St. Vrain Valley School District to make transfers with/or for Imagine Charter School at Firestone.

Replacement Plan: Imagine Charter School at Firestone will make staff assignments based on its needs and educational goals. No staff will be assigned to positions for which they are not qualified. St. Vrain Valley School District administrators will not assign administrators or teachers to Imagine Charter School at Firestone without said teacher/administrators voluntarily proceeding through the application and employment process of Imagine Charter School at Firestone.

Duration of the Waivers: Imagine Charter School at Firestone requests that the waiver be for the duration of its contract with the District.

Financial Impact: Imagine Charter School at Firestone anticipates that the requested waiver will have no financial impact upon the budget of either the District or Imagine Charter School at Firestone.

How the Impact of the Waiver will be Evaluated: The impact of these waivers will be measured by the performance criteria and assessments that apply to Imagine Charter School at Firestone including its financial reporting arrangements, as set forth in the approved application and the contract.

Expected Outcome: Imagine Charter School at Firestone expects that, as a result of this waiver, it will be able to manage its own personnel affairs. Consistent with the terms of the approved Application, the Contract and the Colorado Charter Schools Act, Imagine Charter School at Firestone will provide the opportunity for teachers to transfer back into the District if they so choose.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

Statutory Citation and Title § C.R.S. SS 22-9-106 Local Board of Education - Duties C.R.S. SS 22-2-112(1)(q)(I) Educator Preparation Program Reporting

C.R.S. SS 22-63-206 Permits transfer of teachers between schools upon recommendation of the District's chief administrative officer.

Rationale: The Charter Schools Act allows a charter school to be responsible for its own personnel matters. It is inconsistent with this statute for St. Vrain Valley School District to make transfers with/or for Imagine Charter School at Firestone.

Replacement Plan: Imagine Charter School at Firestone will make staff assignments based on its needs and educational goals. No staff will be assigned to positions for which they are not qualified. St. Vrain Valley School District administrators will not assign administrators or teachers to Imagine Charter School at Firestone without said teacher/administrators voluntarily proceeding through the application and employment process of Imagine Charter School at Firestone.

Duration of the Waivers: Imagine Charter School at Firestone requests that the waiver be for the duration of its contract with the District.

Financial Impact: Imagine Charter School at Firestone anticipates that the requested waiver will have no financial impact upon the budget of either the District or Imagine Charter School at Firestone.

How the Impact of the Waiver will be Evaluated: The impact of these waivers will be measured by the performance criteria and assessments that apply to Imagine Charter School at Firestone including its financial reporting arrangements, as set forth in the approved application and the contract.

Expected Outcome: Imagine Charter School at Firestone expects that, as a result of this waiver, it will be able to manage its own personnel affairs. Consistent with the terms of the approved Application, the Contract and the Colorado Charter Schools Act, Imagine Charter School at Firestone will provide the opportunity for teachers to transfer back into the District if they so choose.

EXHIBIT B

DISTRICT POLICY EXEMPTIONS/WAIVERS

Exemptions Requested from SVVSD Policies
The following automatic exemptions are granted for the duration of this Contract beginning July 1, 2019 and through June 30, 2022.

	Ï
EBCE	School Closings and Cancellations
EEA	Student Transportation
EEAA	Walkers and Riders
EEAC	Bus Scheduling and Routing
EEAE	Bus Safety Program
EEAEA	School Transportation Vehicle Operator Requirements and Training
EEAEAA*	Drug and Alcohol Testing for CDL Drivers
EEAEAA*-R	Drug and Alcohol Testing for CDL Drivers – Regulation
EEAEF*	Video Cameras on Transportation Vehicles
EEAEG*	Use of Wireless Communication Devices by School Transportation Vehicle Operators
EF	School Nutrition Program
FA	Facilities Development Goals/Priority Objectives
FA-R	
FB	Facilities Development Goals/Priority Objectives – Regulation Facilities Planning
FB-R	
	Long-Range Facilities Planning Committee – Regulation
FBC*	Prioritization of Facility Improvements
FC	School Capacity Mitigation
FDA	Facilities Funding
FDA	Bond Campaigns
FDB B	Voluntary Capital Misigation
FDB-R	Voluntary Capital Mitigation – Regulation
FEA	Educational Specifications for Construction
FEB	Architect/Engineer/Project Manager/Construction Manager
FEB-R	Architect/Engineer/Project Manager/Construction Manager – Regulation
FEE	Site Acquisition
FEE-R	Site Acquisition – Regulation
FF	Naming of Facilities
FFA	Dedications, Memorials and Recognitions
GBEBA	Staff Dress Code
GBEBC	Staff Gifts to and Solicitations by Staff
GBGAB	First Aid Training
GBGB	Staff Personal Security and Safety

GBGC	Staff Benefits
GBGD	Workers' Compensation
GBGF	Federally-Mandated Family and Medical Leave
GBGF-R	Federally-Mandated Family and Medical Leave – Regulation
GBGI	Staff Military Leave
GBGK	Staff Legal/Civic Duty Leave
GBJ	Personnel Records and Files
GBK	Staff Concerns/Complaints/Grievances
GCBA	Instructional Staff Contracts/Compensation/Salary Schedules
GCE/GCF	Professional Staff Recruiting/Hiring
GCE/GCF-R	Professional Staff Recruiting/Hiring – Regulation
GCFA*	Hiring of Instructional Staff/Portability of Non-Probationary Staff
GCG/GCGA	Part-Time and Substitute Professional Staff Employment/Qualifications of Substitute Staff
GCI	Professional Staff Development
GCKAA*	Teacher Displacement
GCO	Evaluation of Licensed Personnel
GCQC/GCQD	Resignation of Instructional Staff/Administrative Staff
GCQE*	Evaluation of Evaluators
GCQF	Discipline, Suspension and Dismissal of Professional Staff (And Contract Nonrenewal)
GCS	Professional Research and Publishing
GDA	Support Staff Positions
GDBA	Support Staff Compensation
GDE/GDF	Support Staff Recruiting/Hiring
GDE/GDF-R	Support Staff Recruiting/Hiring – Regulation
GDG	Part-Time and Substitute Support Staff Employment
GDO	Evaluation of Support Staff
GDQB	Resignation of Support Staff
GDQD	Discipline, Suspension and Dismissal of Support Staff
НА	Negotiations Goals/Priority Objectives
НН	Negotiating Organization (Instructional Staff)
IC/ICA	School Year/School Calendar/Instruction Time
IFC	Multiculturalism
IG	Curriculum Development
IHAI	Career and Technical Education
IHAM	Health and Family Life/Sex Education
IHAM-R	Health Education – Regulation
IHAMA	Teaching about Drugs, Alcohol and Tobacco
IHBA	Special Education Programs for Students with Disabilities
IHBB	Gifted Education
IHBD	Equivalence of Services (Title I)
IHBEA	English Language Learners
IHBF	Homebound Instruction
IHBG	Home Schooling

IHBIB	Primary/Preprimary Education
ІНВК	Preparation for Postsecondary and Workforce Success
	Preparation for Postsecondary and Workforce Success (Implementation Plan for Student
IHBK-R	Individual Career and Academic Plans regulation
IHCDA	Concurrent Enrollment
IJ	Instructional Resources and Materials
IJK	Supplementary Materials Selection and Adoption
IJNDAB*	Instruction through Online Programs
IJOA	Field Trips
IJOA-R	Field Trips – Regulation
IJOA-E	Field Trip/Activity Permission Form – Exhibit
IJOC	School Volunteers
IJOC-E	School Volunteer Application – Exhibit
IK	Academic Achievement
IKA	Grading/Assessment Systems
IKA-R	Grading/Assessment Systems (Exemption Procedure and Information to Parents/Guardians) – Regulation
IKE	Ensuring All Students Meet Standards
IKF-R	Graduation Requirements-Physical Education Waiver – Regulation
IKFA	Early Graduation
IKFB	Graduation Exercises
IMB	Teaching about Controversial Issues and Use of Controversial Materials
IMDB	Flag Displays
JC	School Attendance Areas
JC-R	Determination of a Student's School Attendance Area – Regulation
JCAA	School Districting/Redistricting
JCAA-R	School Districting/Redistricting (School Boundary Change Guidelines) – Regulation
JGA ·	Assignment of New Students to Classes and Grade Levels
JGA-R	Assignment of New Students to Classes and Grade Levels (Students from Home Instruction or Non-accredited Private Schools) – Regulation
JH	Student Absences and Excuses
JH-R	Student Absences and Excuses – Regulation
JHD	Exclusions and Exemptions from School Attendance
JIC	Student Conduct
JICA	Student Dress Code
JICC	Student Conduct in School Vehicles
JICC-R	Student Conduct in School Vehicles – Regulation
JICDA	Code of Conduct
JICDE*	Bullying Prevention and Education
JICEA	School-Related Student Publications (School Publications Code)
JICEA-R	School-Related Student Publications (School Publications Code) – Regulation
JICEC*	Student Petitions and Distribution of Non-Curricular Materials
JICEC*-R	Student Petitions and Distribution of Non-Curricular Materials – Regulation
JICF	Secret Societies/Gang Activity

JICG	Use of Tobacco by Students
JICH	Drug and Alcohol Involvement by Students
JICH-R	Drug and Alcohol Abuse by Students – Regulation
JICI	Weapons in School
JIH	Student Interviews, Interrogations, Searches and Arrests
JIH-R	Student Interviews, Interrogations, Searches and Arrests – Regulation
JIHB	Parking Lot Searches
JII	Student Concerns, Complaints and Grievances
JII-E	Grievance Form – Exhibit
JJA-1	Curriculum Related Student Organizations
JJA-2	Student Organizations – Open Forum
JJA-2-R	Non-Curricular Student Organizations (Secondary Schools) – Regulation
JJA-2-E	Request for Building Use by Non-Curricular Student Groups – Exhibit
JJF	Student Activities Funds
JJH	Student Travel
JJIB	Interscholastic Sports
ווו	Extracurricular Activity Eligibility
JJJ-R	Extracurricular, Co-Curricular and Intramural Activity Eligibility – Regulation
JK	Student Discipline
JKBA*	Disciplinary Removal from Classroom
JKBA*-R	Disciplinary Removal from Classroom – Regulation
JLCF	District School Nurses
JLCF-R	District School Nurses – Regulation
JLD	School Counseling Programs
JLIF	Use of Safety and Security Technologies
JLIF-R	Use of Safety and Security Technologies – Regulation
JLJ*	Physical Activity
JM	Student Awards, Honors and Scholarships
JM-R	Student Awards, Honors and Scholarships – Regulation
JQ	Student Fees, Fines and Charges
JQ-R	Student Fees, Fines and Charges – Regulation
JQ-E	Schedule of Student Fees – Exhibit
KE	Public Concerns and Complaints
KEC	Public Concerns/Complaints about Instructional Resources
KEF*	Public Concerns/Complaints about Teaching Methods, Activities or Presentations
KF	Community Use of School Facilities
КНВ	Advertising and Sponsorships
KHB-R	Advertising and Sponsorships – Regulation
KHC	Distribution/Posting of Non-curricular Materials
KHC-R	Distribution/Posting of Non-curricular Materials – Regulation
KI	Visitors to Schools

EXHIBIT B

WAIVERS

Original District waivers:

BB - School Board Legal Status

BC - School Board Member Conduct

BCB Conflict of Interest

BDF Committee Policy

BGB Policy Adoption

CA - Administration Goals/Priority Objectives

CFB NOT A LISTED POLICY Evaluation of Principals

CFBA - Evaluation of Evaluators

CH - Policy Implementation

CHCA - Handbooks and Directives

DB - Annual Budget

DBD - Determination of Budget Priorities

DD - Grants Management

DG - Banking Services

DGA/DGB - Authorized Signatures/Check-Writing Services

DJB/DJB-R - Purchasing Procedures

DJC - Petty Cash

DKC - Employee/Expense Authorization/Reimbursement

DLB/DLB-R - Retirement Plans

DN/DN-R - School Properties Disposition

ECF - Energy Conservation (and Energy Management)

EEA - Student Transportation

EEAA - Walkers and Riders

EEAC - Bus Scheduling and Routing

EEBA - School-Owned Vehicles

EF/EFAA/EFC - Food Services

All F Facilities Planning and Development

All G except GBA, GBAA, GBEA, GBEC, GBEF

All H Negotiations

IC/ICA/ICA-R - School Year/School Calendar

IF/IF-R - Use of Instructional Time: Elementary

IFC - Multiculturalism

All IG Curriculum Development

IHA - Basic Instructional Program

IHAM/IHAMB - Health Education

IHBEA - English Language Learners

IHBF - Homebound Instruction

IHCA/IHCA-R - Summer School

IIB Class Size

IJ - Instructional Resources and Materials

IJJ/IJJ-R/IJJ-E - Curriculum Review and Textbook or Materials Adoption

IKA/IKAB - Grading/Assessment Systems

IKE - Promotion, Retention and Acceleration of Students

ILB/ILBA - District Program of Assessments

JC - School Attendance Areas

JF - Admissions and Denial of Admissions

JH/JH-R - Student Absences and Excuses

JICA - Student Dress

JJ-1/JJ-2/JJ-R - Student Activities (Student Groups, Intramural and Extracurricular)

All JK - Student Discipline

JQ/JQ-E/JQ-R - Student Fees, Fines and Charges

KEC/KEF/KEC-R/KEC-E - Public Concerns/Complaints about Instructional Resources

KF/KF-E/KF-R - Community Use of School Facilities

KH - Public Gifts to Schools

KHA - Public Solicitations in Schools

LDA/LDA-R - Student Teaching and Internships

District waivers added in 2016 Charter Renewal:

BBBB Board Member Oath of Office

BBBG Board Elections

BE/BEA/BEB School Board Meetings

BEDH Meeting Sign-Up Form

BGD Regulations, Exhibits and Procedures

CBA/CBC - Qualifications, Powers and Responsibilities of Superintendent (Job Description)

CC - Administrative Organization

DBE/DBF - Communication of Proposed Budget Recommendations/Budget Hearings & Reviews

DBG - Budget Adoption

DBH - Use of One-time Revenues

DBJ - Contingency Reserve/Budget Transfers and Borrowing

DD-R - Grants Applications

DEB - Funds from State Tax Sources (Loan Programs)

DH - Bonded Employees and Officers

DIE - Audits/Financial Monitoring

DJ - Purchasing Authorization

All FE Construction

FF Naming of Facilities

IJK - Supplementary Materials Selection and Adoption

IJK-R - Supplementary Materials Selection and Adoption

JI - Student Rights and Responsibilities

JIC - Student Conduct

JICDE - Bullying Prevention and Education

JIH - Student Interrogations, Searches and Arrests

JJF - Student Activities Funds

District waivers added in 2019 Charter Renewal:

AA - School Legal Status

AC - Non Discrimination/Equal Opportunity

AD - School Mission/Educational Philosophy

ADC – Tobacco-Free Schools

ADD - Safe Schools

ADF - School Wellness

AE - Accountability/Commitment to Accomplishment

BAA - School Board Self-Evaluation

BBA - School Board Powers and Responsibilities

BBBA/BBBG (formerly requested just BBBG) - Board Member Qualifications and Elections

BE - School Board Meeting

BEDA - School Board Meeting Notification

BDB - School Board Officers

BEDG - Minutes

BG - Policy Making

DJCA and DJCA-R - Purchasing Procedures

GBA - Open Hiring/Equal Employment Opportunity Ope

JFBA - Enrollment

KCD- Public Gifts to Schools

KLB - Relations with Election Authorities

EXHIBIT C

RECRUITMENT OUTREACH PLAN

GOAL:

Imagine Charter School at Firestone is committed to the goal of recruiting, enrolling and retaining a student population that will mirror and be reasonably representative of the "at risk" grades K – 8 student population in the District attendance area it serves. This diverse student population will enrich the experience of all students at the school.

Communication:

- 1. All enrollment materials will be directed toward all students throughout our enrollment area, including those eligible for:
 - (a) free/reduced lunch eligible students AND
 - (b) academically low-achieving students
- 2. We will provide the free/reduced lunch eligible application as part of the enrollment process.
- 3. We will use free/reduced lunch data for assessing eligibility for waiving required fees.

Goal	Activities	Person Responsible	Timeline
Imagine will implement outreach activities specifically targeting the FRL student population	 Distribute enrollment/promotional materials to targeted neighborhoods in the Carbon Valley area. Provide enrollment packets and host a minimum of two community activities throughout year. 	School Growth Task Force	Year-long

Parent involvement:

Imagine believes that all parents want their children to succeed in school and that parent support and involvement in a child's education increases the probability of school success. One of the ways that parents support their children is through 20 hours per family of volunteer service. Diverse opportunities exist for parents to fulfill this. Over 50% of students attending Imagine Schools nationwide are eligible for free or reduced lunch, which has given Imagine Schools substantial experience working with parents to help them contribute to their children's schools in meaningful and achievable ways.

Goal	Activities	Person Responsible	Timeline
Imagine will	 Principal/teachers will work with 	Principal	Year-long

support parents in being partners in their child(ren)'s education	families to find ways to fulfill the 20 hours parent volunteer agreement in order to accommodate work schedules and family needs. Opportunities exist to fulfill the required hours with alternate contributions of Treasure or Talent Staff and parent task forces will extend personal invitations to encourage involvement for those who are hesitant about volunteering at the school. Imagine provides a before- and after-school program to support working families. Imagine provides a variety of intervention services to help support students who struggle with academic focus.	All staff, Before- After School Director, Interventionist	activity

Access to school

Imagine supports access to the school by a diverse population and invests thought, energy and resources to help make the school accessible to a diverse population.

Goal	Activities	Person Responsible	Timeline
Imagine will support parents in finding viable methods to get students to and from the school.	 We will have a parent volunteer to work with families in arranging carpools. At the Back-To-School Night, there will be a table for families to sign up to car pool. Families are encouraged utilize car pooling as a viable family transportation avenue. Enrollment to the K-8 school will be through a lottery. At this time, our preschool students do not gain automatic access to kindergarten in order to ensure that low-income families have access to our program. The exception to this is families who have been at our preschool for 2 or more years since they are already vested in our community. 	Principal, Carpool Coordinator, Preschool Director	Ongoing

Language barriers

Imagine will work to minimize barriers to a diverse population enrolling at the school by attending to and minimizing language barriers. Demographics indicate the two dominant languages in the area are English and Spanish. After enrollment, Imagine will support these students in the manner described in its application.

Goal	Activities	Person Responsible	Timeline
Imagine will support parents' access to the school by reducing language barriers that prevent understanding of enrollment and attendance information.	 Outreach materials will be printed in English and Spanish as needed. We will provide Spanish speaker/translator during enrollment conversations as needed. Enrollment forms are provided in English and Spanish as needed. 	Principal	Ongoing

EXHIBIT D

Enrollment and Waiting List

I-JFBA

Enrollment Policy

Imagine Charter School at Firestone (ICSF) welcomes all students, recognizing diversity as a virtue. Thus, ICSF prohibits discrimination on the basis of disability, race, color, ancestry, national origin, creed, religion, sex, or need for special education services. The enrollment policy is designed to meet the requirements of Colorado Revised Statute 22-30.5-104(3), ensuring equal access to the school for all. Such access encompasses academically low achieving students, exceptional students, and students with special needs.

Method of Enrollment

Parents request enrollment of their child(ren) to the school by submitting an Intent to Enroll form prior to or during the school's open enrollment period. Submitting an Intent to Enroll form in no way guarantees that the child(ren) will be extended an Invitation to Enroll. The completed Intent to Enroll form is to be submitted to ICSF via personal delivery, U.S. postal mail service, or by completing the online version of the Intent to Enroll form. Students with disabilities, "at risk" students, and gifted and talented students will be enrolled in the same manner as other students. It is anticipated that enrollment requests will exceed the capacity of the school. As a result, the following criteria will be used to establish priority for admissions:

- 1. Currently enrolled students in good standing;
- 2. Siblings of enrolled students.
- 3. Children from founding families;*
- * (Children from founding families shall not exceed 10% of enrollment.)
- * (Founding Families are those who signed up as a founding family prior to the final adoption of the charter application by the St. Vrain Valley Board of Education.)
- 4. Preschool families that have been enrolled in Imagine Learning Center for at least 2 years.

In order to initiate the enrollment process, a blind lottery will take place each year no later than two weeks after open enrollment ends to determine the order of the grade levels in which students will be placed. Should enrollment exceed capacity for any grade level, a blind lottery will also be held within that group to determine the order that students will be admitted. Student names will be drawn and placed on a numbered waiting list. This waiting list does not guarantee admittance to the school, but simply the order in which openings will be offered. If a student is admitted and there is a sibling or siblings on a waiting list, those siblings will move to the top of their grade level list.

Open Enrollment Period

Open Enrollment for each school year will run at the same time as the District holds their Open Enrollment period. All Intent to Enroll forms received during that time will be considered for enrollment for the upcoming school year. Families that applied in a prior year but were not extended an invitation to enroll do not need to reapply if they have requested to remain on the waiting list. The Open Enrollment Period shall be advertised and made public within the school community at least fourteen (14) days prior to completion of open enrollment, so as to provide equal opportunity to all interested students.

Enrollment Acceptance

Once an opening is generated at any grade level, school personnel will contact families in order according to the wait list. Upon receiving an Invitation to Enroll, the parent(s) or legal guardian(s) of the child(ren) shall provide written Enrollment Acceptance to the school no later than midnight within seven days of receipt of the invitation. A student who accepts enrollment will be deemed a currently enrolled student, and that student's enrollment will continue beyond the current academic year, in accordance with the school's policies and procedures. If no Enrollment Acceptance is received by the school, the school will assume the parent(s) or legal guardian(s) of the child(ren) have declined to enroll the child(ren) in the school, and the school may then extend an Invitation to Enroll to another child in accordance with the process(es) detailed in the Invitation to Enroll section of this document.

Vacancies

When a vacancy is created during the school year, the vacancy may or may not be filled at the school principal's discretion, on behalf of the school. If the school chooses to fill the vacancy, priority will be given first to siblings and then follow the numbered waiting list established during the lottery process.

Adopted: October 14, 2006

Reviewed and Adopted: January 20, 2009

Updated April, 2010

Updated December, 2014





Colorado's Unified Improvement Plan for Schools

IMAGINE CHARTER UIP 2017-18 | School: IMAGINE CHARTER | District: ST VRAIN VALLEY RE 1J | Org ID: 0470 | School ID: 4333 | Framework:

Performance Plan: Low Participation | Draft UIP

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Action Plans
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Executive Summary

If we...

STANDARDS ALIGNED MATH CURRICULUM

Description:

Students will progress from Kindergarten through 8th grade with common understanding of math and what proficiency looks like. Assessments will be developed to truly determine mastery on state standards and teachers will work together to develop these as well as discuss what the data is telling us. Implemented effectively, students will demonstrate higher mastery proficiency on the state assessment.



INTENTIONAL AND EXPLICIT VOCABULARY INSTRUCTION

Description:

Teachers will devote time for direct instruction and assessment of vocabulary acquisition.



VERTICALLY ALIGNED WRITING RUBRICS

Description:

Articulation of writing expectations will be systematic from grade to grade in expectation. Students will know what constitutes a solid piece of writing.



Then we will address...

CURRICULUM

Description:

Current curriculum is tied to textbooks instead of state standards which has caused gaps in student performance. There is a need to use best practices and research based progress monitoring to help students reach grade level expectations.



VERTICAL ALIGNMENT

Description:

The lack of consistency and communication in vocabulary usage in speaking, writing and comprehension has presented gaps in students ability to represent their content rationales, as well as comprehend grade level text in all content.



Then we will change current trends for students

MATH ACHIEVEMENT AND PROFICIENCY

Description:

Math Achievement and Proficiency has been substantially below minimum state expectations.



STUDENT VOCABULARY ACQUISITION AND USE

Description:

Student vocabulary is our lowest subscore on PARCC bringing down our overall ELA proficiency numbers.

Access the School Performance Framework here:http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

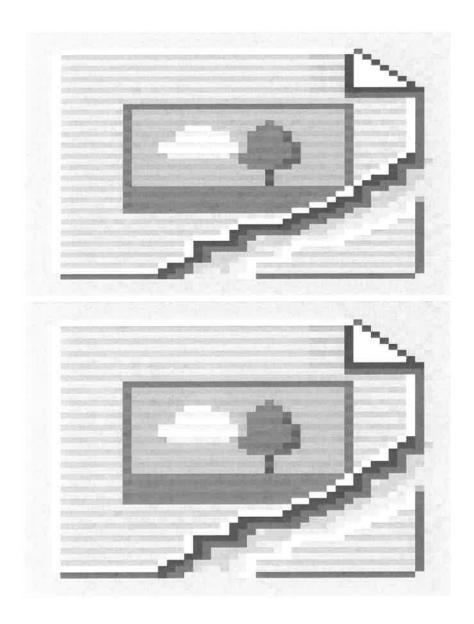
Additional Information about the school

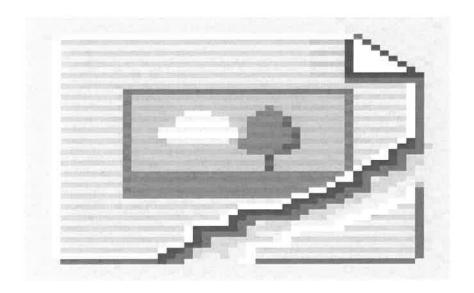
Imagine Charter School at Firestone was established in 2009 as Preschool – 8th grade charter school within the St..Vrain Valley School District. Due to the political landscape, the school had not started the year before as previously planned, although they did open a fee-based preschool and kindergarten in the interim. The school is within a suburban environment, pulling students mostly from the Firestone-Frederick areas, with some students attending from Mead and Longmont and some other surrounding communities. The population of the school has gone through a lot of change in the past several years, as the town of Firestone/Frederick are still growing and the parents and students determine what is their best fit. Our school performance data over the past three years has demonstrated growth each year on the state assessment. The school began with a Classical Core Knowledge curriculum, using the Habitudes program and Core Virtue character education program. Over the past couple of years the District has adopted a school of choice model that has put us in a more competitive market. We have earned the designation of School of Character in the 2016/2017 school year with our work in Core Virtues and Habitudes. We continue this work in Logic Academy, with a focus on Leadership principles from the Habitudes program.

The Imagine at Firestone Mission and Vision are as follows:

The mission of Imagine Charter School at Firestone is to positively shape the hearts and minds of our students by providing them with a classical core knowledge curriculum that is academically rigorous and content rich, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.

Leaders and teachers will build an engaging, academically rich and socially responsible school culture (classical) that encourages students to ACQUIRE and OWN their own education with a specific focus on math, writing and social emotional health, as determined by data analysis.





We have many celebrations, based on our state and STAR growth. We have shown continuous growth over 3 years, with over 75% growth last year overall, on our state PARCC assessment.

Upon closer analysis, our state and STAR growth in math have been less than our goals, especially in our middle school(Logic Academy). Our Math Growth Goal on STAR was 1.1 and we achieved 1.05 growth. Our Reading growth on STAR was 1.08 and our goal was 1.1. On our state testing, we want to achieve at least the state benchmark of 50% and are only at 38% in grades 3-8. Our ELA growth has surpassed state benchmarks and we see a need to focus on vocabulary, as the lowest subscore on our state assessment. However, our Writing growth has been strongest, particularly in our middle school.

In looking at our STAR Reading, our school has demonstrated nominal growth. Our math, actually looks better.

Upon evaluation of our state(PARCC) assessment growth, our ELA, far outshines our math, especially in grades 5-8.

We need to examine what our 5-8 grade teachers are doing in ELA to show such growth. Upon further analysis of our state assessment scores, in our ELA Subscores, we can see that our writing is far superior to our reading scores. Still our 'Does Not Meet' scores are about the same in both reading and writing. This tells us that we should not let up on a focus in writing as we still need to grow those students in the lowest proficiencies. We feel the focus on vocabulary will help these students, as well as our higher performers. We have also implemented an intervention block to help all levels of learners.

We need to take a look at what our 4th and 5th grades are doing in math, as they have demonstrated the highest growth. Our math subscores show marginal differences in performance over all of the areas, with slightly higher evidence of demonstration of proficiency in Modeling and Reasoning. This has led to a focus in the understanding of the content standards for each grade level.

We have also identified a need, from last year's SEP, to focus on helping teachers use higher DOK questioning and lesson strategies. The use of higher DOK is part of our Danielson observation tool and so we are actively coaching teachers on what these can look like for the different classes and contents.

Our Science data tell us we need to put a larger focus on the standards tested at the state, particularly in grades 5-8. The build-up to science comes from instruction in grade K-8 with a focus on Core Knowledge, but we need to be sure that students are prepared for the state Science Assessment given in the 5th and 8th grades. With an average of 42% proficiency in Science, we see the need to identify our weaknesses in the standards and make sure these are covered in the correct Core Knowledge sequence, and reinforced in the testing years. We also see the need to increase work in informational writing, as large parts of both our Science and Social Studies assessments emphasize being able to demonstrate understanding of informational text and to express understanding in writing about these contents. We also need to expose students to expressions of data in these fields so that they can analyze and apply what they discover in this data.

We also determined the need to be transparent in our expectations. We have created and shared rubrics with our teachers, who gave advice on these rubrics, that we are using to collect walk-through data and give feedback to our teachers.

Walkthrough observation data has led leadership to identify a need to focus on coaching teachers in classroom management. Classroom Management has also been identified as an area for work. In observations, teachers are largely demonstrating Partially effective in classroom management. While teachers seem to identify that they do have routines and expectations in place, it is frequently observed that there is little to no follow-through on these expectations. Increasing the efficiency of work time in classroom through procedures and student follow through on expectations will give teachers the time and flexibility to do more with their classes, thus allowing them to increase rigor and investigational study. Frequently, teachers set high investigation objectives but are unable to meet these objectives because the routines are not in place for the higher level of accountability in expectation to complete the objectives.

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

✓ State Accreditation

School Contact Information

Name: Terri Long

Mailing Street: 5753 Twilight Ave.

Phone: (303) 772-3711

Name: Jessica Cervantes

Mailing Street: 5753 Twilight Ave.

Phone: (303) 772-3711

Title: Principal K-4

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Title: Principal 5-8

Mailing City / State/ Zip Code: Longmont CO 80504

Email: jessica.cervantes@imagineschools.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Imagine Charter School at Firestone was established in 2009 as Preschool-8th grade charter school within the St. Vrain Valley School District. Due to the political landscape, the school had not started the year before as previously planned, although they did open a fee-based preschool and kindergarten in the interim. The school is within a suburban environment, pulling students mostly from the Firestone-Frederick areas, with some students attending from Mead and Longmont and some other surrounding communities. The school began with a Classical Core Knowledge curriculum, using the Boys Town social skills curriculum, Tim Elmore's Habitudes and the Core Virtue character education program. The school has now moved away from the Boys Town social skills curriculum and focuses specifically on Habitudes for our 5th-8th grade students and Core Virtues for our K-4th grade students. In 2017, Imagine was recognized as a National School of Character. Over the past couple of years, the District has adopted a school of choice model that has put us in a more competitive market.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

16-17

Prior Year Target: 55% meet or exceed on PARCC for both Elementary and Middle School for ELA.

45% meet or exceed on PARCC for both Elementary and Middle School for Math.

16-17

Performance: 62% meet or exceed on PARCC for ELA as an entire school.

38% met or exceeded on PARCC for mathematics-did not meet the target.

ACADEMIC

ACHIEVEMENT

(STATUS)
REFLECTION:

Imagine did exceed our set target for ELA on the 16/17 State PARCC assessment. However, we did not meet our goal for math. We have made math a focus for the past 2 years. We did grow our proficiency scores but not enough to reach state benchmarks. This informs us that we need to put a stronger focus on math and make that a priority target for the 2017/2018 school year.

PERFORMANCE INDICATOR: DISAGGREGATED ACHIEVEMENT

Prior Year Target: Targets were not written for Disaggregated Achievement in previous years.

2017 PARCC achievement for Minority students, Elementary and Middle School combined, in ELA was at 44% met or

exceeded.

Performance:

2017 PARCC achievement for Minority students, Elementary and Middle School combined, in mathematics was at 20% met

or exceeded.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target: Learning Gain of 1.08 on STAR in both ELA and Math.

Learning Gain was 1.08 for ELA.

Learning Gain was 1.05 for Mathematics.

Performance: Elementary Parcc growth for ELA was at 69 median growth percentile and for mathematics was at 73 median growth

percentile.

Middle school Parcc growth for ELA was at 80 median growth percentile and for mathematics was at 73 median growth

percentile.

PERFORMANCE INDICATOR: DISAGGREGATED GROWTH

Prior Year Target:

Due to low numbers in groups, there were no goals for disaggregated growth. The category that has enough numbers to note

is the level of minority students in both Elementary and Middle School.

Elementary Minority student growth in ELA was 59% and in math was 56%.

Performance: Middle school minority student growth in ELA was 86% and math was 48%.

PERFORMANCE INDICATOR: STUDENT BEHAVIOR

Prior Year Target: No previous target for behavior

Performance:

Current Performance

• There were many areas in which Imagine Charter School students did not meet state/federal expectations, they were all within our disaggregated groups. In regards to the Elementary School, within achievement for these groups in ELA, the students who receive free and reduced lunch as well as students with disabilities did not meet state/federal expectations. These groups were the same who did not meet state/federal expectations in mathematics as well. In regards to middle school, within achievement, students with disabilities in both ELA and mathematics did not meet state/federal expectations. The minority students were approaching in mathematics. Minority students in mathematics in the Middle School were approaching state/federal expectations for growth. For the 16-17 school year, Imagine had 95 students on READ plans.

Imagine schools would like to decrease the number of READ plans that the school currently has. Mathematics is the largest concern for Imagine. Although the overall achievement in mathematics meets or exceeds state/federal expectations, the number of sub-groups did not. Making sure the school is addressing mathematics instruction and curriculum is a challenge for the faculty. Particular focus has been put on addressing the standards in instruction and assessment.

On English/Language Arts Assessments, the data signifies a relative low proficiency in the area of vocabulary. While many of the writing scores at Imagine did increase which then increased overall English Language Arts proficiency, vocabulary was not an area of strength on the state assessment.

We need to examine what our 5-8 grade teachers are doing in ELA to show such growth. Upon further analysis of our state assessment scores, in our ELA Subscores, we can see that our writing is far superior to our reading scores. Still our 'Does Not Meet' scores are about the same in both reading and writing. This tells us that we should not let up on a focus in writing as we still need to grow those students in the lowest proficiencies. We feel the focus on vocabulary will help these students, as well as our higher performers. We have also implemented an intervention block to help all levels of learners.

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We have also identified a need to focus on helping teachers use higher DOK questioning and lesson strategies. The use of higher DOK is part of our Charlotte Danielson observation tool and so we are actively coaching teachers on what these can look like for the different classes and contents.

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We also determined the need to be transparent in our expectations. We have created and shared rubrics with our teachers, who gave advice on these rubrics, that we are using to collect walk-through data and give feedback to our teachers.

Walkthrough observation data has led leadership to identify a need to focus on coaching teachers in classroom management. Classroom Management has also been identified as an area for work. In observations, teachers are largely demonstrating Partially effective in classroom management. While teachers seem to identify that they do have routines and expectations in place, it is frequently observed that there is little to no follow-through on these expectations. Increasing the efficiency of work time in classroom through procedures and student follow through on expectations will give teachers the time and flexibility to do more with their classes, thus allowing them to increase rigor and investigational study. Frequently, teachers set high investigation objectives but are unable to meet these objectives because the routines are not in place for the higher level of accountability in expectation to complete the objectives.

Trend Analysis



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Elementary students 3-5th grade have had a slight increase of achievement in mathematics on PARCC in the past three years (2015-3rd grade at 31% M+E, 4th grade at 31% M+E, 5th grade at 27% M+E; 2016-3rd grade at 33% M+E, 4th grade at 23% M+E, 5th grade at 39% M+E; 2017-3rd grade at 48%, 4th grade 39% M+E, 5th grade 34% M+E). Although there is an increase in achievement score, it is still well below the state expectation of 50%.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Middle School students are on a slight increase of achievement in mathematics on PARCC in the past three years (2015-6th grade at 25% M+E, 7th grade at 23% M+E, 8th grade at 29% M+E; 2016-6th grade at 29% M+E, 7th grade at 37% M+E, 8th grade at 34% M+E; 2017-6th grade at 34%, 7th grade 34% M+E, 8th grade 36% M+E). Although there is an increase in achievement score, it is still well below the state expectation of 50%.

Additional Trend Information:

While the growth in mathematics school wide demonstrates progress toward higher proficiency, the entire school is below state benchmark. In order to reach and exceed this benchmark, Imagine has identified a need to focus on Mathematics. Imagine has identified the need to create a math curriculum that is viable, using the resources we already have. Teachers spent the 2016/17 school year developing and refining their curriculum maps to reflect the standards and align our resources to the standards. The next phase is to create assessments that will provide information on the level of preparation of students and their mastery of the standards. These assessments will help in designing coherent instruction around teaching and mastering the standards.

Root Causes



Priority Performance Challenge: Math Achievement and Proficiency

Math Achievement and Proficiency has been substantially below minimum state expectations.



Root Cause: Curriculum

Current curriculum is tied to textbooks instead of state standards which has caused gaps in student performance. There is a need to use best practices and research based progress monitoring to help students reach grade level expectations.



Priority Performance Challenge: Student vocabulary acquisition and use

Student vocabulary is our lowest subscore on PARCC bringing down our overall ELA proficiency numbers.



Root Cause: Vertical Alignment

The lack of consistency and communication in vocabulary usage in speaking, writing and comprehension has presented gaps in students ability to represent their content rationales, as well as comprehend grade level text in all content.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:



Upon evaluation of our State Assessment data and growth, our math, particularly in grades 5-8, need the most work and are our lowest proficiency. Our math subscores show marginal differences in performance over all of the areas, with slightly higher evidence of demonstrated proficiency in Modeling and Applications and Expressing Math Reasoning with 40% and 41% meets and exceeds respectively. The lowest proficiency scores in math were in the subgroup Major Content, with a 36% in meets and exceeds in the school. This has led to a focus in the understanding and unpacking of the content standards for each grade level. Building capacity in the standards and content will not only grow our Major Content subscore, the application of the standards will impact or overall math proficiency and our student number fluency.

Geometry has also been identified as a relative weakness across the grade levels in other assessments given. Geometry is listed under Additional and Supplemental materials in the subscores and Imagine students demonstrated 38% proficiency in this, as a school. Building competency in the Geometry standards will grow our overall math proficiency. Growing students math vocabulary has also been identified as an area that will improve their overall competencies in math.

Vocabulary is performance challenge, not only in math. Teachers have identified that they need to explicitly teach content and grade level appropriate academic vocabulary. Vocabulary has been identified on PARCC to be the lowest subscore in the ELA assessment. Intentionally teaching vocabulary in content and keeping a focus on acquisition of grade level academic vocabulary will increase students comprehension and writing skills.

Provide a rationale for how these Root Causes were selected and verified:



Our grade levels have met to discuss what they see as the root cause at their grade and content levels. In reflections on data teachers have noted that proficiency on the Math- Major Content subscore is our lowest, at 36%. This is a trend in our data at each grade level. The other subscore categories; Math - Additional and Supplemental Materials, Expression of Math Reasoning and Modeling and Applications are 38%, 41% and 40% respectively. These all fall below the state benchmark, as well as our school goal.

The teachers have determined, and the administrative team agrees, that aligning our math curriculum to the standards, thus creating a viable curriculum is the greatest need. The alignment of the math curriculum, lesson plans and assessments to the standards, will meet the need of students and teachers being able to articulate the end goals in math development at Imagine. The grade levels have spent time developing curriculum maps which has caused them to question the assessments and their alignment to the standards. Through unpacking the standards, we have seen the need to develop

assessments that capture the students' progress toward mastery of the standards, at the rigorous levels exhibited in the standards and on the state assessment.

The need to increase vocabulary and align it vertically has also be identified. Teachers have noted that the lowest subscore in our English Language Arts testing is in Vocabulary at a 46% meets or exceeds. This has led teachers to investigate putting a focus on content vocabulary in all classrooms to determine if a focus on vocabulary across all content will translate into higher evidence of vocabulary mastery.

Action Plans

Planning Form



Standards Aligned Math Curriculum

What would success look like: Students will progress from Kindergarten through 8th grade with common understanding of math and what proficiency looks like.

Assessments will be developed to truly determine mastery on state standards and teachers will work together to develop these as well as discuss what the data is telling us. Implemented effectively, students will demonstrate higher mastery proficiency on the state assessment.

Describe the research/evidence base supporting the strategy: When content is articulated with consistency from grade to grade using a common language, students can apply past learnings to discovery and understanding in their later classes.

Associated Root Causes:



Curriculum:

Current curriculum is tied to textbooks instead of state standards which has caused gaps in student performance. There is a need to use best practices and research based progress monitoring to help students reach grade level expectations.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
poor of the second	Teachers meet in PLCs to discuss data and how to move it.	08/14/2017 05/25/2019	Teachers and Leaders	Met
Monthly Data Chat	t	Monthly		

Quarterly Dashboard Reflection	Leaders update with STAR assessment windows. Teachers update with quarterly assessment data	10/16/2017 05/25/2018	Teachers and Leaders		Partially Met
Common Assessments	As a result of PLCs and Data discussions teachers will create common assessments during their common plan to determine student performance and mastery of standards at each grade level.	10/16/2017 12/14/2018 Monthly	Teachers		Partially Met
Action Steps As	sociated with MIS				
Name	Description	Start/End Date	Resource	Key Personnel	Status
School Data Dashboard	Administrators will set up and update data taken throughout the year, specifically writing, reading, and mathematics. Teachers will reflect on data and use assessment data to drive the instructional planning.	08/14/2017 04/02/2019	PLC, Google dashboard, classroom data, state data and district data(STAR)	Teachers and leadership	In Progress
Evaluate Math Assessment Data	Teachers will give math assessments at the end of units that meet the rigor represented in the standards. Teachers will use PLC and PD time to develop these assessments and compare the data to determine how to best prepare students. Implemented successfully, students will demonstrate growth toward proficiency and students and teacher will be able to articulate expectations. This will help teachers and students understand the expectations on the annual state assessment and be able to predict proficiency on state assessment.	08/14/2017 05/17/2019	PLC and PD time, standards and performance descriptors, student data.	Teachers	

PLC, curriculum

PLC Goal-setting	Teachers will meet at grade/content levels and set academic goals for their teams	09/08/2017 05/25/2019	maps, colleagues, state data, district data(STAR)	Teachers	In Progress
PLC/Common Plan - Common Assessment	Teachers will work during their common plan to develop common assessments for core content.	10/16/2017 12/14/2018	Common plan time, Data Dashboard, Assessment results(CMAS, STAR and grade level assessments).	Teachers	In Progress
Vertically Aligned Assessments	Teachers will identify the key concepts using the grade level prepared competencies in grades 5-8 and identify how to assess these, working in vertical teams. They will use these to determine next steps for students who aren't mastering the skills and for those who are.	02/16/2018 02/15/2019	PLC and PD time, vertical scope and sequence format to follow, schedule to allow for more content PLCs	Teachers and Leaders	



Intentional and Explicit Vocabulary Instruction

What would success look like: Teachers will devote time for direct instruction and assessment of vocabulary acquisition.

Describe the research/evidence base supporting the strategy: Knowledge of content vocabulary that is reinforced year to year in giving students time to practice using vocabulary helps them to apply their knowledge.

Associated Root Causes:



Vertical Alignment:

The lack of consistency and communication in vocabulary usage in speaking, writing and comprehension has presented gaps in students ability to represent their content rationales, as well as comprehend grade level text in all content.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
poor	Leaders will observe explicit vocabulary instruction and give	08/21/2017		
Explicit Vocabulary	feedback to teachers. Leaders will monitor progress on benchmark assessments and coach teachers around this data.	05/11/2018 Monthly	Principals	Partially Met
Instruction				

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Professional Development	Staff works together on developing plans for direct instruction and assessment of vocabulary.	01/02/2018 05/11/2018	Articles and and research based examples of explicit vocabulary instruction	Teachers	In Progress
Vertical Vocabulary Alignment	Teachers will meet horizontally and vertically to develop vocabulary scope and sequence so that there are connections grade to grade.	01/02/2018 05/17/2019	Professional Development time, format to report and reflect on data, resources to explicitly teach data.	Teachers and Leaders	



Vertically Aligned Writing Rubrics

What would success look like: Articulation of writing expectations will be systematic from grade to grade in expectation. Students will know what constitutes a solid piece of writing.

Describe the research/evidence base supporting the strategy: When expectations are consistent, students perform at a higher capacity.

Associated Root Causes:



Vertical Alignment:

The lack of consistency and communication in vocabulary usage in speaking, writing and comprehension has presented gaps in students ability to represent their content rationales, as well as comprehend grade level text in all content.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Vertically Aligned	Teachers in K-8 will align their writing expectations using vertically and standards aligned rubrics	10/13/2017 05/17/2019 Monthly	Leadership and Teachers	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Identify Gaps in Writing Assessment	Teachers looked at their grade level rubrics and compared these to their vertical partners and recognized large gaps in expectations.	10/03/2017 02/09/2018	Grade Level writing rubrics and state standards	Teachers	
Rewrite Rubrics	Teachers are looking at state standards and 6 Traits and placing them into a template to be used for initial conversations of alignment.	02/09/2018 03/09/2018	6 Traits, Writing rubrics and state writing standards	Teachers	
	Teachers will meet with their vertical groups to discuss expectations of each grade level and make changes to their	03/09/2018	Rubrics and	Teachers	

Discuss and Edit

rubrics accordingly. Teachers will revisit their rubrics throughout

04/12/2019

vertical team time.

Rubrics

the 2018/2019 school year to ensure fidelity.

School Target Setting



Priority Performance Challenge: Math Achievement and Proficiency



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL

2017-2018: Grade 3 - 50% Grade 4 - 45% Grade 5 - 45% Grade 6 - 45% Grade 7 - 45% Grade 8 - 45%

PERFORMANCE

TARGETS

2018-2019: Grade 3 - 55% Grade 4 - 50% Grade 5 - 50% Grade 6 - 50% Grade 7 - 50% Grade 8 - 50%

INTERIM MEASURES FOR 2017-2018: STAR and grade level common assessments



Priority Performance Challenge: Student vocabulary acquisition and use



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL

2017-2018: Grades 3-8 overall proficiency on vocabulary subdomain = 60%

PERFORMANCE

TARGETS

2018-2019: Grades 3-8 overall proficiency on vocabulary subdomain = 65%

INTERIM MEASURES FOR 2017-2018: Grade level common content assessments and quarterly writing prompts.

EXHIBIT F

DISTRICT ACCREDITATION INDICATORS

School Performance Framework: In conducting its annual review of each school's performance, the District will consider the school's results on the School Performance Framework. The School Performance Framework measures a school's attainment on the key performance indicators identified in the Education Accountability Act of 2009 (article 11 of title 22):

Academic Achievement: The Academic Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CMAS, COAlt (ELA, Math and Science), and PSAT.

Academic Growth: The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects normative growth comparing the academic progress of the students in this school compared to that of other students statewide with a similar CMAS, PSAT, and SAT score history in that subject area.

Postsecondary and Workforce Readiness: The Postsecondary and Workforce Readiness Indicator reflects the preparedness of students for college or the workforce upon graduation. This Indicator reflects student graduation rates, dropout rates, and average Colorado SAT composite scores.

Based on State identified measures and metrics, schools receive a rating on each of these performance indicators that evaluates if they have exceeded, met, approached, or not met the state's expectations. These performance indicators are then combined to arrive at an overall evaluation of a school's performance.

EXHIBIT G

EDUCATIONAL PROGRAM CHARACTERISTICS

The mission of Imagine Charter School at Firestone is to positively shape the hearts and minds of our students by providing them with a classical, core knowledge curriculum that is academically rigorous and content rich, a safe environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.

Vision

Students at Imagine develop a foundation of wisdom prepared to be life-long learners, positive role models, and virtuous citizens.

Commitment

- A professional staff and content-rich curriculum that challenges students at all levels to achieve.
- Small communities within the school that enable students to form strong relationships with their peers and adults.
- A welcoming and respectful environment for each family, and opportunities for families to be involved in many aspects of the school.
- An emphasis on each student's positive character development through rolemodeling, curricular emphasis, and community service.
- Financial accountability and stewardship of resources in a way that enables our school to be sustainable.

Accountability

At Imagine Schools, we believe in accountability and continual improvement. We believe that operating a successful school requires constant attention in six important areas that we call Measures of Excellence, by which we evaluate our organization and each of our schools. Our Six Measures of Excellence are the yardsticks we use to evaluate our effectiveness in providing a challenging, effective program of study and strong moral development in a safe, nurturing environment. We grade ourselves annually on how we are performing – where we are excelling and where we can improve.

The Six Measures of Excellence are:

Shared Values of integrity, justice, and fun allow every teacher, student, and parent associated with Imagine Schools to unite around common themes that guide our collective behavior.

Parent Choice and Satisfaction are the most reliable indicators of the quality of our schools.

Academic Growth balances instruction in reading, math, science, social studies, and the arts, and is measured by student learning gains as well as proficiency.

Positive Character Development in our schools is a high priority. We strive for growth in students' character measured by positive changes in behavior and world view.

Economic Sustainability means every school in our family is financially able to stand on its own, which is the best indicator of that school's ability to continue educating children over the long term.

School Development enhances our ability to reach more children, more families, and more communities. As we increase our family of schools, more opportunities abound for Imagine Schools' educators to grow professionally as well.

EXHIBIT H

PLAN FOR ENGLISH LANGUAGE LEARNERS

The following measures describe what Imagine Charter School at Firestone will do to accommodate English Language Learners:

<u>Enrollment</u>: Imagine Charter School at Firestone enrollment procedures will not discriminate based on English language proficiency or immigration status.

<u>Identification</u>: Imagine Charter School at Firestone will identify students using the state approved assessment for determining English language proficiency. Part of the enrollment process at Imagine Charter School at Firestone involves the use of a "Home Language Survey" (HLS) which every student, regardless of racial or ethnic background, will complete. The survey serves to identify students who come from homes where a language other than English is spoken.

<u>Assessment</u>: If a student's HLS indicates that a language other than English is spoken at home, we will conduct an assessment to determine if language support services are necessary. Imagine Charter School at Firestone will use the state approved assessment designed to measure English language proficiency. In no case will a student be determined to need language support services, or labeled LEP/NEP, without a valid assessment on file. Imagine Charter School at Firestone will employ an ESL teacher as our student pop/ulation requires. The ESL teacher evaluates the assessment and observations to determine the language proficiency of the student.

Placement/Services: Services for eligible students will be provided in a timely manner and appropriate plans will be established and maintained. Students scoring NEP or 3/Int/LEP will receive direct instruction in English Language Development each week. Instruction will occur in small groups and will be based on Colorado English Language Proficiency Standards, WIDA's Can Do Descriptors, and research-based strategies. Students scoring level 4/Prof/LEP will be placed on a case-by-case basis. If a student in this category is not proficient at his/her grade level and is not making adequate academic progress, he/she will receive direct instruction in English Language Development each week. If a student in this category is proficient at his/her grade level and making academic progress, he/she is able to access academics in the regular classroom without additional instruction in English Language. These determinations will be based on a body of evidence consisting of data such as reading assessments. STAR Renaissance, state assessment data, and writing benchmarks. These students will be monitored and reevaluated yearly. Students scoring 5/Adv/FEP will be monitored yearly to ensure that grade level proficiency and academic growth is maintained. The ESL teacher is responsible for monitoring the assessment of ELL students, reevaluating ELL services, and communicating with ELL students' families regularly about their children's progress. Regular classroom teachers will receive training in effective use of sheltered English strategies and be familiar with the stages of language acquisition. The school

will use SIOP training materials to assure that quality instruction for ELL students is provided.

<u>Transition</u>: Once the student gains proficiency in English, Imagine Charter School at Firestone will take responsibility for exiting him/her from the language support program so that he/she can participate meaningfully in the general education program. These determinations will be based on a body of evidence consisting of data such as reading assessments, STAR Renaissance, state assessment data, writing benchmarks, and WIDA/ACCESS scores.

<u>Monitoring</u>: Imagine Charter School at Firestone will monitor the students for two years (as applicable) to ensure that students exited from the language support program are performing in the general education program without significant barriers caused by limited English proficiency.

Imagine provides an all-English ELA program. We will follow the recommendations for an all-English program as stated in the *Guidebook on Designing, Delivering, and Evaluating Services for English Learners (ELs)* (CDE 2011).

- Direct English language and literacy instruction by certified ESL staff
- School-wide plan optimizing instruction for ELs that is embedded into staff development
- Identification of key concepts and vocabulary
- Widespread use of hands-on activities, visual aids, and repetition
- Minimal use of lecture and general classroom teacher use of sheltered English
- Scaffolding lessons to achieve communicative competence
- School or community resources that allow students to work with speakers of the native language
- Suggestions to parents for use of primary language at home to aid in accessing underlying conceptual content knowledge

The ESL teacher may also act as a liaison between the school and language-minority families, providing or arranging for translation services, and attending conferences between teachers and parents as needed.

In addition to assisting LEP/NEP students directly, Imagine Charter School at Firestone will strive to make sure information about student(s)'s progress and available resources are understood by all parents, providing them with the tools they need to support their children.

EXHIBIT I

DUE PROCESS GUIDELINES

- 1. Prepare notebook for Principal (include checklist and tabs).
- 2. Assistant Superintendent delivers the notebook along with "sample/guide book" to the school.
- 3. Schools return completed notebook along with "sample notebook" to Assistant Superintendent as soon as possible.
- 4. Assistant Superintendents review notebook and take notebook to legal counsel for review.
- 5. Legal counsel sends an email to Assistant Superintendent once notebook is reviewed and approved.
- 6. Notebook is picked up from legal counsel and one copy is made. (The checklist is included along with colored sheets of paper, which will replace the original tabs.)
- 7. The original is filed in Assistant Superintendent's office.
- 8. The copy is redacted. After it is redacted, another copy is made so now there are two redacted copies, both including the checklist and colored paper instead of tabs.
- 9. One redacted copy in a notebook stays with the Assistant Superintendent and the approval letter from legal counsel is placed in the front pocket of that notebook.
- 10. The police report is removed from the second redacted copy and that copy is placed in an envelope and the Principal is notified it is ready to be picked up.
- 11. Principal hand delivers the redacted copy (which includes the checklist and tabs but does not include the police report) to the parent/guardian. The book must be delivered to the parent at least one day prior to the expulsion hearing.
- 12. Assistant Superintendent brings the redacted copy of the notebook to the hearing and gives it to the Expulsion Officer who enters it into evidence. This copy includes checklist, tabs and redacted police report.
- 13. After the hearing, the Expulsion Officer takes the notebook with him and sends his recommendation to legal counsel to be reviewed.
- 14. The Expulsion Officer returns the notebook to the Assistant Superintendent with his recommendation, and the Assistant Superintendent brings that notebook to the meeting with the Superintendent.

DUE PROCESS CHECKLIST

This book has been redacted so it can be used as a "guide" when creating a dismissal/ expulsion book. Do not redact your book.

Checklist	TASK
1	Student Demographics Print information from Infinite Campus
2	
3	School Work Support Plan Copies of homework gathered from teachers that was given to the student
	Expulsion Data Form Contact Expulsion Officer or Assistant Expulsion Officer and they will send you the form
5	Expulsion Hearing Letter Contact the Superintendent's Assistant and she will send you a copy of the letter
6	Board Policy/State Statute violations Copy Board Policies from the website
7	Student discipline records Print information from Infinite Campus
8	IEP/504 Plan Records** Yes No If yes, Manifestation Determination Review Yes No Check Yes or No
9	Attendance Records Print copy of attendance record from Infinite Campus
10	Police reports Ask SRO/Police for a copy of the report as soon as possible
11	Due process paperwork Print ad hoc report from Infinite Campus
12	Suspension letter to parent/guardian Same information as #11
13	Habitual Disruptor History and Plan** Include if a school has drawn up a plan
14	Teacher's statements** Teacher's written description of incident with signature
15	Witness statements** Witnesses' written statements with signature
16	Student statement Student's written statement with signature
17	Photos and/or video surveillance** Pictures that may have been taken showing evidence
18	Social media postings, school work containing threatening content** Include screen shots of each media postings or copies of school work
19	Correspondence with parent/guardian, i.e., emails, phone calls Documented phone calls and emails between administrators and parent/guardian

^{**}If there is no information, please include a sheet stating "There were no _____ (fill in the blank).

EXHIBIT J

Additional Services Agreement -

The following are mutually agreed-upon services or licenses and associated costs provided to the charter school by the District for the 2019-2020 school year. Items in this list may be subject to separate License Agreements or Service Level Agreements. Prices and availability of services and licenses are subject to revision annually, regardless of the term of this contract. Additionally, agreements between the charter school and the District for services not in this list may be entered into under separate contracts or agreements, as needed.

District "	Technology Service	e.		
DISTRICT	Technology Service	5		
Required Services Pursuant to Section 10.4		FY20		
Infinite Campus and Alpine Achievement	Oct 1 Student Count	Cost Per Student		Total Cost
Infinite Campus License	532	\$ 10.50	\$	5,586.00
C & Alpine Enterprise Enterprise Personnel Costs		18.59		9,889.88
Alpine Achievement License		7.65		4,069.80
Server Licenses (VM & Microsoft)		0.29		154.28
Shoutpoint (E-rate discount applied)		1.14		606.48
Total			\$	20,306.44
Active Directory Authentication Services (AD)	Number of AD Accounts	Cost per Account		Total Cost
Licenses for staff requiring access to Infinite Campus	45	\$ 18.80	\$	846.00
Total			\$	846.00
Optional Services				
Citrix Fees	Num of Citrix Accounts	Cost Per Account		Total Cost
EMC Storage	1	\$ 19.67	\$	19.67
Citrix Server		15.50		15.50
Citrix License		85.00		85.00
Microsoft License (part of Citrix image)		35.31		35.31
Total			\$	155.48
Destiny Media Manager (Library Curriuculum)	Accounts	Cost per Account		Total Cost
Site License Fee	0	\$ 550.00	\$	10001
Annual Maintenance Fee	0	150.00		
Total			\$	(#)
Active Directory Authentication Services (AD) (TF	Number of AD Accounts	Cost per Account		Total Cost
Additional Staff License (Not on Line 19)	0	\$ 18.80	\$	Total Cost
Total	V	7 10.00	\$	
Virtual Private Network (VPN) (TCPA Only)	Number of VPN Accounts	Cost per Account		Total Cost
License	0	\$ 50.68	\$	TOTAL COST
Total	U	y 50.08	\$	
		_		
Recurring VOIP Costs (TPCA Only)	Recurring VOIP Accounts			Total Cost
License	0	\$ 52.69	_	1
Total			\$	•
Now VOID Coots (TBCA Only)	Now VOID Assessed	Cost Day Assessed		Total Cost
New VOIP Costs (TPCA Only)	New VOIP Accounts	\$ 542.29	_	Total Cost

Total			\$		
ISP/Webfilter (TPCA Only)	Oct 1 Student Count	Cost Per Student		Total Cost	
ISP/Webfilter	0	\$ 8.69	\$		
Total			\$		
Wide Area Network (TPCA Only)	WAN Use (1 or 0)	Annual Cost		Total Cost	
Wide Area Network (E-rate discount applied)	0	\$ 5,977.24	\$	16	
Total			\$	*	
Una	Man Bacaureac				
nui	nan Resources		_		
4500	4550D II (4 0)	4 10 .	-	Total Cost	
AESOP	AESOP Use (1 or 0)	Annual Cost	•	Total Cost	
AESOP License (may not be available) Total	1	\$ 1,500.00		1,500.00	
Total			\$	1,500.00	
			-		
	Warehouse				
					-
Delivery Service	Delivery Service (1 or 0)	Annual Cost		Total Cost	
Delivery Service	1	\$ 3,000.00	\$	3,000.00	
Total		, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	\$	3,000.00	
			Ť	5/22200	
Total Exhibit H Service/License Costs:			\$	25,807.92	
Our school chooses the ELPA services below in lieu of rec	eiving ELPA funding directly	y. Yes_x No_			
Our school chooses the Title II-A services below in lieu of	receiving Title II-A funding	directly. Yesx	No_		
Other Items on Ad H					
Note: This is not an all-inclusive list. There may be other	items that the charter sch	ool contracts with the	Distri	ict.	
Substitute Teacher Jobs (Salary, PERA, Medicare)					
Workers Compensation Insurance Surcharge per Substitut	e Teacher Day (\$3.00 for fu	II day sub/ \$1.50 for h	alf-da	y sub)	
Unemployment Charges					
Transportation Reimbursement (Field Trips)			-		
Warehouse Orders			-		
"100 Mile Club" Reimbursement Student Services:			-		
- Hearing and Vision Screenings for Schools under 400 St	udents: \$300 for initial scre	ening: \$105 for reche	cks		
- Hearing and Vision Screenings for Schools over 400 Stu					
- Truancy Filings (\$55/hour)	denes. 9000 for initial serve	Thing, 9210 for recircul			
State Categorical Aid:					
- 100% of GT money is passed through the charter scho	ools.				
- Gifted & Talented Services (Screenings, Consultation an		ed at actual District co	st of S	50 per hour.	
- ELPA Services - The following services will be provided					
- Summer School (\$450/student)					
- ACCESS Data Parent Comm/Reports/Disaggregated	Data (\$10/student)				
- ACCESS Training					
- Consulting on "As Needed" Basis (\$50/hour)					
- Consulting Support Services (\$50/hour)					
- ESL Teacher Training 4 Meetings (\$350/teacher)					
- Newsletter (\$2/Student)					

- Other Non-ESL Literacy Support: Seminars, READ ACT, Compliance, Testin	ng and Literacy (\$425/Teacher)
- Parent Meetings (\$10/student)	
- WAPT - Screening, Input, Electronic Filing, Communication, etc. (\$25/stud	dent)
Federal Categorical Aid:	
- Title III, Part A - ELA Enhancement - This money will be passed through to the	ne charter schools on a reimbursement basis
after an ELA Plan is pre-approved by the Assistant Superintendent for Priority	Schools.
- Title II, Part A - These services will be provided at no charge in lieu of Title II	, Part A, Teacher/Principal Quality or may be
purchased at actual District cost:	
- In-District Rate Classes from SVVS Fall, Spring and Summer Course Catalogs	
- MTSS/PBIS Support	
- Classroom Management	
- Partners in Education (PIE) Master's Program Coaching	
- New Teacher Induction/What I Didn't Learn in College	
- New Administrator Induction	
- Teacher Mentor Training	

TWIN PEAKS CHARTER ACADEMY 2019 CONTRACT EXHIBITS

EXHIBIT A

WAIVERS

Waivers from Colorado Revised Statues and/or Rules/Regulations

Automatic Waiver List as of 6/2/2017

State Statute Citation	Description
22-32-109(1)(f), C.R.S.	Local board duties concerning selection of staff and pay
22-32-109(1)(t), C.R.S.	Determine educational program and prescribe textbooks
22-32-110(1)(h), C.R.S.	Local board powers-Terminate employment of personnel
22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses
22-32-110(1)(j), C.R.S.	Local board powers-Procure life, health, or accident insurance
22-32-110(1)(k), C.R.S.	Local board powers-Policies relating the in-service training and official conduct
22-32-110(1)(ee), C.R.S.	Local board powers-Employ teachers' aides and other non- certificated personnel
22-32-126, C.R.S.	Employment and authority of principals
22-33-104(4), C.R.S.	Compulsory school attendance-Attendance policies and excused absences
22-63-301, C.R.S.	Teacher Employment Act- Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401, C.R.S.	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S	School Year-National Holidays

The following non-automatic exemptions are requested from SVVSD Policies for the duration of the Contract, beginning July 1, 2019 and through June 30, 2022. Replacement policies are available on the School's website.

Charter School Waiver Request Addendum

Use the addendum template below to list the non-automatic waiver(s) from statute and rule and the related replacement plans that the charter school is requesting.

Contact Information

School Name: Twin Peaks Charter Academy

School Address (mailing): 340 South Sunset Street Longmont, CO 80501

Charter School Waiver Contact Name: Joseph Mehsling

Charter School Waiver Contact's Phone Number: 303-772-7286

Charter School Waiver Contact's Email: Mehsling joseph@svvsd.org

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

Statutory Citation and Title: 22-9-106 Local Boards of Education - duties Section from Certificated Personnel Evaluations

Rationale: TPCA utilizes its own evaluation system as agreed to in the charter school contract with the St. Vrain Valley School District. The evaluation system will continue to meet the intent of the law and comply with the requirements established pursuant to this section and the rules promulgated by the state board and senate bill 191. The methods used in teacher evaluation are clear to the teacher's roles and responsibilities and are tied to student achievement. TPCA will not be required to report teacher evaluation data, however teacher performance, related to student achievement will be reviewed by the school to inform hiring practices and professional development.

Replacement Plan: TPCA Governance Committee assessed and proposed policy T-GCOA that supports our mission, legacy and guiding principles and founding philosophies.

Duration of Waivers: Permanent.

Financial Impact: The TPCA Board anticipates that permitting the requested waiver will result in no financial impact upon either the District or the Academy.

How the Impact of the Waivers Will be Evaluated: TPCA will conduct formal annual teacher evaluations, with the Executive Director, Board and certain parents assuming specific responsibilities in the evaluation process. The evaluations will vary in important elements from those used by the District, and will antecede contract renewal discussions and/or the awarding of performance based bonuses.

Expected Outcome: An evaluation form and process is in place.

Statutory Citation and Title: 22-2-112(1)(q)(I) Educator Preparation Program Reporting

Rationale: TPCA conducts their own personnel performance evaluations. Therefore, TPCA should not be required to report teacher evaluation ratings as part of the commissioner's report as required by C.R.S. 22-2-112(1) (q) (I).

Replacement Plan: TPCA utilizes its own evaluation system as agreed to in the charter school contract with the St. Vrain Valley School District. The evaluation system will continue to meet the intent of the law and comply with the requirements established pursuant to this section and the rules promulgated by the state board and senate bill 191. The methods used in teacher evaluation are clear to the teacher's roles and responsibilities and are tied to student achievement. TPCA will not be required to report teacher evaluation data, however teacher performance, related to student achievement will be reviewed by the school to inform hiring practices and professional development.

Duration of Waivers: Permanent

Financial Impact: The TPCA Board anticipates that permitting the requested waiver will result in no financial impact upon either the District or the Academy.

How the Impact of the Waivers Will be Evaluated: Student achievement results and attainment of teacher quality standards.

Expected Outcome: TPCA will implement its teacher evaluation program in a manner that produces accountability and high levels of student achievement.

Statutory Citation and Title: 22-63-201 Employment-License Required- Exception

Rationale: Waiver is requested because TPCA may wish, in certain limited circumstances, to employ qualified, non-licensed personnel. However, it is the express intention of the TPCA Board to consider licensed applicants first. Exceptions to this waiver shall be District policies not specifically waived, or where the charter Contract would control. The TPCA Board believes this waiver to be consistent with the provisions and intent of the Colorado Charter School Act.

Replacement Plan: TPCA Governance Committee assessed and proposed policy T-GCFC that supports our mission, legacy and guiding principles and founding philosophies.

Duration of Waivers: Permanent

Financial Impact: The TPCA Board anticipates that permitting the requested waiver will result in no financial impact upon either the District or the Academy.

How the Impact of the Waivers Will be Evaluated: Implemented policy T-GCFC that regulates the hiring of non-licensed personnel. This policy has enabled TPCA to employ individuals, which complement and enhance the education of TPCA students.

Expected Outcome: TPCA will hire the best teacher for the job regardless of formal licensure.

Statutory Citation and Title: 22-63-202 Employment Contracts

Rationale: Waiver is requested because TPCA will establish its own employment contracts, including the ability to enter into and void employment contracts. Exceptions to this waiver shall be District policies not specifically waived, or where the charter Contract would control. The TPCA Board believes this waiver to be consistent with the provisions and intent of the Colorado Charter School Act.

Replacement Plan: TPCA Governance Committee assessed and proposed policies T-GCBA-E, T-GCBB-E-1, T-GCBB-E-2 that supports our mission, legacy and guiding principles and founding philosophies.

Duration of Waivers: Permanent

Financial Impact: The TPCA Board anticipates that permitting the requested waiver will result in no financial impact upon either the District or the Academy.

How the Impact of the Waivers Will be Evaluated: "At Will" contracts are in place and are annually reviewed by an attorney on retainer to TPCA. Policies T-GCBA and T-GCBB specify the nature of the employment contracts.

Expected Outcome: The above policies have been adopted and followed. Each of the Academy's teachers and Administrators has entered into an individual contract. (T-GCBA-E, T-GCBB-E-1, T-GCBB-E-2)

Statutory Citation and Title: 22-63-203 Renewal of Contract

Rationale: Waiver is requested because TPCA will establish its own employment contracts, including the ability to enter into and void employment contracts. Exceptions to this waiver shall be District policies not specifically waived, or where the charter Contract would control. The TPCA Board believes this waiver to be consistent with the provisions and intent of the Colorado Charter School Act.

Replacement Plan: TPCA Governance Committee assessed and proposed policies T-GCBA-E, T-GCBB-E-1, T-GCBB-E-2T that supports our mission, legacy and guiding principles and founding philosophies.

Duration of Waivers: Permanent

Financial Impact: The TPCA Board anticipates that permitting the requested waiver will result in no financial impact upon either the District or the Academy.

How the Impact of the Waivers Will be Evaluated: "At Will" contracts are in place and are annually reviewed by an attorney on retainer to TPCA. Policies T-GCBA and T-GCBB specify the nature of the employment contracts. Renewal and non-renewal of contracts is at the sole discretion of the TPCA Board of Directors.

Expected Outcome: The above policies have been adopted and followed. Each of the Academy's teachers and Administrators has entered into an individual contract. (T-GCBA-E, T-GCBB-E-1, T-GCBB-E-2)

Statutory Citation and Title: 22-63-206 Transfer of Teachers and Salary Adjustments

Rationale: Waiver is requested because TPCA reserves the right to transfer teachers to different assignments within the Academy, as the Academy Board deems appropriate. Adjustments to salaries, when deemed appropriate by the Executive Director and the Board of Directors, will occur and are further subject to constraints imposed by year to year contracts. Exceptions to this waiver shall be District policies not specifically waived, or where the charter Contract would control. The TPCA Board believes this waiver to be consistent with the provisions and intent of the Colorado Charter School Act.

Replacement Plan: TPCA Governance Committee assessed and proposed policy T-GCA that supports our mission, legacy and guiding principles and founding philosophies.

Duration of Waivers: Permanent

Financial Impact: The TPCA Board anticipates that permitting the requested waiver will result in no financial impact upon either the District or the Academy.

How the Impact of the Waivers Will be Evaluated: The TPCA Board and the District agree that the District will not transfer teachers or other staff to or from the Academy. Similarly, the Contract with the District acknowledges that the ability to transfer teachers to different assignments within the Academy is a right reserved to the TPCA Board and/or the Academy Executive Director. Salaries are defined in a salary schedule adopted by the Academy Board, and can only be modified by Board action.

Expected Outcome: Any changes in teacher assignment whether transfers or additional job requirements have been approved by the TPCA Board and salary adjustments have been made as necessary.

Statutory Citation and Title: 22-1-110 Controlled Substance Use Curriculum

Rationale: Waiver is requested because TPCA will include in its curriculum TPCA Board approved instruction regarding substance abuse. Exceptions to this waiver shall be District policies not specifically waived, or where the charter Contract would control. The TPCA Board believes this waiver to be consistent with the provisions and intent of the Colorado Charter School Act.

Replacement Plan: TPCA Governance Committee assessed and proposed policy T-IJ that supports our mission, legacy and guiding principles and founding philosophies.

Duration of Waivers: Permanent

Financial Impact: The TPCA Board anticipates that permitting the requested waiver will result in no financial impact upon either the District or the Academy.

How the Impact of the Waivers Will be Evaluated: Annual examination of curriculum and instructional materials, and new curriculum approved by the board of directors.

Expected Outcome: The TPCA Community will choose its own curriculum and appropriate grade level of instruction.

Statutory Citation and Title: 22-32-109(1)(b) Adopting Policies and Prescribing Rules and Regulations

Rationale: Waiver is requested because Twin Peaks Charter Academy (TPCA) intends to adopt its own policies for the appropriate administration of the Academy. Exceptions to this waiver shall be District policies not specifically waived, or where the charter Contract would control. The TPCA Board believes this waiver to be consistent with the provisions and intent of the Colorado Charter School Act.

Replacement Plan: TPCA Governance Committee assessed and proposed policy T-BGB that supports our mission, legacy and guiding principles and founding philosophies.

Duration of Waivers: Permanent

Financial Impact: The TPCA Board anticipates that permitting the requested waiver will result in no financial impact upon either the District or the Academy.

How the Impact of the Waivers Will be Evaluated: The TPCA Board hires its own qualified Executive Director, employing criteria specified in its Contract with the District. TPCA, in consultation with its Executive Director, shall further determine what policies and regulations are appropriate and necessary for its operation and governance, provided these are consistent with the terms of the Contract and state law, and shall enact and implement the same.

Expected Outcome: The TPCA Board, Committees, and Executive Director have joined together to write replacements for all waived policies. A complete copy of all replacement policies has been provided to SVVSD and is included in the Appendix of this waiver request.

Statutory Citation and Title: 22-32-109(1)(n)(I) and 22-32-109(1)(n)(II) Establishing a School Calendar for the District

Rationale: Waiver is requested because TPCA has determined its own school calendar, using the District's calendar as a model, and conforming to it whenever possible. TPCA will observe all official District holiday and weather related school closings, and adheres to statutory requirements for minimum hours of attendance. Exceptions to this waiver shall be District policies not specifically waived, or where the charter Contract would control. The TPCA Board believes this waiver to be consistent with the provisions and intent of the Colorado Charter School Act.

Replacement Plan: TPCA Governance Committee assessed and proposed policy T-IC/ICA that supports our mission, legacy and guiding principles and founding philosophies.

Duration of Waivers: Permanent

Financial Impact: The TPCA Board anticipates that permitting the requested waiver will result in no financial impact upon either the District or the Academy.

How the Impact of the Waivers Will be Evaluated: By establishing a separate school calendar, TPCA anticipates an increase in the number of hours spent in the classroom, as compared to the SVVSD. The Academy will typically observe the same holiday and weather related school closings as the rest of the District. The Academy reserves the right to determine its own in service scheduling, which will vary from the District's schedule. TPCA Board will approve the school calendar each school year.

Expected Outcome: A school calendar has been established each year and an increase in classroom hours has been achieved. The policy regarding TPCA school calendar is T-IC/ICA which can be found on our website.

Statutory Citation and Title: 22-32-110(1)(y) Local Board Powers-Accept gifts, donations, grants

Rationale: In order to ensure that Twin Peaks Charter Academy is able to operate effectively, the school engages in fund development efforts. Funds are raised from a wide range of foundations, corporations, and individuals. In addition, the school occasionally receives gifts, which can be used to further support the programs.

Replacement Plan: Twin Peaks Charter Academy engages in responsible fundraising efforts and receives and executes gifts, donations and/or grants in alignment with the donors' wishes, along with local, state and federal laws. In cases of giving in which funds are unrestricted, the school, with the support of the school's Board of Directors and Finance Committee, determines the most effective use of the funds.

Duration of Waivers: Permanent

Financial Impact: The TPCA Board anticipates that permitting the requested waiver will result in no financial impact upon either the District or the Academy.

How the Impact of the Waivers Will be Evaluated: Because adequate funding is necessary to implement the Academy's programs, the impact of this waiver is measured by the performance criteria and assessments as set forth in the contract between TPCA and the SVVSD. Further, TPCA complies with all audits, in which faithful execution of gifts, donations and grants are accounted.

Expected Outcome: The waiver enables TPCA to faithfully execute its mission as presented in the contract between TPCA and the SVVSD.

Statutory Citation and Title: 22-32-116.5 Extracurricular and Interscholastic Activities

Rationale Waiver is requested because TPCA cannot allow other public school or home schooled students to attend TPCA for extracurricular or interscholastic activities unless district funding is provided. (see contract for wording). The district will not make any student placements unless the TPCA Board has voted to allow placement. Exceptions to this waiver shall be District policies not specifically waived, or where the charter Contract would control. The TPCA Board believes this waiver to be consistent with the provisions and intent of the Colorado Charter School Act.

Replacement Plan TPCA Governance Committee assessed and proposed policy T-JJ-1,2 T-JJ-A and T-JJ-E1 that supports our mission, legacy and guiding principles and founding philosophies.

Duration of Waivers: Permanent

Financial Impact: The TPCA Board anticipates that permitting the requested waiver will result in no financial impact upon either the District or the Academy.

How the Impact of the Waivers Will be Evaluated: The TPCA Board will monitor student enrollment on a regular basis.

Expected Outcome: Because of funding limits and class size specification it is difficult to enroll students on a part-time basis.

Statutory Citation and Title: 22 1014(2)(a) Kinder School Readiness

Rationale: TPCA requests that we be granted the authority to adopt our own assessments to meet the intent of the School Readiness Statute. The domains of physical well-being, motor development, social-emotional development, language and comprehension development; and cognition and general knowledge are assessed daily due to the present curriculum and assessments. Support is readily available through numerous avenues based throughout the program.

Replacement Plan: TPCA has identified each component of school readiness as it is defined in statute; physical well-being and motor development, social and emotional development, language and comprehension development and cognitive and general knowledge. We have identified or developed assessments, observation protocols and other qualitative methods to evaluate each component. Twin Peaks has a Kindergarten program utilizing the Core Knowledge curriculum in addition to the Common Core/State Standards.

Duration of Waivers: Permanent

Financial Impact: The TPCA Board anticipates that permitting the requested waiver will result in no financial impact upon either the District or the Academy.

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How the Impact of the Waivers Will be Evaluated: Completed evaluations will be done on each kindergarten student, interventions implemented during the school year and results placed in their permanent file in June of the child's Kindergarten school year. Students requiring additional intervention will be serviced through our school MTSS program.

Expected Outcome: TPCA will complete an evaluation of each component of school readiness and provide interventions for each child not meeting benchmark.

EXHIBIT B

DISTRICT POLICY EXEMPTIONS/WAIVERS

Exemptions Requested from SVVSD Policies
The following automatic exemptions are granted for the duration of this Contract beginning July 1, 2019 and through June 30, 2022.

EBCE	School Closings and Cancellations
EEA	Student Transportation
EEAA	Walkers and Riders
EEAC	Bus Scheduling and Routing
EEAE	Bus Safety Program
EEAEA	School Transportation Vehicle Operator Requirements and Training
EEAEAA*	Drug and Alcohol Testing for CDL Drivers
EEAEAA*-R	Drug and Alcohol Testing for CDL Drivers – Regulation
EEAEF*	Video Cameras on Transportation Vehicles
EEAEG*	Use of Wireless Communication Devices by School Transportation Vehicle Operators
EF	School Nutrition Program
FA	Facilities Development Goals/Priority Objectives
FA-R	Facilities Development Goals/Priority Objectives – Regulation
FB	Facilities Planning
FB-R	Long-Range Facilities Planning Committee – Regulation
FBC*	Prioritization of Facility Improvements
FC	School Capacity Mitigation
FD	Facilities Funding
FDA	Bond Campaigns
FDB	Voluntary Capital Mitigation
FDB-R	Voluntary Capital Mitigation – Regulation
FEA	Educational Specifications for Construction
FEB	Architect/Engineer/Project Manager/Construction Manager
FEB-R	Architect/Engineer/Project Manager/Construction Manager – Regulation
FEE	Site Acquisition
FEE-R	Site Acquisition – Regulation
FF	Naming of Facilities
FFA	Dedications, Memorials and Recognitions
GBEBA	Staff Dress Code
GBEBC	Staff Gifts to and Solicitations by Staff
GBGAB	First Aid Training
GBGB	Staff Personal Security and Safety

GBGC	Staff Benefits
GBGD	Workers' Compensation
GBGF	Federally-Mandated Family and Medical Leave
GBGF-R	Federally-Mandated Family and Medical Leave – Regulation
GBGI	Staff Military Leave
GBGK	Staff Legal/Civic Duty Leave
GBJ	Personnel Records and Files
GBK	Staff Concerns/Complaints/Grievances
GCBA	Instructional Staff Contracts/Compensation/Salary Schedules
GCE/GCF	Professional Staff Recruiting/Hiring
GCE/GCF-R	Professional Staff Recruiting/Hiring – Regulation
GCFA*	Hiring of Instructional Staff/Portability of Non-Probationary Staff
GCG/GCGA	Part-Time and Substitute Professional Staff Employment/Qualifications of Substitute Staff
GCI	Professional Staff Development
GCKAA*	Teacher Displacement
GCO	Evaluation of Licensed Personnel
GCQC/GCQD	Resignation of Instructional Staff/Administrative Staff
GCQE*	Evaluation of Evaluators
GCQF	Discipline, Suspension and Dismissal of Professional Staff (And Contract Nonrenewal)
GCS	Professional Research and Publishing
GDA	Support Staff Positions
GDBA	Support Staff Compensation
GDE/GDF	Support Staff Recruiting/Hiring
GDE/GDF-R	Support Staff Recruiting/Hiring – Regulation
GDG	Part-Time and Substitute Support Staff Employment
GDO	Evaluation of Support Staff
GDQB	Resignation of Support Staff
GDQD	Discipline, Suspension and Dismissal of Support Staff
HA	Negotiations Goals/Priority Objectives
HH	Negotiating Organization (Instructional Staff)
IC/ICA	School Year/School Calendar/Instruction Time
IFC	Multiculturalism
IG	Curriculum Development
IHAI	Career and Technical Education
IHAM	Health and Family Life/Sex Education
IHAM-R	Health Education – Regulation
IHAMA	Teaching about Drugs, Alcohol and Tobacco
IHBA	Special Education Programs for Students with Disabilities
IHBB	Gifted Education
IHBD	Equivalence of Services (Title I)
IHBEA	English Language Learners
IHBF	Homebound Instruction
IHBG	Home Schooling

IHBIB	Primary/Preprimary Education
IHBK	Preparation for Postsecondary and Workforce Success
	Preparation for Postsecondary and Workforce Success (Implementation Plan for Student
IHBK-R	Individual Career and Academic Plans regulation
IHCDA	Concurrent Enrollment
IJ	Instructional Resources and Materials
IJK	Supplementary Materials Selection and Adoption
IJNDAB*	Instruction through Online Programs
IJOA	Field Trips
IJOA-R	Field Trips - Regulation
IJOA-E	Field Trip/Activity Permission Form – Exhibit
IJOC	School Volunteers
IJOC-E	School Volunteer Application – Exhibit
IK	Academic Achievement
IKA	Grading/Assessment Systems
IKA-R	Grading/Assessment Systems (Exemption Procedure and Information to Parents/Guardians) – Regulation
IKE	Ensuring All Students Meet Standards
IKF-R	Graduation Requirements-Physical Education Waiver – Regulation
IKFA	Early Graduation
IKFB	Graduation Exercises
IMB	Teaching about Controversial Issues and Use of Controversial Materials
IMDB	Flag Displays
JC	School Attendance Areas
JC-R	Determination of a Student's School Attendance Area – Regulation
JCAA	School Districting/Redistricting
JCAA-R	School Districting/Redistricting (School Boundary Change Guidelines) – Regulation
JGA	Assignment of New Students to Classes and Grade Levels
JGA-R	Assignment of New Students to Classes and Grade Levels (Students from Home Instruction or Non-accredited Private Schools) – Regulation
JH	Student Absences and Excuses
JH-R	Student Absences and Excuses – Regulation
JHD	Exclusions and Exemptions from School Attendance
JIC	Student Conduct
JICA	Student Dress Code
JICC	Student Conduct in School Vehicles
JICC-R	Student Conduct in School Vehicles – Regulation
JICDA	Code of Conduct
JICDE*	Bullying Prevention and Education
JICEA	School-Related Student Publications (School Publications Code)
JICEA-R	School-Related Student Publications (School Publications Code) – Regulation
JICEC*	Student Petitions and Distribution of Non-Curricular Materials
JICEC*-R	Student Petitions and Distribution of Non-Curricular Materials – Regulation
JICF	Secret Societies/Gang Activity

JICG	Use of Tobacco by Students
JICH	Drug and Alcohol Involvement by Students
JICH-R	Drug and Alcohol Abuse by Students – Regulation
JICI	Weapons in School
JIH	Student Interviews, Interrogations, Searches and Arrests
JIH-R	Student Interviews, Interrogations, Searches and Arrests – Regulation
JIHB	Parking Lot Searches
JII	Student Concerns, Complaints and Grievances
JII-E	Grievance Form – Exhibit
JJA-1	Curriculum Related Student Organizations
JJA-2	Student Organizations – Open Forum
JJA-2-R	Non-Curricular Student Organizations (Secondary Schools) – Regulation
JJA-2-E	Request for Building Use by Non-Curricular Student Groups – Exhibit
JJF	Student Activities Funds
JJH	Student Travel
JJIB	Interscholastic Sports
ווו	Extracurricular Activity Eligibility
JJJ-R	Extracurricular, Co-Curricular and Intramural Activity Eligibility – Regulation
JK	Student Discipline
JKBA*	Disciplinary Removal from Classroom
JKBA*-R	Disciplinary Removal from Classroom – Regulation
JLCF	District School Nurses
JLCF-R	District School Nurses – Regulation
JLD	School Counseling Programs
JLIF	Use of Safety and Security Technologies
JLIF-R	Use of Safety and Security Technologies – Regulation
J∐*	Physical Activity
JM	Student Awards, Honors and Scholarships
JM-R	Student Awards, Honors and Scholarships – Regulation
JQ	Student Fees, Fines and Charges
JQ-R	Student Fees, Fines and Charges – Regulation
JQ-E	Schedule of Student Fees – Exhibit
KE	Public Concerns and Complaints
KEC	Public Concerns/Complaints about Instructional Resources
KEF*	Public Concerns/Complaints about Teaching Methods, Activities or Presentations
KF	Community Use of School Facilities
КНВ	Advertising and Sponsorships
KHB-R	Advertising and Sponsorships – Regulation
KHC	Distribution/Posting of Non-curricular Materials
KHC-R	Distribution/Posting of Non-curricular Materials – Regulation
KI	Visitors to Schools

EXHIBIT C

OUTREACH PLAN TO RECRUIT DIVERSE STUDENT POPULATION

Reference Section 6, School Enrollment and Demographics of the Charter School Contract Between St. Vrain Valley School District RE-IJ and Twin Peaks Charter Academy, and Exhibit D, Enrollment Procedures

Twin Peaks Charter Academy's student population is reflective of Longmont and the St. Vrain Valley School district. The Academy follows the district's enrollment procedures. We offer personalized weekly tours throughout the year. Over the last two years we have dramatically increased or online presence, rebuilt our website, as well as including teacher web pages for every class.

As of the 2018/19 October count the Academy's Free and Reduced lunch percentage was 42%

As of the 2018/19 October count the Academy's Special Education percentage was 7%

On the next page is the Academy's 2018/19 October Count Student Population by Race/Ethnicity and Grade Level (Male/Female/Total) report.

EXHIBIT D

ENROLLMENT PROCEDURES

Reference Section 6, School Enrollment and Demographics of the Charter School Contract Between St. Vrain Valley School District RE-IJ and Twin Peaks Charter Academy

Preference is given to residents within the boundaries established by the St. Vrain Valley School District. Non-residents will be assigned a priority number based on their date of application but only will be enrolled when no district students are available. If an Academy family moves out of the district all children enrolled at Twin Peaks Charter Academy will be permitted to continue to attend Twin Peaks Charter Academy. Submitting a "Power of Attorney" form transferring responsibility for a child to another adult does not change the student's address/attendance area in determining district attendance. Documentation is necessary to prove residency for all students. Examples: utility/telephone bill; contract to build/purchase house; voter registration card; homeless student as verified by District Attendance Office

All persons age five (5) through twenty (20) who reside within the boundaries of the St.Vrain Valley School District (SVVSD) may be permitted to attend Twin Peaks Charter Academy. Persons who do not live in the district may be admitted under Board policies relating to nonresident students. Neither will be required to pay for tuition. A birth certificate or other proof of legal age, as well as proof of residency shall be required by TPCA administration. Withdrawal will be fulfilled on the request for records to TPCA from another school or in writing from the parent/guardian of enrolled child.

Admission Procedures

I. Order of Enrollment Preference

Waiting Lists will be activated when enrollment levels fall above numbers as determined by grade level capacity.

- The first preference is for students presently attending Twin Peaks Charter Academy. Students will be allowed to re-enroll for the following school year provided the parent contract has been upheld and the student is in good standing with Twin Peaks Charter Academy.
- The second preference is for siblings of students already enrolled. If a sibling declines an enrollment offer or accepts, attends and then withdraws, they lose sibling status for that school year but may apply through the general enrollment process. They may re-apply and receive sibling status for subsequent school years. Parents must affirm or-reaffirm their desire to enroll siblings each year by the date published.
- The third preference is for children of all full and part-time TPCA staff employees. Employees having completed 5 years of continuous service may maintain their staff preference for student enrollment, provided that their termination of employment is voluntary. Parents must affirm their desire to re-enroll their child(ren) each year by the date published.
- The fourth preference is for students presently enrolled in the Twin Peaks Preschool (for those applying to Kindergarten only).
- The fifth preference is for students who enter through the annual lottery.
- The sixth preference is for students who enter through the annual waiting list.

II. TPCA will follow the SVVSD Open Enrollment window for enrolling new students for the following school year.

Students may apply outside the Open Enrollment window and may be approved at the discretion of the administration.

The Lottery will be governed by the following rules:

- 1. All enrolled children whose parents/legal guardians have attended an informational meeting and reside in the SVVSD and have an enrollment application on file will be eligible to enter.
- 2. The lottery will determine the order a child will be awarded a place in TPCA, as room becomes available in his/her grade.
- 3. Each student's number drawn in the lottery will determine the order for possible enrollment for that student for the following school year only. Lottery waiting lists will only be "activated" when a class falls below its maximum size and all siblings and teacher's children for that class have been exhausted.
- 4. Each student may only be entered on one grade level per lottery.
- 5. For each consecutive year a student is entered into the lottery, they receive that many entries, starting with the school year 2002-2003. Any potential student who is offered a position and refuses placement, will lose any and all lottery positions for that potential student and loses the benefit of any years accumulated, for that potential student.

EXHIBIT E UNIFIED IMPROVEMENT PLAN

To be submitted by charter school





Log Out

TWIN PEAKS

CHARTER District: ST VRAIN VALLEY RE 1J | Org ID: 0470 | School ID: 8927 | Framework:

ACADEMY Performance Plan: Meets 95% Participation | Draft UIP

UIP 2017-18

Colorado's Unified Improvement Plan for School

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Improvement Plan Information
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Action Plans
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Executive Summary

How are students performing? Where will the school focus attention?

Priority Performance Challenges: Specific statements about the school's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth, PWR), where the School did not meet federal, state and/or local expectations.

Name: 3rd grade ELA decline

Description: 3rd grade students are showing declining ELA achievement scores according to PARCC and iReady data. PARCC ELA data show that 42% of students met/exceeded expectations in 2017, 43% met/exceeded in 2016, 43% met/exceeded in 2015, 51% met/exceeded in 2014. iReady Reading data support this declining trend in students meeting or exceeding grade level expectations.level expectations.

Name: Increasing number of READ plans

Description: The number of students on READ plans is increasing. 2017-18 = 78 READ plans, 2016-17 = 69 READ plans, 2015-16= 64 READ plans, 2014-15= 36 READ plans.

Name: 8th grade ELA Decline

Description: Academic Achievement (Status): Eighth grade students are showing declining ELA achievement scores according to PARCC. PARCC ELA data show 50.8% of students met/exceeded expectations in 2017, 53.8% met/exceeded in 2016, 54.7% met/exceeded in 2015.

Name: Algebra 1 Performance

Description: Academic Achievement (Status): Algebra 1 students are showing declining math achievement scores according to PARCC. PARCC data show in 2017 31.1% of students met or exceeded expectations compared to 2016 when 37.1% of students met or exceeded. In 2015 28.4% of students met or exceeded expectations.

Why is the education system continuing to have these challenges?

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

Name: Instructional Alignment

Description: Lack of alignment between current standards, lessons, materials and assessments.

Name: Data Driven Instruction

Description: Inconsistent practices related to data analysis, instructional planning and systemic

tiered intervention approaches.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: K-12 Tier 1 Instructional Alignment

Description: - Consistent utilization of tier one curriculum - Evidence of implementation of Teach Like a Champion techniques - Clear, measurable objectives - Use of formative assessment to inform instruction - Effective use of instructional time - Collaboration between vertical teams regarding student expectations and learning outcomes

Name: Data driven instruction

Description: - Monthly progress monitoring of students performing below grade level. - Monthly data review with teachers and interventionists - Data analysis of benchmark assessments (3 times per year) with teachers and interventionists - Teachers and interventionists adjusting instruction based on student data

Access the School Performance Framework here:http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for:

V

State Accreditation

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

The Dean of Academics, Elementary Principal, and Secondary Principal evaluated data to identify trends and root causes during two work sessions.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

Performance Indicator: Academic Achievement (Status)

Prior Year Target: Increase the number of English Learners meeting or exceeding expectations Performance: According to the 2016 SPF English Learners were rated as "approaching" at the elementary, middle, and high school levels with regard to academic achievement in ELA and Math. The 2017 SPF indicates the English Learners were rated as "approaching" in ELA and math academic achievement in elementary and middle schools. In high school English Learners were rated as "meets" with regard to academic achievement in ELA and "approaching" with regard to academic achievement in math.

Prior Year Target: Increase number of students meeting or exceeding expectations in math, specifically with regard to geometry.

Performance: According to the 2016 SPF all sub categories were rated as "meets" with regard to academic achievement in math. The 2017 SPF indicates that all students were rated as "meets" with regard to math academic achievement in elementary, middle school, and high school.

Academic Achievement (Status) Reflection

Although English Learners showed improvement with regard to academic achievement in the area of ELA at the high school level, overall the rating of "approaching" remained static with regard to English Learners academic achievement in ELA and math. The UIP team believes this is due to several factors including a significant change in leadership resulting in a lack of focused instructional leadership, relatively high levels of staff turnover between SY2015/16 and 2016/17, recently adopted language arts curriculum at the elementary level, and classrooms teachers still developing an understanding of best practices for English Learners.

Current Performance

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.

The 2017 SPF for Twin Peaks indicates the school has an overall rating of Performance Plan with a score of 70.6.

At the elementary level, TPCA did not meet state performance expectations for students with disabilities for math or language arts. With regard to academic growth, students qualified for free and reduced lunch did not meet state performance expectations in the area of math.

At the middle school level, English Learners and FRL eligible students were rated approaching with regard to ELA and math achievement. Minority students were also rated approaching with regard to achievement in ELA, math, and science. Middle school students in all categories met or exceeded state expectations with regard to academic growth.

At the high school level, minority students were approaching expectations with regard to math and ELA achievement. English Learners and minority students were rated as approaching with regard to math achievement. Students in all sub-groups were rated as meets or exceeds with regard to ELA and math growth.

Overall, PARCC and iReady data suggest students are making moderate growth gains in ELA and math.

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.

3rd grade students are showing declining ELA achievement scores according to PARCC and iReady data. PARCC ELA data show that 42% of students met/exceeded expectations in 2017, 43% met/exceeded in 2016, 51% met/exceeded in 2015. iReady Reading data support this declining trend in students meeting or exceeding grade level expectations.

Trend Direction: **Decreasing -** Notable Trend: **Yes -** Performance Indicator Target: **Academic Achievement (Status)**

3rd grade students are showing declining math achievement scores according to PARCC and iReady data. PARCC Math data show that 37% of students met/exceeded expectations in 2017, 45% met/exceeded in 2016, 55% met/exceeded in 2015. iReady Math data support this declining trend in students meeting or exceeding grade level expectations.

Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)**

The number of students on READ plans is increasing. 2017-18 = 78 READ plans, 2016-17 = 69 READ plans, 2015-16= 64 READ plans, 2014-15= 36 READ plans.

Trend Direction: Increasing - Notable Trend: Yes - Performance Indicator Target: Other

Academic Achievement (Status): Eighth grade students are showing declining ELA achievement scores according to PARCC. PARCC ELA data show 50.8% of students met/exceeded expectations in 2017, 53.8% met/exceeded in 2016, 54.7% met/exceeded in 2015.

Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)**

Academic Achievement (Status): Algebra 1 students are showing declining math achievement scores according to PARCC. PARCC data show in 2017 31.1% of students met or exceeded expectations compared to 2016 when 37.1% of students met or exceeded. In 2015 28.4% of students met or exceeded expectations.

Trend Direction: Increasing then decreasing - Notable Trend: Yes - Performance Indicator Target: Academic Achievement (Status)

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis 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 school's overall performance challenges. Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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 recommended.

Relationship of UIP Elements

Priority Performance Challenges

Root Cause

3rd grade ELA decline	Instructional Alignment
Increasing number of READ plans	Data Driven Instruction
8th grade ELA Decline	Instructional Alignment
Algebra 1 Performance	Instructional Alignment

Root Causes

Priority Performance Challenge: 3rd grade ELA decline

Instructional Alignment

Lack of alignment between current standards, lessons, materials and assessments.

Priority Performance Challenge: Increasing number of READ plans

Data Driven Instruction

Inconsistent practices related to data analysis, instructional planning and systemic tiered intervention approaches.

Priority Performance Challenge: 8th grade ELA Decline

Instructional Alignment

Lack of alignment between current standards, lessons, materials and assessments.

Priority Performance Challenge: Algebra 1 Performance

Instructional Alignment

Lack of alignment between current standards, lessons, materials and assessments.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

These challenges have been selected as priorities for TPCA given the foundational nature of reading skills. Focusing on improved literacy skills for TPCA students will support their ability to access all other subject areas.

As a college preparatory school, Algebra 1 is critical for students to ensure a solid foundation for the high-school mathematics sequence.

Provide a rationale for how these Root Causes were selected and verified:

Data from previous years demonstrate an overall decline in ELA performance for TPCA students as well as a decline in Algebra 1 performance. The primary root causes of this decline relate to a lack of alignment between curriculum, standards, and assessment as well as inconsistent practices regarding data driven instruction. These root causes were selected and verified based on conversations with staff members as well as the Accountability Committee. These conversations, and our review of previous curriculum implementation indicate a lack of fidelity with regard to tier one reading curriculum and instruction.

Action Plans

School Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the

performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge: 3rd grade ELA decline

Perfe	ormance Indicator:	Academic Achievement (Status)		
Ŋ	Measures / Metrics:	ELA		
Annual	2017-2018:	By the end of the 2017-18 school year, 49% of 3rd grade students will score met or exceeded on ELA PARCC.		
Performance Targets	2018-2019:	By the end of the 2018-19 school year, 56% of 3rd grade students will score met or exceeded on ELA PARCC.		
Interim Measu	ures for 2017-2018:	iReady Reading Diagnostic 3 times/year.		

Priority Performance Challenge: Increasing number of READ plans

P	Performance Indicator:	Other
	Measures / Metrics:	
Annual Performance	2017-2018:	By the end of the 2017-18 school year, the number of students on READ plans in 1st-3rd grade will decrease by 10%.
Targets	2018-2019:	By the end of the 2018-19 school year, the number of students on READ plans in 1st-3rd grade will decrease by 12%.
Interim M	easures for 2017-2018:	iReady Reading Diagnostic, 3 times/year

F	Performance Indicator:	Academic Achievement (Status)
	Measures / Metrics:	ELA
Annual	2017-2018:	
Performance Targets	2018-2019:	

Interim Measures for 2017-2018:

Priority Performance Challenge: 8th grade ELA Decline

Priority Performance Challenge: Algebra 1 Performance

Planning Form

Major	Improvement
Strates	zy Name:

K-12 Tier 1 Instructional Alignment

Major Improvement Strategy Description:

- Consistent utilization of tier one curriculum - Evidence of implementation of Teach Like a Champion techniques - Clear, measurable objectives - Use of formative assessment to inform instruction - Effective use of instructional time - Collaboration between vertical teams regarding student expectations and learning outcomes

Associated Root Causes:

Instructional Alignment: Lack of alignment between current standards, lessons, materials and assessments.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Teacher Resource	Provide Teach Like a Champion books to all staff	08/10/2016	Teach Like a Champion	Director and principals	Complete	This School Year
Identification of focus techniques	Principals worked with staff to identify techniques to emphasize	09/07/2016 09/06/2017	Teach Like a Champion	Principals and staff	Complete	This School Year

Professional development	Staff meeting time focused on effective use of techniques	09/21/2016	Teach Like a Champion	Principals and staff	In Progress	This School Year
Consistent and focused observational feedback	Principals provide feedback to teachers based on scheduled and unscheduled observations.	09/28/2016		Principals and staff	In Progress	This School Year
Vertical collaboration	Professional learning time dedicated to vertical discussions	01/04/2017 05/07/2018		Principals and staff	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repea	its Keg Per	y sonnel St	atus	School Year
Identification of focus techniques,	Identification of techniques	Techniques have been identified and shared with staff		Principa and staf			This School Year
Professional development,	Professional Development	Ensure identified techniques are being addressed at staff meetings	05/16/2018	Principa director staff		lly Met	This School Year
Consistent and focused observational feedback,	Observational feedback	Ensure principals provide regular feedback to teachers	09/28/2016 05/02/2018 Weekly	Principa and tead		lly Met	This School Year
Vertical collaboration,	Vertical Collaboration	Ensure professional development time is allocated for vertical talks	04/18/2018 t Monthly	Princips and tead		lly Met	This School Year

Major Improvement Strategy Name:

Data driven instruction

Major Improvement Strategy Description: - Monthly progress monitoring of students performing below grade level.
- Monthly data review with teachers and interventionists - Data analysis of benchmark assessments (3 times per year) with teachers and

interventionists - Teachers and interventionists adjusting instruction based

on student data

Associated Root Causes:

Data Driven Instruction: Inconsistent practices related to data analysis, instructional planning and systemic tiered intervention approaches.

Action Steps A	Associated wit	h MIS				
Name	Description	Start/End Date	RAGOUTCA	Key Personnel	Status	School Yea
Implementatio	on Benchmar	k Associated w	vith MIS			
Action Step Name (Association)	IB Name	Description	Start/End/Repea	ts Key Personnel	Status	School Year

Attachments List

EXHIBIT F

DISTRICT ACCREDITATION INDICATORS

School Performance Framework: In conducting its annual review of each school's performance, the District will consider the school's results on the School Performance Framework. The School Performance Framework measures a school's attainment on the key performance indicators identified in the Education Accountability Act of 2009 (article 11 of title 22):

Academic Achievement: The Academic Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This indicator includes results from CMAS, COAlt, (ELA, Math and Science), and PSAT.

Academic Growth: The Academic Growth Indicator reflects academic progress using the Colorado Growth Model. This Indicator reflects normative growth comparing the academic progress of the students in this school compared to that of other students statewide with a similar CMAS, PSAT, and SAT score history in that subject area.

Postsecondary and Workforce Readiness: The Postsecondary and Workforce Readiness Indicator reflects the preparedness of students for college or the workforce upon graduation. This Indicator reflects student graduation rates, dropout rates, and average Colorado SAT composite scores.

Based on State identified measures and metrics, schools receive a rating on each of these performance indicators that evaluates if they have exceeded, met, approached, or not met the state's expectations. These performance indicators are then combined to arrive at an overall evaluation of a School's performance.

EXHIBIT G

EDUCATIONAL PROGRAM CHARACTERISTICS

<u>Program Characteristics</u>. The School shall implement and maintain its educational program as set forth in Section D of its original Application, including the following characteristics, subject to modification with the District's written approval:

OUR MISSION

Twin Peaks Charter Academy provides students with a rigorous education and the foundations of virtue and character, while building cultural literacy through a content-rich curriculum in an encouraging environment.

OUR LEGACY

"Academic Excellence"

ABOUT US

We are a public, school of choice in the St. Vrain Valley School District, conveniently located in Longmont Colorado. We are governed by engaged and passionate parents, and are the longest operating charter school in the SVVSD. We are the only Classical school in the district, offering a unique alternative and choice for families. A Classical education is based on the timeless values of acquiring foundational skills and knowledge in a teacher-led classroom that systemically lay the foundation for advanced study. The heart of a Classical school is a comprehensive Latin mastery program, beginning in kindergarten through middle school. A Classical school explicitly teaches Character and values through the study of great works of literature. Core Knowledge provides our elementary and middle school's foundational curriculum that supports our ideals. We are the only K-12 school in the district, including a preschool for 3 through 5 year-old students creating a special sense of Community.

Our **Vision** is every senior whom earns a diploma from Twin Peaks Charter Academy is a good and productive citizen, matriculated and prepared to graduate from a 4-year University.

United by a vision of a traditional academically rigorous school, a group of parents founded Twin Peaks Charter Academy (TPCA) in 1997. In fulfilling its mission, TPCA relies on specific guiding principles and founding philosophies. These principles and philosophies originated in the earliest meetings uniting over 100 founding families with the original Board of Directors. All proposals and decisions in policy and curriculum are measured against the mission statement, guiding principles, and original founding philosophies. Continuity of these philosophies depends on the board, administration, staff, and parents remaining faithful to and communicating the following:

OUR VALUES

TCPA is a Parent-Run School

- Parents are the child's first teacher
- Parent must assist their child to ensure success in this rigorous academic environment
- Parent participation in committees and volunteer activities is critical to student success
- Volunteers in the classroom are directed by the teacher
- The school is governed by an elected parent board accountable to *all* parents
- The Parent Contract is used to reinforce this principle.

Academics are Key to the Success of TPCA

- We are dedicated to a content rich curriculum that builds cultural literacy
- Core knowledge is the basis of our K-8 educational philosophy
- Classical education is the cornerstone of our high school, building on core knowledge with the addition of rhetoric and college preparatory coursework.
- Reading is the foundation for all learning. We employ research-based strategies, with a
 focus on phonemic awareness, systematic phonics, fluency, vocabulary, and
 comprehension.
- Math is fundamental to understanding our world and the universe. We employ rote
 memorization of math facts and basic skills, development of number sense and
 problem solving skills, as well as the critical and logical thinking necessary for college
 and life.
- Analyzing and critically discussing classic literature and historic documents is critical to the development of articulate, contributing citizens.
- Extracurricular activities and electives support academic growth. While they do not replace academic fundamentals, they certainly enhance the educational experience.

TPCA Practices the Traditional Concept of Teacher-led Classes

- Core knowledge K-8 and classical education aligned with state standards dictate the curriculum, but not the teaching methodology
- Teachers will use a wide range of teaching methodologies to meet the needs of each student
- The primary role of the teacher is to teach
- Classes will not be student directed or include self-paced learning
- Cross grade grouping in math and reading is utilized as needed
- Technology should be used as a tool to augment the curriculum, not replace it

Character Education is Essential to the Development of Productive Citizens in an Ever-changing World.

- The principles of good character are integrated into daily instruction
- Teachers will develop lessons that incorporate the Six Pillars of Character in K-8 instruction, and a program such as "Character First" in high school instruction

Appropriate Student Discipline Ensures a Learning Environment Free From Disruptions

• Teachers and students will focus on classroom instruction and learning, not a disruptive student

• TPCA has instituted a strict three-strike discipline policy which protects the classroom learning environment while penalizing inappropriate behavior

TPCA Establishes High Expectations for Academics and Behavior within an Encouraging Environment

- We believe children will rise to the level of expectation placed upon them
- Real, concrete personal accomplishments enhance positive self-esteem. To that end, we offer opportunities for true academic success through hard work and mastery of a broad curriculum. A strict grading scale and required homework reinforce these high expectations.

The Academy has Instituted a Student Uniform Dress Code

- A student dress code reduces distractions and negative peer pressure
- A K-8 and high school dress code help create an environment which is conducive to learning while reinforcing our strong discipline code

TPCA relies on these guiding principles, which are reviewed and updated periodically, to steer and direct all decision-making.

Our Charter & State Waivers reinforce our Guiding Principles & Founding Philosophies

Research

Cultural Literacy (E.D. Hirsch)
An Introduction to Classical Education: A Guide for Parents (Christopher A. Perrin)
Teach Like a Champion (Doug Lemov)
Visible Learning (John Hattie)
The Art & Science of Teaching (Robert Marzano)
Leverage Leadership (Paul Bambrick-Santoyo)

Why We Standardize Processes & Procedures (Marzano & Hattie)

What is a Highly Effective School? John Hattie would say it is a school with significant Collective Efficacy which can be defined as "the shared perceptions of teachers in a school that the efforts of the faculty as a whole will have positive effects on students." This is also Hattie's number one factor among all of the influences on student learning after a meta-analysis of 1200 studies.

How We Grade

A standards-based classroom is focused on whether or not a student can attain proficiency in a given standard or typically a set of standards. A student's performance is measured through assessments.

The Academy uses a rubric to determine student grades and progress. A letter grade of "B" can mean different things among teachers, students, curriculum, and even multiple instructors teaching the exact same course in the same building. Our building rubric provides a higher level of consistency between courses and teachers.

A grade is a reflection of what a student knows is able to do in relation to the standard and course.

Assessment – A piece of work that describes whether or not a student can meet the standard. An assessment can take many forms and may be measured with a rubric. The type of assessment should dictate how a student's performance is measured. There are typically two types of assessments:

Holistic – The student's work is graded as a whole, i.e. 60%, 70%, 80%, etc. **Analytical** – The student's work is graded specifically, i.e. 92%

Learning Experiences & Activities – The day to day tasks (quizzes, worksheets, homework, etc.) that prepare a student for an assessment. Learning experiences and activities should link to specific assessments.

A course grade is calculated by adding Assessments (70%) and Learning Experiences & Activities (30%).

Reassessment – Twin Peaks Charter Academy holds students accountable to the standard. There may be times when students are allowed to reassess or turn in missing work. General reassessment/missing work guidelines are as follows:

The maximum reassessment/missing work grade is a B (80%).

The deadline for reassessments/missing work is no more than one unit behind. The Teacher has sole discretion and may require other tasks (extra help, meetings, assignment completion, etc.) before allowing a reassessment or acceptance of missing work.

Academic Misconduct – Cheating, plagiarizing, etc. will receive a Zero, as well as a referral to the appropriate Assistant Principal.

General Grading Guidelines - Grades should be entered at least once a week, to keep parents regularly informed.

Assignments should be graded and entered into IC no later than week after accepting student work.

Thursday 4:00 PM remains the deadline (for IC Eligibility reports and At-Risk Spreadsheets).

The number of grades in a given Semester should be???

The ratio of Assessments to LE&As should be???

The reason a specific number is not listed is that the number of grades in a given course are dependent on grade level, content and the teacher's professional judgment as are the number of LE&As and Assessments.

How We Measure Grades

Policy T-IKA-R2

	Grades 1-12		
Mastery Proficiency Sufficiency Failing Incomplete Withdraw Fail	90-100% 80-89% 70-79% 0-69%	(A) (B) (C) (F) (I) (WF)	
	Credit requires a C or above.		

Twin Peaks Charter Academy Kindergarten	Grading Rubric	
ACHIEVEMENT Mastery: Demonstrates skill consistently Practicing Skill: Demonstrates skill some of the time Emergent Skill: Just beginning to develop skill Not Demonstrating the skill at this time	(A) (B) (C) (D)	
BEHAVIOR, EFFORT Excellent Satisfactory Improving Needs Improvement	(E) (S) (I) (N)	

Notes:

- A student must achieve at the equivalent of C grade work in order to pass a course that is graded pass/no pass.
- A grade of I (Incomplete) is assigned when, due to extenuating circumstances, a student has not
 completed sufficient coursework for the teacher to assess students work and assign a grade
 reflective of the student's achievement, e.g. due to extended illness or recent enrollment in the
 class. It is not an alternative to a grade of F, which reflects failure to achieve.
- Assignment of a grade of I requires approval of the student's counselor or a Twin Peaks Charter administrator.
- The teacher is responsible for converting a grade of I to a regular letter grade no more than three
 weeks after the end of the grading period. If a student does not complete missing assignments by
 the deadline, each missing assignment receives a score of zero percent and the grade calculation
 for the applicable grading period will be made on this basis.
- Grades of F and I do not count towards fulfillment of course requirements.
- If a student repeats the exact course or the same course at a higher level (e.g. Algebra 1 as a repeat for Algebra 1 Basic), only calculation of the higher grade will be included in a student's GPA and credit will be given only once. The lower grade and credit will be ignored although the course and grade will remain on the transcript. This is the regulation only for classes taken in St. Vrain Valley schools. Transcripts from other schools will not be altered.
- Only final grades are used to determine a student's term and cumulative GPAs.

Grade Point Scales:

Grade points used to calculate a student's grade point average (GPA) are assigned as follows: Standard GPA Scale:

- A = 4 points, B = 3 points, C = 2 points, F = 0 points
 Weighted GPA Scale:
 - (Elementary Specials) Calculated at .5
 - (AP Courses) A = 5 points, B = 4 points, C = 3 points, F = 0 points
 - (Honors Courses) A = 4.5 points, B = 3.5 points, C = 2.5 points, F = 0 points

Honor Roll:

Students who have earned a 3.5 grade point average or higher.

How We Report Grades

Infinite Campus

Campus Portal is a tool for parents and students to access instant, online, timely and secure student information; class schedule, assignments, attendance, report cards and transcripts. Campus Portal is a means to further promote educational excellence by enhancing our program of communication with parents and students. A portal activation key is individualized for each parent. Parents of current students are eligible to activate a Parent Portal account. If you need an activation key, please complete this form.

New students and families will receive activation and logon instructions through the enrollment process.

Infinite Campus tutorials, instructions and FAQs.

Assessments (Internal, State & Federal)

How & What We Teach

THE WHAT

Adopted Curriculum and Standards

The Academy's adopted curriculum aligns with state standards, in most cases. When there is a misalignment defer to the adopted curriculum.

Curriculum Maps, Essential Skills Scope & Sequence

At the Academy we are engaged in the ongoing process of ensuring the Essential Skills are taught at the correct time and the correct sequence to ensure mastery from year to year.

THE HOW

Best First Instructional Plan (Tier I)

What do students need to know and be able to do?

How do we know students have learned?

What instruction will ensure learning?

How and when do we monitor and adjust?

Planning & The Daily Agenda

An Agenda provides Evidence of planning that is Rigorous, aligned with the Curriculum and on Standard.

Date

Objective

Activities - Tasks designed to help students meet the Objective including:

Do Now

Daily Formative Assessment

Homework - An Academy student will have homework. Our faculty aims for the generally agreed upon benchmark of 10 minutes per grade level per night. Homework in elementary school is designed to review, practice and most importantly form the habit of doing homework. Middle school is very similar; practice and review with some new learning. High school homework is where students are often engaging in new work and completing homework to learn.

Upcoming Assessments

An Agenda is Communicated:

Verbally

Visually

Kinesthetically

Electronically (Teacher Google Sites)

Elementary Directory

Secondary Directory

and Referred to throughout the lesson

HOW ARE OBJECTIVES, ACTIVITIES, HOMEWORK AND ASSESSMENTS HELPING STUDENTS MATRICULATE INTO A 4 YEAR UNIVERSITY?

EXHIBIT H

PLAN FOR ENGLISH LANGUAGE LEARNERS

Reference Section 7.7, English Language Learners of the Charter School Contract Between St. Vrain Valley School District RE-IJ and Twin Peaks Charter Academy

All students entering Twin Peaks Charter Academy complete the District Home Language Survey. Students coming from a District School have physical cumulative records forwarded to Twin Peaks and have shared Infinite Campus and Alpine Achievement information released to Twin Peaks. All students in grades K-8 and new students in Grades 9-12 are assessed with battery of benchmark assessments in order to determine proficiency in reading, writing and math. This information assists in course placement and identifying instructional support needs under a Response to Intervention process.

Twin Peaks Charter Academy implements full English immersion for English Language Learners within all the grade levels. Within each classroom, teachers provide sheltered instruction that is designed to meet the academic needs of the identified student. This form of Tier I Instruction (S.I.O.P. Strategies & Teach Like a Champion Techniques) can take the place in a whole group or small group or one-on-one setting in a variety of content areas with the classroom. Twin Peaks teaching staff utilizes a variety of high yield, research based strategies of instruction that support all learners, including the English Language Learner. Professional development is key and the continued use of student data or progress monitoring ensures that all students, including ELL students are making progress to toward desired outcomes.

Students who are not reading and/or writing at the determined level of proficiency, and/or are identified as Non-English Proficient or Limited English Proficient are supported through instructional contact with a qualified interventionist. This is in addition to support they receive from their classroom teacher.

All students who meet the criteria and who have been identified as English Language Learners, take the state ACCESS Assessment. This information is reported to the District, principal and individual classroom teachers where Individual Literacy Plans are developed as needed or determined by the READ Act.

EXHIBIT!

DUE PROCESS GUIDELINES

- 1. Prepare notebook for Principal (include checklist and tabs).
- 2. Assistant Superintendent delivers the notebook along with "sample/guide book" to the school.
- 3. Schools return completed notebook along with "sample notebook" to Assistant Superintendent as soon as possible.
- 4. Assistant Superintendents review notebook and take notebook to legal counsel for review.
- 5. Legal counsel sends an email to Assistant Superintendent once notebook is reviewed and approved.
- 6. Notebook is picked up from legal counsel and one copy is made. (The checklist is included along with colored sheets of paper, which will replace the original tabs.)
- 7. The original is filed in Assistant Superintendent's office.
- 8. The copy is redacted. After it is redacted, another copy is made so now there are two redacted copies, both including the checklist and colored paper instead of tabs.
- 9. One redacted copy in a notebook stays with the Assistant Superintendent and the approval letter from legal counsel is placed in the front pocket of that notebook.
- 10. The police report is removed from the second redacted copy and that copy is placed in an envelope and the Principal is notified it is ready to be picked up.
- 11. Principal hand delivers the redacted copy (which includes the checklist and tabs but does not include the police report) to the parent/guardian. The book must be delivered to the parent at least one day prior to the expulsion hearing.
- 12. Assistant Superintendent brings the redacted copy of the notebook to the hearing and gives it to the Expulsion Officer who enters it into evidence. This copy includes checklist, tabs and redacted police report.
- 13. After the hearing, the Expulsion Officer takes the notebook with him and sends his recommendation to legal counsel to be reviewed.
- 14. The Expulsion Officer returns the notebook to the Assistant Superintendent with his recommendation, and the Assistant Superintendent brings that notebook to the meeting with the Superintendent.

DUE PROCESS CHECKLIST

This book has been redacted so it can be used as a "guide" when creating a dismissal/ expulsion book. Do not redact your book.

Checklist	TASK
1	Student Demographics Print information from Infinite Campus
2	Timeline of events (Summary) Provided by building administration
3	School Work Support Plan Copies of homework gathered from teachers that was given to the student
	Expulsion Data Form Contact Expulsion Officer or Assistant Expulsion Officer and they will send you the form
5	Expulsion Hearing Letter Contact the Superintendent's Assistant and she will send you a copy of the letter
6	Board Policy/State Statute violations Copy Board Policies from the website
7	Student discipline records Print information from Infinite Campus
8	IEP/504 Plan Records** Yes No If yes, Manifestation Determination Review Yes No Check Yes or No
9	Attendance Records Print copy of attendance record from Infinite Campus
10	Police reports Ask SRO/Police for a copy of the report as soon as possible
11	Due process paperwork Print ad hoc report from Infinite Campus
12	Suspension letter to parent/guardian Same information as #11
13	Habitual Disruptor History and Plan** Include if a school has drawn up a plan
14	Teacher's statements** Teacher's written description of incident with signature
15	Witness statements** Witnesses' written statements with signature
16	Student statement Student's written statement with signature
17	Photos and/or video surveillance** Pictures that may have been taken showing evidence
18	Social media postings, school work containing threatening content** Include screen shots of each media postings or copies of school work
19	Correspondence with parent/guardian, i.e., emails, phone calls Documented phone calls and emails between administrators and parent/guardian

EXHIBIT J

Additional Services Agreement -

The following are mutually agreed-upon services or licenses and associated costs provided to the charter school by the District for the 2019-2020 school year. Items in this list may be subject to separate License Agreements or Service Level Agreements. Prices and availability of services and licenses are subject to revision annually, regardless of the term of this contract. Additionally, agreements between the charter school and the District for services not in this list may be entered into under separate contracts or agreements, as needed.

as needed.				
District 1	Technology Services			
Required Services Pursuant to Section 10.4		FY20		
Infinite Campus and Alpine Achievement	Oct 1 Student Count	Cost Per Student	Total Cost	
Infinite Campus License	750	\$ 10.50	\$ 7,875.00	
IC & Alpine Enterprise Enterprise Personnel Costs		18.59	13,942.50	
Alpine Achievement License		7.65	5,737.50	
Server Licenses (VM & Microsoft)		0.29	217.50	
Shoutpoint (E-rate discount applied)		1.14	855.00	
Total			\$ 28,627.50	
Active Directory Authentication Services (AD)	Number of AD Accounts	Cost per Account	Total Cost	
Licenses for staff requiring access to Infinite Campus	80	\$ 18.80	\$ 1,504.00	
Total		_	\$ 1,504.00	
Optional Services				
Citrix Fees	Num of Citrix Accounts	Cost Per Account	Total Cost	
EMC Storage	6	\$ 19.67	\$ 118.02	
Citrix Server		15.50	93.00	
Citrix License		85.00	510.00	
Microsoft License (part of Citrix image)		35.31	211.86	
Total			\$ 932.88	
Destiny Media Manager (Library Curriuculum)	Accounts	Cost per Account	Total Cost	
Site License Fee	0	\$ 550.00	\$	
Annual Maintenance Fee	0	150.00		
Total		130.00	\$	
Active Directory Authentication Services (AD) (TP0	24 Number of AD Accounts	Cost per Account	Total Cost	
Additional Staff License (Not on Line 19)	0	\$ 18.80	\$ rotar ooot	
Total		7 18.50	\$ •	
Virtual Private Network (VPN) (TCPA Only)	Number of VPN Accounts	Cost per Account	Total Cost	
License	0	\$ 50.68	\$	
Total			\$	
Recurring VOIP Costs (TPCA Only)	Recurring VOIP Accounts	Cost Per Account	Total Cost	
License	91	\$ 52.69	\$ 4,794.79	
Total		7 32.03	\$ 4,794.79	
New VOIP Costs (TPCA Only)	New VOIP Accounts	Cost Per Account	Total Cost	
License	0	\$ 542.29	\$	

			\$	
ISP/Webfilter (TPCA Only)	Oct 1 Student Count	Cost Per Student		Total Cost
ISP/Webfilter	750	\$ 8.6	\$	6,517.50
Total	, 30	7 0.0.	\$	6,517.50
1000				0,017.00
Wide Area Network (TPCA Only)	WAN Use (1 or 0)	Annual Cost		Total Cost
Wide Area Network (E-rate discount applied)	1	\$ 5,977.2	\$	5,977.24
Total	-	5,517.12	\$	5,977.24
				0,011.24
	Human Resources			
AESOP	AESOP Use (1 or 0)	Annual Cost		Total Cost
AESOP License (may not be available)	1	\$ 1,500.0	\$	1,500.00
Total			\$	1,500.00
	Warehouse			
Delivery Service	Delivery Service (1 or 0)	Annual Cost		Total Cost
Delivery Service	1	\$ 3,000.00	\$	3,000.00
Total			\$	3,000.00
			-	F2 0F2 04
·	of receiving ELPA funding directly.	YesX No	\$	52,853.91
Our school chooses the ELPA services below in lieu o				52,853.91
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- Parent Meetings (\$10/student)		
- WAPT - Screening, Input, Electronic Filing, Communicat	ion, etc. (\$25/student)	
Federal Categorical Aid:		
- Title III, Part A - ELA Enhancement - This money will be pa	ssed through to the charter schools	on a reimbursement basis
after an ELA Plan is pre-approved by the Assistant Superinte	ndent for Priority Schools.	
- Title II, Part A - These services will be provided at no charg	ge in lieu of Title II, Part A, Teacher/	Principal Quality or may be
purchased at actual District cost:		
- In-District Rate Classes from SVVS Fall, Spring and Summe	er Course Catalogs	
- MTSS/PBIS Support		
- Classroom Management		
- Partners in Education (PIE) Master's Program Coaching		
- New Teacher Induction/What I Didn't Learn in College		
- New Administrator Induction		
- Teacher Mentor Training		

MEMORANDUM

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Lyons Urban Renewal Authority - Eastern Corridor

<u>PURPOSE</u>

To provide the Board of Education with information related to development of an Intergovernmental Agreement (IGA) between the Lyons Urban Renewal Authority and the St. Vrain Valley School District to ensure future local school election revenue will be protected from the tax increment financing (TIF) of the URA.

BACKGROUND

District staff has been working with the Lyons Town Administrator and legal counsel to develop an Intergovernmental Agreement to protect the District from some of the negative impacts of Urban Renewal Authorities on school funding. Victoria Simonsen (Town Administrator, Town of Lyons) and Caitlin Quander (Attorney, Brownstein Hyatt Farber Schreck, LLP) will be present to answer questions for Board members related to the URA.

Greg Fieth, Chief Financial Officer, will provide an update on the progress of the IGA between the Town of Lyons and the District.

MEMORANDUM

DATE: June 12, 2019

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Board Reports

PURPOSE

To provide the Board of Education with the opportunity to share recognitions.

BACKGROUND

Board members will have the opportunity to share recognitions, commendations of staff/students, committee reports and events they have attended.