ST. VRAIN VALLEY SCHOOLS
academic excellence by design

Joie Siegrist, President, Board of Education
Dr. Don Haddad, Superintendent of Schools

Educational Services Center
395 South Pratt Parkway
Longmont, Colorado 80501

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*
- *Jim Berthold, Member*
- *Chico Garcia, Member*
- *Dr. Richard Martyr, Member*
- *Paula Peairs, Vice President*
- *Karen Ragland, Treasurer & Asst Secretary*
- *Joie Siegrist, President*

PUBLIC COMMENT PROCESS
The Board of Education values community perspectives and the feedback from our parents, teachers, staff and community. During Board Meetings, the Board will hear up to 30 minutes of public comment on non-agenda items and 30 minutes of public comment on agenda-specific items.

- *Each person is limited to three minutes of public comment*
- *The manner of your comments must be appropriate for the business meeting of the board.*
- *If you are speaking to a non-agenda item, you must limit your remarks to matters of public concern about the district.*
- *Concerns about the day-to-day operations of the district should first be referred through the proper administrative channels before it is presented to the board.*

Learn more at http://stvra.in/publiccomment

1. **CALL TO ORDER**

   6:00 pm Regular Business Meeting

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

3. **VISITORS:**

   3.1 Mobile Lab

   3.2 Superintendent's Excellence in Education Awards

4. **AUDIENCE PARTICIPATION:**

5. **SUPERINTENDENT'S REPORT:**

6. **REPORTS:**

   6.1. 21-22 First Quarter Gifts to Schools

   6.2. School Finance Update - Total Program Mill Levy Update

   6.3. Erie High School Student Advisory Council Feeder Report

7. **CONSENT ITEMS:**

   7.1. Approval: Staff Terminations/Leaves

   7.2. Approval: Staff Appointments

   7.3. Approval: Approval of Minutes for the September 8, 2021 Regular Meeting, the September 15, 2021 Study Session, and the September 22, 2021 Regular Meeting

   7.4. Approval: Approval of Contract Award for Cooling Tower

   7.5. Approval: Approval of Amendment to CMGC for District-Wide HVAC Project

8. **ACTION ITEMS:**

   8.1. Recommendation: Adoption of Resolution Proclaiming Classified School Employees Week October 18-22, 2021

   8.2. Recommendation: Approval of Accreditation for District Schools

   8.3. Recommendation: Adoption of Resolution Approving 21-22 District Employee Membership in Colorado High School Activities Association

   8.4. Recommendation: Approval of Second Reading and Adoption to Board Policies JLCD, JLCD-E, and JLCD-R

ST. VRAIN VALLEY SCHOOLS
academic excellence by design

Joie Siegrist, President, Board of Education
Dr. Don Haddad, Superintendent of Schools

8.5. Recommendation: Approval of Request to Grant an Exception to Board Policy GBEA - Staff Ethics/Conflict of Interest - Kimberly Taylor

8.6. Recommendation: Approval of Request to Grant an Exceptions to Board Policy GBEA - Staff Ethics/Conflict of Interest - Ysmael Reyes

8.7. Recommendation: Approval of First Reading of Board Policies AC - Nondiscrimination/Equal Opportunity, AC-E-1 - Nondiscrimination/Equal Opportunity (Sample Notice) — Exhibit, GBA - Open Hiring/Equal Employment Opportunity, GCE/GCF - Professional Staff Recruiting/Hiring, GDE/GDF - Support Staff Recruiting/Hiring, JB, Equal Education Opportunities, JF Admission and Denial of Admission, JFBA/JFBB - Open Enrollment, JFBA/JFBB-R - Open Enrollment — Regulation, JICDE - Bullying Prevention and Education, JII - Student Concerns, Complaints and Grievances, and LBD - Relations with District Charter Schools

9. **DISCUSSION ITEMS:**

9.1. Frederick High School Mascot Update

10. **ADJOURNMENT:**

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

Wednesday, October 20   6:00 – 8:00 pm Study Session - Westview Middle School
Wednesday, October 27   6:00 – 8:00 pm Regular Meeting

MEMORANDUM

DATE: October 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: 1st Quarter Public Gifts to Schools – School Year 2021-2022
           Strategic Priority – Strong District Finances

PURPOSE

To provide the Board of Education with a list of public gifts given to the St. Vrain Valley
School District for the first quarter of the 2021-2022 school year totaling $62,268.57. The
total of all gifts given to the District for the 2021-2022 school year total $62,268.57.

BACKGROUND

During the course of the year, the District receives many cash and gift donations for its
programs. These gifts are accepted by the principal, the superintendent or the Board of
Education according to Board Policy KCD, Public Gifts to Schools. The attached listing
delineates these gifts. For the 2020-2021 school year, first quarter gifts totaled
$153,021.36.

2021 - 2022 Public Gifts

Date of Signature	Quarter	Donor	Value	Location	Description
10/4/2021	1st	Ronald and Sarah Hinklin	$ 1,185.00	CDC - 408	1999 Nissan Sentra
10/4/2021	1st	Niwot High School Boosters	$ 2,200.00	NIH - 309	Football Bluetooth Speaker
9/24/2021	1st	Rock Solid Landscapes	$ 300.00	WES - 220	Cross Country Team
9/24/2021	1st	Gilchek Creative LLC	$ 200.00	WES - 220	Cross Country Team
9/24/2021	1st	Kruchek Law PLLC	$ 500.00	WES - 220	Cross Country Team
9/24/2021	1st	The Weld Trust	$ 274.00	THV - 526	Classroom Support
9/29/2021	1st	Gawart Family	$ 188.91	BRE - 146	100 Mile Club Support
9/20/2021	1st	Playdate Photography	$ 2,000.00	NIH - 309	Cougar Closet Support
9/30/2021	1st	Seagate Technology	$ 4,000.00	INV - 647	VIQ Robotics Program Support
9/21/2021	1st	Heather Withnell	$ 150.00	SUN - 215	Band Support
9/21/2021	1st	Melissa Houghton	$ 50.00	SUN - 215	Band Support
9/21/2021	1st	Marcia Marquez	$ 50.00	SUN - 215	Band Support
9/20/2021	1st	Legacy PTO	$ 203.60	LEG - 139	School Supplies
9/21/2021	1st	Faith Community Church	$ 120.00	SAN - 140	Paper Donation for Student Work
9/22/2021	1st	Jim Toohey	$ 300.00	HYG - 127	Bookshelf Donation
9/20/2021	1st	Jodi Benson	$ 2,342.00	ESC - 605	Books for Libraries
9/21/2021	1st	Central Elementary PTO	$ 2,500.00	CNT - 148	IB Program Support
9/15/2021	1st	Longmont Estates PTO	$ 485.10	LEE - 136	Books for Library
9/23/2021	1st	Victoria Levine	$ 2,500.00	SUN - 215	Piano Donation
9/13/2021	1st	Simpson Strong-Tie	$ 400.00	NIH - 309	Student Support
9/7/2021	1st	DeAnna Breeding	$ 500.00	ERM - 251	Violin Donation
9/8/2021	1st	Dina James	$ 550.00	MEM - 219	Student Support
9/10/2021	1st	Samantha and Jeremu Vilhauer	$ 111.00	SPK - 126	Classroom Support
9/13/2021	1st	PTAC	$ 2,607.99	NIE - 131	Parasalaries
9/3/2021	1st	Longmont Twin Peaks Rotary	$ 600.00	FRH - 318	Student Support
9/8/2021	1st	Don Dolce	$ 1,939.00	INV - 647	Molecular Model Kits
9/7/2021	1st	Ashley Hinrichs	$ 50.00	CRM - 221	Orchestra Support
9/8/2021	1st	Bair Family	$ 3,000.00	NIH - 309	Football Support
9/8/2021	1st	Youth Sustainability Board	$ 2,000.00	NIH - 309	Environmental Club Support
9/3/2021	1st	Altitude Physical Therapy	$ 250.00	NIH - 309	Cross Country Team Support
9/3/2021	1st	Maureen Curno	$ 25.00	NIH - 309	Track Team Support
8/26/2021	1st	PASS	$ 2,645.00	SAN - 140	Classroom Support
8/26/2021	1st	PASS	$ 2,210.98	SAN - 140	Recess Para Q4
8/26/2021	1st	Longmont Twin Peaks Rotary	$ 600.00	NIH - 309	Boys' Golf Support
8/26/2021	1st	Joan Haug	$ 50.00	NIH - 309	Cross Country Team Support
8/24/2021	1st	Micron Gives	$ 8,500.00	ESC - 605	St. Vrainnovation Mobile Lab Support
8/24/2021	1st	Joey Money	$ 300.00	WES - 220	Flute Donation
8/23/2021	1st	Longmont Dairy	$ 302.50	NIE - 131	Student Support
8/23/2021	1st	Tree Ring Corporation	$ 521.86	NIE - 131	Student Support
8/20/2021	1st	Longmont Dairy	$ 66.25	SAN - 140	Student Support
8/20/2021	1st	PASS	$ 150.00	SAN - 140	Gala Basket Donation
8/11/2021	1st	Longmont Estates PTO	$ 2,193.13	LEE - 136	Q4 Paraprofessional Pay
8/6/2021	1st	Niwot High School Boosters	$ 1,400.00	NIH - 309	Coaches Association Membership
8/4/2021	1st	Niwot High School Boosters	$ 300.00	NIH - 309	Band Support
8/4/2021	1st	Niwot High School Boosters	$ 48.25	NIH - 309	Band Support
10/6/2021	1st	Longmont Estates PTO	$ 2,500.00	LEE - 136	Misty Robot for SPED Classroom
9/28/2021	1st	Margaret & Chris Callahan	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Jeremiah Maynard	$ 20.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Souteymane Kabore	$ 20.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Kristina & Christopher Wilkins	$ 109.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Ramon & Anabel Gandara	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Alicia Salazar	$ 20.00	ALT - 254	Annual Fundraiser

Date		Name	Amount	Code	Description
9/28/2021	1st	Glenis & Chris Ortiz	$ 40.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Shuang Yan Ye	$ 30.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Miguel Armendariz	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Robin Martinez-Elyea	$ 20.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Kirk Olson	$ 40.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Prema Guning	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Angie Doyle	$ 40.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Sabrina Mahory	$ 20.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Linda Lyman	$ 40.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Roshmi Bhaumik	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Sumit Chandra	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Nona Gandelamn	$ 35.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Josef Dostel	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Bo & Trish Sharon	$ 200.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Karen Ward	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Tamara Valdez	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Ali & Hosey Khorammi	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Amelia & Kevin Guidi	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	John & Carol Rutenbeck	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Tamara Valdez	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	John & Patricia Hardie	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Karen Lubert	$ 500.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Charles & Roberta Graham	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Ninel Losseva	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Michael Strickland	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Eddie Yang & Shi Ying Lin	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Andrew & Christina Gold	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Yolanda Herrera	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Matthew & Sara Anderson	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Eldon & Cecilia Muller	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Sanjaya & Smeeta Pradham	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Patricia & John Spittal	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Matthew & Ashley Blomquist	$ 40.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Gary Carter	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Bonnie & Joel Beam	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Matthew & Emma Graham	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Joseph Albers	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Amy & Dimiter Batmazian	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Stephen Wright	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Robert & Eileen Holloran	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Caryl Neinas	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	James White	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Talina Hernandez	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Mei Lei & Tobin Munsat	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Robert & Elizabeth Helgans	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Julie Altenborg	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Ingrid & Richard Valdez	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Angie Walker	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Anne & Mark Prenni	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Angel Steelman	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Andrew & Jean Hess	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Leanne Buehler	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Bryce & Lynette Haddon	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Leanne Buehler	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Lyle & Savoeuh Ruppert	$ 150.00	ALT - 254	Annual Fundraiser

9/28/2021	1st	Nikita Dinh	$ 30.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Alando Randrianiaina	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Purnachand Avula	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Xuejun Yuan	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Janelle Laughlin	$ 200.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Dennis & Melanie Dougherty	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Penny Holliman	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Robin Bahr	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Paulette Duran	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Sheila Brock	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Alfred Duran	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Willie & Ann Hunt	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Yanyan Huang	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Kathryn Hansen & Carla Petievich	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Robert Tajchman	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Jerry & Christine Wayne	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Eddy Yang	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Chris & Jenny Rabenhorst	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Robert Stevens	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Kevin & Maria McEvoy	$ 1,000.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Sang & Jalpa Kim	$ 110.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Auto-Max Inc.	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	The Alena Jo Budiman Trust	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Miriam and John Beam	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Rebecca Dowling Rev Trust	$ 250.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Rita Williamson	$ 100.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Angie Walker	$ 50.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Jessica Eamon	$ 40.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Lorna Samatas	$ 25.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Jacob & Amber Labrie	$ 200.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Flawless Painting LLC	$ 120.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Adrian & Meagan D'Angelo	$ 1,000.00	ALT - 254	Annual Fundraiser
9/28/2021	1st	Paul & Heather McGarry	$ 500.00	ALT - 254	Annual Fundraiser

Donations by Quarter:	FY22	FY21
1st	$ 62,268.57	$ 153,021.36
2nd	$ -	$ 78,348.20
3rd	$ -	$ 417,422.03
4th	$ -	$ 106,806.81
Total Parawages:	$ 7,012.10	$ 81,954.66
Total PTO Donations:	$ 19,444.05	$ 256,348.64
Total Overall Donations:	$ 62,268.57	$ 755,598.40

2021-2022 Public Gifts

School Name	Abbreviation / Location	Total Donations	Parent Gift Groups	General Gifts
Alpine Elementary	ALP - 141	$ -	$ -	$ -
Altona Middle	ALT - 254	$ 8,899.00	$ -	$ 8,899.00
APEX	APX - 570	$ -	$ -	$ -
Black Rock Elementary	BRE - 146	$ 188.91	$ -	$ 188.91
Blue Mountain Elementary	BME - 147	$ -	$ -	$ -
Burlington Elementary	BUR - 122	$ -	$ -	$ -
CDC	CDC - 408	$ 1,185.00	$ -	$ 1,185.00
Centennial Elementary	CNT - 148	$ 2,500.00	$ 2,500.00	$ -
Central Elementary	CEN - 123	$ -	$ -	$ -
Coal Ridge Middle	CRM - 221	$ 50.00	$ -	$ 50.00
Columbine Elementary	COL - 124	$ -	$ -	$ -
Eagle Crest Elementary	ECE - 142	$ -	$ -	$ -
Educational Services Center	ESC - 605	$ 10,842.00	$ -	$ 10,842.00
Erie Elementary	ERE - 125	$ -	$ -	$ -
Erie High School	ERH - 311	$ -	$ -	$ -
Erie Middle	ERM - 251	$ 500.00	$ -	$ 500.00
Fall River Elementary	FRV - 144	$ -	$ -	$ -
Frederick High School	FRH - 318	$ 600.00	$ -	$ 600.00
Grand View Elementary	GVE - 132	$ -	$ -	$ -
Hygiene Elementary	HYG - 127	$ 300.00	$ -	$ 300.00
Indian Peaks Elementary	IPE - 138	$ -	$ -	$ -
Innovation Center	INV - 647	$ 5,939.00	$ -	$ 5,939.00
Legacy Elementary	LEG - 139	$ 203.60	$ 203.60	$ -
Lincoln School & Main Street	LIN - 135	$ -	$ -	$ -
Longmont Estates	LEE - 136	$ 5,178.23	$ 5,178.23	$ -
Longmont High School	LHS - 312	$ -	$ -	$ -
Longs Peak Middle	LPM - 216	$ -	$ -	$ -
Lyons Elementary	LYE - 128	$ -	$ -	$ -
Lyons Middle/Senior	LMS - 513	$ -	$ -	$ -
Mead Elementary School	MEE - 129	$ -	$ -	$ -
Mead Middle School	MEM - 219	$ 550.00	$ -	$ 550.00
Mead High School	MEH - 305	$ -	$ -	$ -
Mountain View Elementary	MVE - 130	$ -	$ -	$ -
Niwot Elementary	NIE - 131	$ 3,432.35	$ 2,607.99	$ 824.36
Niwot High School	NIH - 309	$ 12,273.25	$ 3,948.25	$ 8,325.00
Northridge Elementary	NOR - 133	$ -	$ -	$ -
Olde Columbine High School	OCH - 301	$ -	$ -	$ -
Prairie Ridge Elementary	PRE - 143	$ -	$ -	$ -
Red Hawk Elementary	RHE - 149	$ -	$ -	$ -
Rocky Mountain Elementary	RME - 137	$ -	$ -	$ -
Sanborn Elementary	SAN - 140	$ 5,192.23	$ 5,005.98	$ 186.25
Silver Creek High School	SCH - 314	$ -	$ -	$ -
Skyline High School	SKY - 310	$ -	$ -	$ -
Soaring Heights PK-8	SRG - 552	$ -	$ -	$ -
SPARK! Discovery Preschool	SPK - 126	$ 111.00	$ -	$ 111.00
Sunset Middle	SUN - 215	$ 2,750.00	$ -	$ 2,750.00
Thunder Valley K-8	THV - 526	$ 274.00	$ -	$ 274.00
Timberline PK-8	TMB - 534	$ -	$ -	$ -
Trail Ridge Middle	TRM - 250	$ -	$ -	$ -
Westview Middle	WES - 220	$ 1,300.00	$ -	$ 1,300.00

MEMORANDUM

DATE: October 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Financial Services Update
             Strategic Priority – Strong District Finances

PURPOSE

To provide the Board of Education with an update regarding the Total Program mill levy tax credit, the external audit, federal relief funding, and ESSER III proposed expenditures.

BACKGROUND

The Financial Services Department would like to provide the Board of Education an update regarding these topics and how they may impact the school district's finances for the FY22 school year and beyond.

Greg Fieth, Chief Financial Officer, and Tony Whiteley, Executive Director of Budget and Finance, will be available to answer questions.

MEMORANDUM

DATE: October 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Erie High School Report - High School Student Advisory Council
             Strategic Priority – Rigorous, Well-Aligned Standards, Curriculum, Instruction, and
             Assessment

PURPOSE

To provide students the opportunity to practice leadership skills and report out on the
successes of Erie High School to the Board of Education.

BACKGROUND

The Student Advisory Council is comprised of 4-5 high school students from each of our
high schools that were chosen by teachers and administrators. Jackson Pace will be
representing Erie High School at this Board Meeting. The Student Advisory Council was
started by Dr. Haddad fifteen years ago so that students could give input to the
superintendents about what students were feeling about the District.

October 13, 2021 Terminations Leaves of Absence

EFFECTIVE	NAME	POSITION/LOCATION	LEAVE OF ABSENCE	SEPARATION RESIGNATION RETIREMENT
	ADMINISTRATIVE/PROFESSIONAL/TECHNICAL			
9/16/21	Milne, Holly	Executive Admin Assistant / Human Resources		X
8/2/21	Struessel, Stacey	Principal / St Vrain Virtual HS	X	
	LICENSED			
9/1/21	Andrews, Allison	ESL Teacher / Timberline PK-8		X
9/13/21	Burnison, Elizabeth	Science Teacher / Longmont HS	X	
10/27/21	Clark, Thomas	Auto Mechanic Teacher / Career Technical Education		X
7/30/21	Coleman, Adrienne	4th Grade Teacher / Eagle Crest ES		X
8/26/21	Conn, Jared	Elementary Music Teacher / Hygiene ES	X	
9/21/21	Epshteyn, Jessica	Special Education Teacher / Eagle Crest ES		X
9/27/21	Fedge, Ingrid	MTSS Teacher / Coal Ridge MS	X	
9/23/21	Ferlin, Sarah	Special Education Teacher / Alpine ES		X
10/11/21	Fitzgerald, Laura	3rd Grade Teacher / Red Hawk ES	X	
10/14/21	Hoxie, Cameron	Special Education Teacher / Erie HS		X
10/19/21	Kelly, Katherine	Language Arts Teacher / Frederick HS	X	
9/22/21	Kenyon, Brian	Physical Education Teacher / Timberline PK-8	X	
5/28/21	Kleidon, Christina	Math Teacher / Erie MS		X
8/16/21	Larson, Ami	2nd Grade Teacher / Erie ES	X	
9/1/21	Lind, Janice	4th Grade Teacher / Alpine ES		X
11/5/21	MacDonald Weiss, Nicole	Special Education Teacher / Longmont HS	X	
10/25/21	Martenson, Shannon	Language Arts Teacher / Mead HS	X	
9/13/21	Minatra, Philip	Special Education teacher		X
9/17/21	Mitter, Michael	Occupational Therapist / Student Services		X
9/27/21	Robbins, Helen	Media Consultant / Longmont HS & Curriculum	X	
9/1/21	Schaefer, Amy	Speech/Language Pathologist / Student Services		X
9/7/21	Thomas, Christopher	Instrumental Music Teacher / Frederick HS	X	
9/27/21	Thurman-Zuck, Teresa	Special Education Teacher / Burlington ES	X	
9/13/21	Waggoner, Jessica	5th Grade Teacher / Niwot ES	X	
10/8/21	Wende, Kelly	Instructional Program Consultant		
9/27/21	Whaley, Jillian	Speech/Language Pathologist / Student Services	X	
9/24/21	White, Mandi	Special Education Teacher / Mead MS		X
9/28/21	Zeranski, Bethany	Counselor / Niwot ES	X	
	CLASSIFIED			
10/7/21	Adler, Pamela	Department Secretary / Records Management		X
8/27/21	Befus, Janet	Nutrition Services Worker / Nutrition Services		X
8/18/21	Brunsman, Barbara	Nutrition Services Worker / Nutrition Services		X
9/24/21	Chavarria, Jeanette	School Secretary / Sunset MS	X	
9/29/21	Chavez, Shannon	Instructional Para / Grand View ES		X
10/20/21	Cheney, Pamela	Preschool Paraeducator / Blue Mountain ES	X	
8/30/21	Conner, Daphne	School Secretary / Career Technical Education	X	
9/30/21	Craddock, Rebecca	Instructional Para / Soaring Heights PK-8		X
8/30/21	DeHerrera, Sylvia	Nutrition Services Worker / Nutrition Services		X
9/10/21	Drehobl, Chantal	Nutrition Services Worker / Nutrition Services		X
8/12/21	Ellis, Kristin	Kitchen Manager / Eagle Crest ES	X	
9/21/21	Geetha, Arunthathi	Instructional Para / Niwot ES		X
9/10/21	George, Leslie	Nutrition Services Worker / Nutrition Services		X
8/25/21	Hollingsworth, Amelia	Specialized Program Para / Soaring Heights PK-8		X
08/27/2021	Hulett, Alison	Bus Driver / Transportation		X
8/27/21	Kinsley, Maureen	Nutrition Services Worker / Nutrition Services		X
9/23/21	Liendo, Maribel	Kitchen Manager Trainee / Nutrition Services		
9/15/21	Lugg, Tasha	child Care Group Leader / Spark Discovery PS	X	

*Will work a 110 Day Contract for 2021-2022

5/27/21	Martinez, Marisa	Bus Assistant Special Ed / Transportation		
9/21/21	Martinez, Rose	Nutrition Services Worker / Grand View ES	X	
8/13/21	Mason, Lyndsi	Interpreter for the Deaf / Student Services		X
9/15/21	Merzweiler, Gary	Delivery / Warehouse		X
9/16/21	Oster, Carrie	Bus Driver / Transportation	X	
6/10/21	Pearson, Tiffany	Bus Driver / Transportation		X
9/1/21	Peterson, Richard	Nutrition Services Worker / Nutrition Services		
8/20/21	Potter, Billye	Bus Assistant / Transportation	X	
9/17/21	Quiroz, Jocelyn	Attendance Clerk / Niwot HS		X
5/18/21	Reed, Vicki	Nutrition Services Worker / Nutrition Services		X
8/25/21	Sandoval, Mary	Nutrition Services Worker / Nutrition Services		X
9/15/21	Shimer, Marcy	Bus Driver / Transportation		X
8/30/21	Ticse Palomino, Clara	Nutrition Services Worker / Nutrition Services		X
9/3/21	Tolejko, Paul	Bus Driver / Transportation		X
9/15/21	Yowell, Donald	Bus Driver / Transportation	X	

*Will work a 110 Day Contract for 2021-2022

HIRE DATE	NAME	POSITION	LOCATION
	ADMINISTRATIVE/PROFESSIONAL/TECHNICAL		
9/13/21	Hill, William "Trey"	Marketing and Communications Specialist	Learning Services
9/27/21	West, Daniel	Network Engineer	District Technology Services
	LICENSED		
9/13/21	Blais, Allison	Special Ed teacher/ Gifted and Talented Teacher	Central ES
9/27/21	Cloud, Heidi	Gifted and Talented Teacher	Prairie Ridge ES
9/20/21	Flores, Ernesto	Counselor	Silver Creek HS
9/9/21	Grow, Jessie	2nd Grade Teacher	Blue Mountain ES
10/4/21	Hall, Gretchen	Language Arts Teacher	Erie HS
9/13/21	Johnston, Mary	Language Arts Teacher	Frederick HS
9/7/21	Leach, Nicholas	Science Teacher	Coal Ridge MS
10/4/21	Madden, Kathryn	Special Education Teacher	Mead HS
10/4/21	McGinnis, Kelly	Counselor	Northridge ES
9/20/21	Sauseda, Victoria	6th Grade Teacher	Thunder Valley K8
9/29/29	Schulze, Jasmine	Occupational Therapist	Student Services
9/20/21	Urynowicz, Leah	Special Education Teacher	Mead ES
9/13/21	Waara, Allison	4th Grade Teacher	Alpine ES
9/13/21	Wagner, Kimberly	Special Education Teacher	LaunchED
	CLASSIFIED		
9/1/21	Antillon, Jasmine	Custodian	Eagle Crest ES
9/2/21	Baca, Stephanie	Specialized Program Para	Prairie Ridge ES
10/1/21	Baer, Nicole	Instructional Para	Red Hawk ES
9/8/21	Barraza, Mary	Nutrition Services Worker	Nutrition Services
9/20/21	Baxter, Lisa	Bus Assistant - Special Education	Transportation
9/7/21	Beneteau, Krystal	Custodian	Grand View ES
9/8/21	Brady, Hollyanne	Nutrition Services Worker	Nutrition Services
9/23/21	Buchanan, Jacqueline	Special Education Para	Sunset MS
10/4/21	Cervantes, Mercedes	Nutrition Services Worker	Nutrition Services
9/13/21	Charnoff, Brande	Instructional Para	Career Elevation & Technology Center
10/6/21	Checketts, Sherilyn	Instructional Para	Mead ES
9/17/21	Chenot, Sarah	Child Care Director	Black Rock ES
9/15/21	Creazzo, Anna	Preschool Para	Central ES
8/30/21	Crump, Jennifer	Assistant Kitchen Manager	Nutrition Services
9/17/21	DeVault, Ana	Nutrition Services Worker	Nutrition Services
9/13/21	Dorroh, Jamie	Nutrition Services Worker	Nutrition Services
9/29/21	Dunfee, Neal	Accompanist	Longmont HS
9/1/21	Enyart, Lynn	Instructional Para	Soaring Heights PK-8
8/30/21	Ferguson, Amanda	Nutrition Services Worker	Nutrition Services
10/6/21	Franklin, Thomas	Transportation	Bus Driver
9/13/21	Harding, Patricia	Kitchen Manager - Elem	Nutrition Services
9/1/21	Hoffmaster, Joshua	Specialized Program Para	Soaring Heights PK-8
9/20/21	Ingram, Marsha	Nutrition Services Worker	Nutrition Services
10/4/21	Inguagiato, Ashley	Instructional Para & Crossing Guard	Soaring Heights PK-8
9/20/21	Kriss, Christine	Instructional Para	Longs Peak Middle School
9/17/21	Landa, Venessa	Nutrition Services Worker	Nutrition Services
9/27/21	Lannerd, Joel	Mechanic II - Fleet Maintenance	Transportation
9/13/21	Liendo, Maribel	Kitchen Manager Trainee	Nutrition Services
9/29/21	Lock, Sow Koon	Nutrition Services Worker	Nutrition Services
9/15/21	Main, Joshua	Instructional Para	Longs Peak MS
9/13/21	McDaniel, Maureen	Lab technician	Centennial ES
9/17/21	Means, Tracy	Special Education Para	Mountain View ES
10/11/21	Mendoza Nunez, Veronica	Health Clerk	Rocky Mountain ES
9/8/21	Mitchell, Jerrica	Department Secretary	Custodial
9/21/21	Mocikova, Lucia	Specialized Program Para	Niwot ES
9/27/21	Moctezma, Anabel	Preschool Para	Timberline PK-8
9/17/21	Moore, Ashley	Nutrition Services Worker	Nutrition Services
9/16/21	Murphy, Kimberly	Custodian	Erie HS

9/13/21	Musgrove, Duffy	Instructional Para	Mead ES
9/20/21	Olivares, Sarah	Instructional Para	Indian Peaks ES
8/30/21	Peterson, Richard	Nutrition Services Worker	Nutrition Services
9/8/21	Pike, Christopher	Bus Driver	Transportation
9/2/21	Punjuwong, Anchalee	Nutrition Services Worker	Nutrition Services
9/15/21	Rae, Rebecca	Instructional Para	Mead ES
10/1/21	Rainier, Andrea	Preschool Para	Central ES
10/1/21	Rascon, Maria	Health Clerk	Northridge ES
10/4/21	Reddick, Patrick	Technician-Electrical (Aquatic Technician)	ECS
9/17/21	Rivera, Carol	Special Education Para	Thunder Valley K8
10/6/21	Rodriguez, Alfredo	Bus Driver	Transportation
9/10/21	Schmitz, Gayla	Instructional Para	Soaring Heights PK-8
9/7/21	Schranz, Szilvia	Accompanist	Soaring Heights PK-8
9/15/21	Schwallier, Sarah	Specialized Program Para	Soaring Heights PK-8
9/16/21	Sidwell, Leif	Specialized Program Para	Longmont Estates ES
9/20/21	Spirz, Katrina	Specialized Program Para	Prairie Ridge ES
10/4/21	Stroh, Kelly	Custodian	Thunder Valley K8
8/30/21	Suwalski, Rose	Nutrition Services Worker	Nutrition Services
10/6/21	Swanson, Marshall	Bus Driver	Transportation
9/21/21	Thrall, Matthew	Instructional Para	Blue Mountain ES
9/2/21	Timmerman, Jill	Kitchen Manager Trainee	Nutrition Services
10/1/21	Tushman, Daniella	Nutrition Services Worker	Nutrition Services
9/23/21	Warner, Gabriela	Instructional Para	Prairie Ridge ES
9/30/21	Wilch, Esthela	Special Education Para	Thunder Valley K8
9/28/21	Williams, Audrey	Preschool Para	Longmont Estates ES
9/13/21	Williams, Elaine	Specialized Program Para	Skyline HS
9/21/21	Zabielski, Alexis	Specialized Program Para	Niwot ES

MEMORANDUM

DATE: October 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Board of Education Meeting Minutes
             Strategic Priority – High-Functioning School Board

RECOMMENDATION

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

BACKGROUND

The Board will be asked to approve the minutes from the September 8, 2021 Regular
Meeting, the September 15, 2021 Study Session, and the September 22, 2021 Regular
Meeting.

MEMORANDUM

DATE: October 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Contract Award for Purchase of Fiberglass Cooling Towers for
           Various Locations
           Strategic Priority - Student and Staff Well Being

RECOMMENDATION

That the Board of Education approve the execution of a formal agreement with Tower
Performance, LLC for a maximum amount of $125,000 and an initial contract award of
$106,464, for the purchase of Fiberglass Cooling Towers for various locations. 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 purpose of this award is to purchase two (2) cooling towers to replace existing cooling
towers at the end of serviceable life at locations to be determined following further
investigations and recommendations.

Tower Performance, LLC was selected for this project through the bid process. See
attached bid tabulation, bid tab #2022-010.

The budget for this project has been established at $125,000. Funding for the project is
available from Capital Reserve funds. This item is being brought forth to comply with
Board policy FEG stating any items over $100,000 must have Board approval.

ST. VRAIN VALLEY SCHOOLS
academic excellence by design

Recommend for Award	LONG Building Technologies	Tower Performance LLC
Insurance	Y	Y
Immigrant Worker Regulations	Y	Y
Signed Bid	Y	Y
MANUFACTURER:	Tower Tech	Reymsa
MODEL:	TTXR-i31930	RTU-816203-A-SLS

TOTAL BASE BID PROPOSAL	$ 280,632.00	$ 166,455.00

* Base bid is materials and shipping only, does not include
sales, use, excise tax, start-up and commissioning

		Options	
		O1 - VS2 vibration cut-out switch	$ 3,930.00
		O2 - Electric water level control	$ 9,660.00
		O3 - Motor shaft grounding ring	$ 5,160.00
		O4 - Steel base support on HDG	$ 28,080.00
		O5 - OSHA fixed ladder and safety cage on HDG, 6' extension	$ 7,020.00
		O6 - Catwalk non-skid on FRP grating with handrail on HDG	$ 7,050.00
		O7 - Davit Structure on HDG	$ 10,455.00
		O8 - Dabit Support on SS	$ 9,450.00
		Startup & Commissioning	$ 3,600.00

TOTAL BASE PLUS OPTIONS BID PROPOSAL	$ 280,632.00	$ 250,860.00

TOTAL PLUS ACCEPTED OPTIONS FOR AWARD		$ 214,245.00

MEMORANDUM

DATE: October 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Amendment (GMP) to Construction Manager/General Contractor for
             District-wide HVAC Upgrades, BEST Grant Project
             Strategic Priority - Student and Staff Well Being

RECOMMENDATION

That the Board of Education approve the Amendment to the Construction Manager/General Contractor (CMGC) with FCI Constructors, Inc. for the District-wide HVAC Upgrades, BEST Grant Project for a maximum amount of $5,200,000 and an initial contract award of $2,024,104. 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

This project includes upgrades to the HVAC system at 6 schools: Erie MS, Lyons M/S, Mead MS, Prairie Ridge ES, Silver Creek HS, and Spark! Discovery Preschool. A BEST Grant award will result in partial reimbursement of funds spent to improve air flow and filtration at these schools.

This initial award amount represents the partial contract GMP to the CMGC for procurement of long lead mechanical equipment. A change order for the full GMP/construction scope of work will be issued once the design and subcontractor bidding has been completed.

The CMGC review committee reviewed responses to RFQ 2017-027 for Construction Manager/ General Contractor services. FCI Constructors, Inc., was selected as the most qualified for this project based on their experience, expertise in this type of project, and past performance.

The budget for this project has been established at $5,545,000, funding for the project is available from the 2016 Bond Interest funds, Capital Reserve funds, ESSER Funds, and BEST Grant reimbursement. This item is being brought forth to comply with Board policy FEG stating any items over $100,000 must have Board approval.

MEMORANDUM

DATE: October 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Adoption of Resolution Proclaiming Classified School Employees
             Week, October 18-22, 2021
             Strategic Priority – Outstanding Teachers and Staff

RECOMMENDATION

That the Board of Education approve a Resolution proclaiming October 18-22,
2021 as "Classified School Employees Week".

BACKGROUND

Proclaiming this date as Classified School Employees Week will be helping to
promote public awareness of the importance of classified employees in the public
school system.

As much as any other group of employees, classified school employees are a
valued and integral part of the school system and their work is vital to the
success of children.

RESOLUTION
CLASSIFIED SCHOOL EMPLOYEES WEEK
October 18-22, 2021

WHEREAS, classified school employees are an essential part of the St. Vrain Valley School District's educational system; and

WHEREAS, classified employees are dedicated to assisting in the provisions of safe schools for the students of this District; and

WHEREAS, the classified employees of our school district perform the daily cleaning, maintenance and delivery of school property, safely transport students, prepare and serve nourishing meals, maintain records and reports, provide maintenance and support in the field of technology, assist in classrooms and school playgrounds, and perform a variety of other tasks on behalf of our students; and

WHEREAS, we recognize the important role of classified school employees and the invaluable services they provide to students;

NOW, THEREFORE, BE IT RESOLVED, that the St. Vrain Valley School District Board of Education proclaims October 18-22, 2021 as **CLASSIFIED SCHOOL EMPLOYEES WEEK** in the school district and urges all parents, students, and staff to join in saluting these dedicated men and women.

BOARD OF EDUCATION

John Ahrens
Jim Berthold
Chico Garcia
Richard Martyr
Paula Peairs
Karen Ragland
Joie Siegrist

SUPERINTENDENT OF SCHOOLS

Don Haddad, Ed.D

State of Colorado

Proclamation

WHEREAS, the education of our youth is imperative to local communities, the state of Colorado, and to our nation; and

WHEREAS, Colorado's classified school employees are an essential part of our state's education system; and

WHEREAS, classified school employees perform the daily cleaning and maintenance of school properties, safely transport students to and from school, prepare and serve nourishing lunches, maintain records and reports, assist in classrooms and on school playgrounds, perform and conduct research activities; and

WHEREAS, classified school employees provide information technology and media services, administrative support, a secure and healthy environment, and many other specialized services so Colorado's students can learn and grow; and

WHEREAS, by supporting the learning environment, classified school employees are crucial partners with teachers, parents, administrators, and school boards in our education system; and

WHEREAS, classified school employees continue to seek solutions to maintain school safety, and they are actively involved in countless school programs; and

WHEREAS, Coloradans recognize the role of classified school employees in our education system and we commend these employees for the valuable services they provide to our students and our communities;

THEREFORE, I, Jared Polis, Governor of the state of Colorado, do hereby proclaim, the period between October 18, 2021 and October 22, 2021, as

CLASSIFIED SCHOOL EMPLOYEES WEEK

in the state of Colorado.

GIVEN under my hand and the Executive Seal of the state of Colorado, this eighteenth day of October, 2021
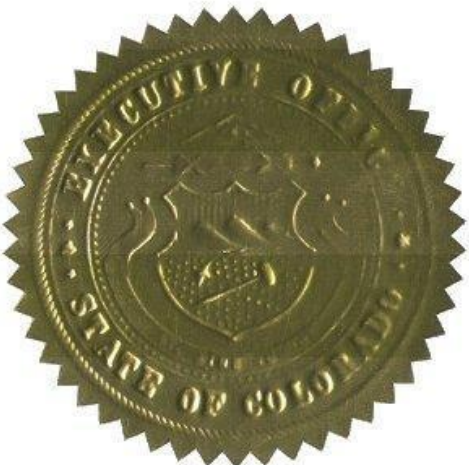
Jared Polis
Governor

MEMORANDUM

DATE: October 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Accreditation Recommendations for District Schools
             Strategic Priority – Rigorous, Well-Aligned Standards, curriculum, Instruction and
             Assessment

RECOMMENDATION

That the Board of Education approves the accreditation recommendations for schools within the
St. Vrain Valley School District and approves the Rocky Mountain Elementary and Timberline Pre-
K - 8's Unified Improvement Plans carried over from 2020-2021.

BACKGROUND

The District Accountability/Accreditation Committee is made up of parents and community
members, an elementary principal, a secondary principal, and a teacher. Ann Reed works with
the Committee as the liaison from the District. The Committee met on September 13, 2021 to
review the performance of the District's schools. As a result of the meeting, the Committee
recommends the following accreditation status for schools.

The Committee follows the guidelines of SB 09-163 to recommend accreditation levels for
schools and uses Colorado Department of Education's (CDE) School Performance Frameworks
to identify accreditation levels of schools. In response to disruptions created by COVID-19,
Colorado has paused the accountability system for two school years (2020-21 and 2021-22). On
March 16, the Governor signed HB 21-1161 into law which paused state accountability for a
second year. The department has also applied for and received waivers from the U.S.
Department of Education to get additional flexibility on federal accountability requirements and
use of funds.

- District and school plan types will roll over from 2020-2021 school year (which were
  rolled over from 2019).
- Improvement planning continues. Improvement plans are due to CDE on October 15,
  2021 for public posting, which reflects a permanent shift from April 15 as the public
  posting date.

The Committee recommends District Learning Services' personnel meet with schools that are accredited with an improvement, priority improvement, or turnaround plan. At those meetings, schools are asked to answer questions about: current performance, plans to improve that performance, additional data that the school might have collected, and support needs to be provided by the District. The Committee also may request to meet with schools and/or District Learning Services to discuss school improvement plans.

Accreditation Levels: (Based upon Percent of Framework Points)

Level	Cut Points
Accredited with Performance Plan	53% - 100%
Accredited with Improvement Plan	42% - below 53%
Accredited with Priority Improvement Plan	34% - below 42%
Accredited with Turnaround Plan	below 34%
Not Accredited	

Recommendation
As a result of the above process, the following recommendations are made.

Accredited with Performance Plan

Alpine Elementary	Legacy Elementary
Altona Middle	Longmont Estates Elementary
Aspen Ridge	Longs Peak Middle
Black Rock Elementary	Lyons Elementary
Blue Mountain Elementary	Lyons Middle/Senior High
Burlington Elementary	Mead Elementary
Centennial Elementary	Mead High
Central Elementary	Mead Middle
Columbine Elementary	Niwot Elementary
Eagle Crest Elementary	Niwot High
Erie Elementary	Northridge Elementary
Erie High	Prairie Ridge Elementary
Erie Middle	Red Hawk Elementary
Fall River Elementary	Silver Creek High
Flagstaff Charter Academy	Soaring Heights Pk -8
Grand View Elementary	St. Vrain Global Online Academy
Hygiene Elementary	Twin Peaks Charter Academy
Imagine Charter	Westview Middle
Indian Peaks Elementary	

Accredited with Insufficient State Data
St. Vrain Community Montessori

Accredited with Improvement Plan

Carbon Valley Academy   Sanborn Elementary
Coal Ridge Middle   Skyline High
Frederick Senior High   Sunset Middle
Longmont High   Thunder Valley Pk-8
Mountain View Elementary   Trail Ridge Middle
Olde Columbine High

Accredited with Priority Improvement Plan

Rocky Mountain Elementary*
Timberline Pk-8*

*2020-2021 Improvement Plans were approved by the Board of Education on January 13, 2021. These plans were not posted publicly on April 15, 2021 as the timeline shifted permanently to an October 15, 2021 public posting per CDE. The following 2021-2022 Improvement Plans maintain the same major improvement strategies to improve student outcomes.

Colorado's Unified Improvement Plan for Schools

Rocky Mountain Elementary School UIP 2021-22 | **School:** Rocky Mountain Elementary School | **District:** St Vrain Valley RE1J | **Org ID:** 0470 | **School ID:** 7464 | **Framework:** Priority Improvement Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

Priority Performance Challenges	Root Cause	Major Improvement Strategies
• *GRADE LEVEL CONTENT WRITING*	• Tier I Instruction	• Consistent Implementation of Viable Curriculum • Writing Across the Curriculum & Formative Assessments • Collective Efficacy & Impact Teams
		• Collective Efficacy & Impact Teams
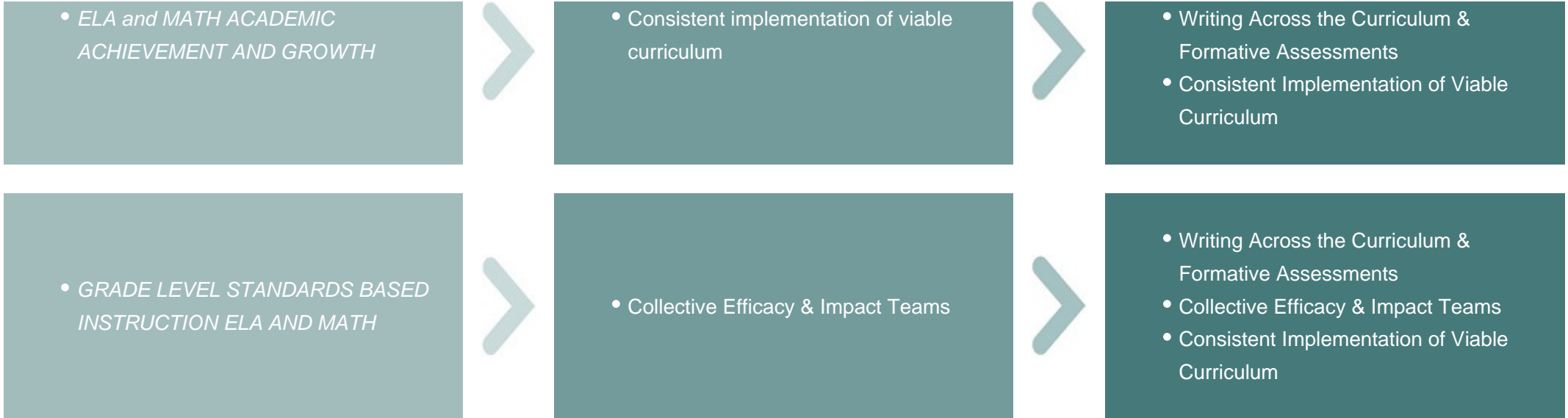
ELA and MATH ACADEMIC ACHIEVEMENT AND GROWTH	Consistent implementation of viable curriculum	Writing Across the Curriculum & Formative Assessments • Consistent Implementation of Viable Curriculum
GRADE LEVEL STANDARDS BASED INSTRUCTION ELA AND MATH	Collective Efficacy & Impact Teams	Writing Across the Curriculum & Formative Assessments • Collective Efficacy & Impact Teams • Consistent Implementation of Viable Curriculum

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

Improvement Plan Information

Additional Information about the school

School Contact Information

Name: James Garcia
Mailing Street: 800 E. 5th Ave.
Phone:(303) 772-6750
Name: James Garcia
Mailing Street: 800 E. 5th Ave.
Phone:(303) 772-6750

Title: Principal
Mailing City / State/ Zip Code: Longmont CO 80504
Email: garcia_james@svvsd.org
Title: Principal
Mailing City / State/ Zip Code: Longmont CO 80504
Email: garcia_james@svvsd.org

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Rocky Mountain is an elementary school in the St. Vrain Valley School District located in Longmont, Colorado. It is a STEM focus elementary school offering Preschool through Fifth Grade. Students are provided during a typical school year many enrichment opportunities both within and outside of the regular school day, some of which include: VEX Robotics, Thorne Science programs, 100 Mile Club, and Community Schools programs. Partnerships among our community members are important to our school as they provide our students with rich, meaningful experiences. One of our specific partnership's is with Thorne Nature Center. We plan to bring these partnerships back once we are able to safely and by following the safe and healthy guidelines established by Boulder County Health in collaboration with the St. Vrain Valley School District.

Rocky Mountain has 352 students in Preschool through 5th grade primarily enrolled in the 2021-2022 school year. We are one of five schools in our district that offers bi-literacy instruction to support an early transition to English. Our student body is 89% Hispanic and 4% white with a small variety of other ethnicities. Roughly 85% of our students qualify for the Free or Reduced lunch program, and 58% of our students are identified ESL. The percentage of students receiving special education services is 18%; however, that number reflects the fact that we have both an early childhood special education program and a program for students in grades K-5 with significant needs at our school. Rocky Mountain receives Title I School-Wide funding.

In March of 2020, we moved to remote learning as did the entire St. Vrain Valley School District as a result of the Global Pandemic COVID-19. Teachers and students pivoted to learning online and really tried to navigate this new way of remote learning. During the Spring of 2020, our overall student engagement rate averaged 90% from March to May of 2020. Both students and teachers developed more capacity around synchronous and asynchronous school work as it related to remote learning. Throughout the summer of 2020 over a dozen teachers from Rocky Mountain Elementary enrolled in professional development courses to become more savvy using Blended Learning, Seesaw, Schoology, and other technology to enhance instruction in a remote environment. Students were able to take advantage of the MyOn Summer Reading Challenge by using the iPads they received for remote instruction from the Spring of 2020. In fact, as a school, Rocky Mountain Elementary was one of two Title I schools to place in the top 3 across the district in the MyOn Summer Reading Challenge of 2020. This is a true testament of breaking the digital divide and supporting learning regardless of zip code.

In August and September of 2020, considerable time was spent as a whole staff on professional development around Blended Learning, Seesaw, Schoology, the infusion of technology for teacher lesson delivery with synchronous and asynchronous learning, and ways to increase parent engagement in this online learning environment. We as a staff also adapted to going from having a STEM Coordinator/Learning Leader in building to utilizing a Learning Leader out of the building, as well as going from 3 rounds in 3rd, 4th, and 5th grades respectively to having 2 rounds in each of these grade levels. Teachers used time on Friday's during the 2020-2021 school year to collaborate with their colleagues as well as connect with parents, students individually, and/or in small groups to address academic as well as social and emotional needs. The School Counselor and Family Liaison established a weekly virtual parent/guardian group to support all parties with becoming more familiar with online learning and platforms used with online learning such as: Webex, Seesaw, and/or Schoology.

In late September of 2020, all staff prepared for the return to Hybrid instruction and getting students back into the building for the first time since March 13, 2020.

During October 2 through October 9 of 2020 we had over 20 students enroll in LaunchED, which caused a 3rd grade class to be divided into two classes as one of the 3rd grade teachers transitioned into teaching for LaunchED the remainder of the 2020-2021 school year. This brought 2nd through 5th grades to two rounds as opposed to three rounds
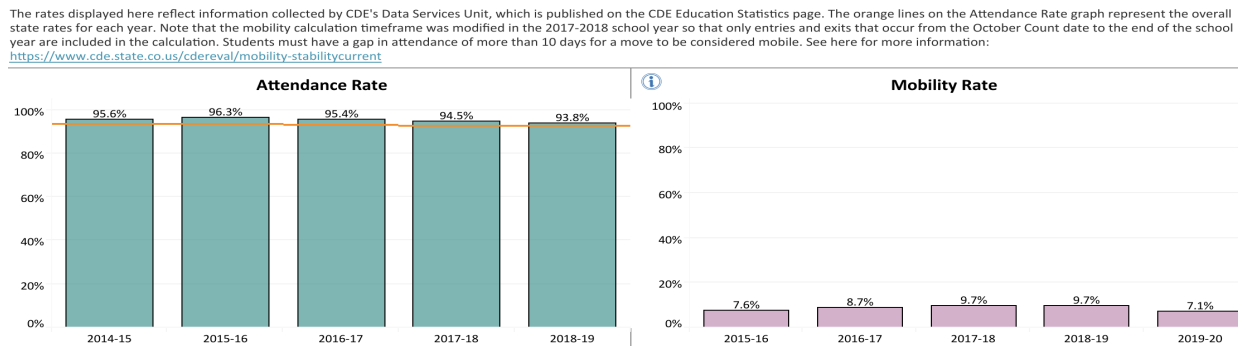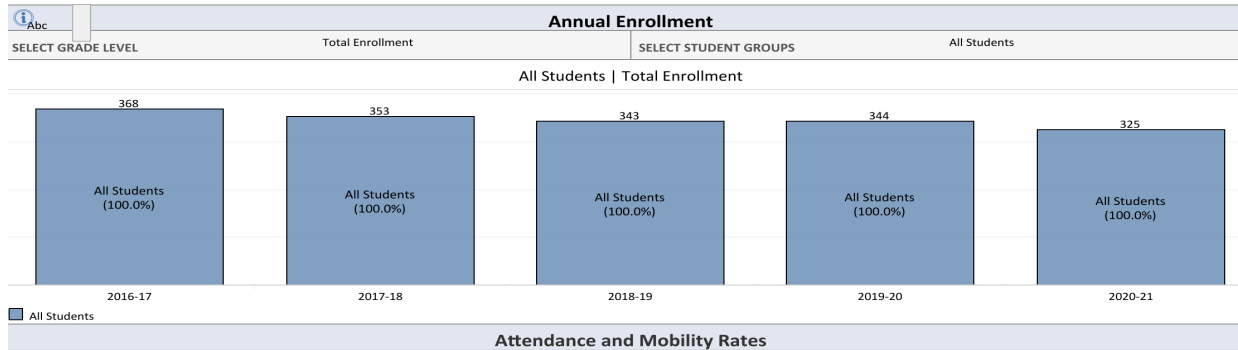
prior to the 2020-2021 school year.

Rocky Mountain Elementary continues to implement collaborative Impact Teams in analyzing school-wide performance data (as measured by iReady Diagnostic assessments in reading and math) and ACCESS assessments. All discussions indicated that root causes for math and literacy included: Inconsistent Tier I Instruction Implementation and structures in place to support teacher collective efficacy, and Infrequent monitoring of student growth and progress to grade-level mastery. Once root causes were identified, the entire staff convened to discuss Major Improvement Strategies (MIS) and Action Plans Steps from the 2019-2020 school year data digs. The three improvement strategies identified were: Collective Efficacy and Impact Teams, Consistent Implementation of Viable Curriculum, and Writing Across the Curriculum and Formative Assessment. The Rocky Mountain Leadership Team has determined the work that was put into place during the 2019-2020 school year was making a positive impact across all of Rocky Mountain Elementary and will continue the work during the 2021-2022 school year. We have also streamlined our focus for Impact Team work around vocabulary in all areas of academics. The Rocky Mountain Leadership Team has discussed and gathered feedback on instructional priorities from data, resulting in focus around upcoming and on going professional development to continue the work that has been established from the 2019-2020 school year. Student achievement and growth data is shared with the Parent Leadership Team in order to collect feedback and better define root cause. During Parent/Teacher Conferences teachers share class and student level data with parents in order to share achievement and growth goals related to the improvement process. As a building, we are participating in Impact Team Collaboration Meetings, along with ongoing dialogue of observations and data collection on specific elements related to the Seven Characteristics of High Functioning Schools, as tied to the goals of our UIP. Further, the Parent Leadership Team contributed to the UIP process by meeting to review school data and and provide input on school goals. We are also providing additional academic support with a new program called triple A/extended day (Academic Advancement Academy) for students across Kindergarten through 5th grade after school. Students in Kindgarten through 5th grade were provided another learning opportunity during June 7 through July 1st with the program called Project Launch during the summer of 2021.

The current CMAS data reflects that 13% of all 3rd grade students met or exceeded grade level expectations on the 2020-2021 CMAS Literacy assessment with a mean scale score of 703, 11% of all 5th grade students met or exceeded grade level expectations on the 20'-21' CMAS Literacy assessment with a mean scale score of 724, and 18% of all 4th grade students met or exceeded grade level expectations on the 2020-2021 CMAS Math assessment with a mean scale score of 718.

By consistently implementing and revising the UIP specific to Rocky Mountain Elementary, we will be able to improve our SPF in the next two years.

The following are attendance rates, enrollment and mobility rates over time:

Rocky Mountain Elementary School (7464)

Annual Enrollment

| SELECT GRADE LEVEL | Total Enrollment | SELECT STUDENT GROUPS | All Students |

All Students | Total Enrollment

2016-17	2017-18	2018-19	2019-20	2020-21
368	353	343	344	325
All Students (100.0%)	All Students (100.0%)	All Students (100.0%)	All Students (100.0%)	All Students (100.0%)

■ All Students

Attendance and Mobility Rates

The rates displayed here reflect information collected by CDE's Data Services Unit, which is published on the CDE Education Statistics page. The orange lines on the Attendance Rate graph represent the overall state rates for each year. Note that the mobility calculation timeframe was modified in the 2017-2018 school year so that only entries and exits that occur from the October Count date to the end of the school year are included in the calculation. Students must have a gap in attendance of more than 10 days for a move to be considered mobile. See here for more information: https://www.cde.state.co.us/cdereval/mobility-stabilitycurrent

Attendance Rate

2014-15	2015-16	2016-17	2017-18	2018-19
95.6%	96.3%	95.4%	94.5%	93.8%

Mobility Rate

2015-16	2016-17	2017-18	2018-19	2019-20
7.6%	8.7%	9.7%	9.7%	7.1%

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

Given the lack of assessment in spring of 2020 and the sampling of assessment in spring of 2021 with lower participation, it is difficult to determine if the goals would have been met. We are continuing to working on these major improvement strategies to close the achievement as well as academic growth gaps for all of our Kindergarten through Fifth grade students. We will continue to utilize iReady data in Reading and Math as well as both our Literacy and Math curricular resources to differentiate instruction for all Kindergarten through Fifth grade students. By using iReady data and our viable curriculum we will be able to enhance professional development to support all teachers with Tier 1 and Tier 2 instructional practices, that will benefit students academic achievement along with academic growth. We will continue to use weekly collaboration grade level team meetings to review student data and adjust instructional practices to increase student academic achievement and growth in both Literacy and Math content areas.

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

During this upcoming school year, we will be able to gather more up to date formative and summative local data points to drive all of our students' instructional practices. By having students learning in person on a more consistent and predictable basis we will also be able to provide differentiated instruction. Teachers will be able to use various academic supports to address the various academic needs for all of our Kindergarten through Fifth grade students. Teachers will be able to use support staff, after school tutoring opportunities, as well as Project Launch (Summer School Programming) to help close the academic achievement and academic growth gaps for all Kindergarten through Fifth grade students.

Current Performance

- Rocky Mountain scored 38.9 points out of 100 possible on the 2019 School Performance Framework earning a Priority Performance Rating. This is a significant decrease from 2018 when we earned 51.2 points out of 100 and were rated Improvement. The 2019 School Performance Framework is the current accreditation rating.

Rocky Mountain Early Literacy Needs Assessment

An Early Literacy Needs Assessment was conducted in September of 2021. This process provides an analysis of the needs and learning of children and provides information to support schools and districts. An early learning needs assessment supports schools and districts in analyzing the needs and learning of children, birth through age 8. The Early Literacy Needs Assessment analyzed the following key components of Early Literacy in St. Vrain Valley Schools, Timberline Pre-K - 3, and Rocky Mountain Elementary.

Quality:

Rocky Mountain Elementary has a level 1 pre-school with 43 students participating in the program, two full-time licensed teachers and three full-time preschool paraprofessionals. Certified preschool teachers have Early Childhood Credentials, including a B.A. and an endorsement in ECE. 70% of students receive federal or state funding early childhood programs. St. Vrain works with multiple formal community partnership agreements within the Rocky Mountain's attendance boundaries.

Transition

Rocky Mountain is fully participating and engaging in St. Vrain Valley School's Early Literacy Initiative. This systemic initiative provides the following:

- Alignment TS Gold to Pals K
- Integration of Read Act approved supplemental materials
    - Fundations

- Heggerty
- OG
- Pre-K - 3 Teachers participate collaboratively in a 6 module early literacy training Aug - January
- Transition planning - systems level
  - Meetings with K

Professional Development

As part of the Early Literacy Initiative, Rocky Mountain teachers participate collaboratively in a 6 module early literacy training Aug - January. Professional development also centers on English language learners and preschool to k - 3 alignment (CLSD).

Family Engagement

Rocky Mountain has a Title 1 Family Liaison providing direct support to families in preschool through grade 3. The St. Vrain Preschool office also provides engagement activities across the school district.

CMAS Achievement

In 2019, our students were rated Does Not Meet in achievement in English Language Arts with a mean scale score of 718.1 for All Students. Student achievement in ELA remained static between 2018 and 2019 for All Students. Both 3rd and 4th grade students decreased in mean scale score (MSS) between 2017 and 2019. However, 5th grade students increased between 2018 (720.3) to 2019 (730). All sub groups remained at a Does Not Meet rating for both 2018 and 2019. In 2019, English Learners (701.2 MSS) and Students with Disabilities (677.4 MSS) were the most impacted. These students decreased significantly in MSS between 2019 and 2018 (EL 721.5; SWD 679.3). Only 19.5% of students earned a Met or Exceeded rating on 2019 CMAS ELA.

In 2019, our students were rated Does Not Meet in achievement in Math with a mean scale score of 711.8 for All Students. This is a decrease from 2018 when the mean scale score for All Students was 718.2. We decreased in percentile rank from the 13th percentile in 2018 to the 6th percentile in 2019. 3rd, 4th and 5th grade students all decreased in mean scale score between 2017 and 2019 with 3rd grade students showing the most significant decrease from 721.1 in 2017 to 705.3 in 2019. All sub groups remained at a Does Not Meet rating for both 2018 and 2019. English Learners decreased from 719 MSS in 2018 to 699 MSS in 2019. Students with Disabilities decreased from 687 MSS in 2019 to 676 MSS in 2019. Only 11.4% of students earned a Met or Exceeded rating on 2019 CMAS Math. In the spring of 2021, participation rates are lower than prior years. As participation rates decrease, challenges with interpreting results increase.

Grade	2017 CMAS Math MSS - All Students	2018 CMAS Math MSS - All Students	2019 CMAS Math MSS - All Students	2017 CMAS ELA MSS	2018 CMAS ELA MSS	2019 CMAS ELA MSS
3	721.1	715.5	705.3	723.9	709.4	705.6
4	713.7	715.1	708.8	725.6	723.5	718.3
5	725.5	723.7	721.3	729.5	720.3	730

2021 CMAS Data

School Name	Content	Grade	Number of Total Records	Participation Rate	Mean Scale Score	Percent Met or Exceeded Expectations
Rocky Mountain Elementary School	English Language Arts	3	51	90.2	703	13
Rocky Mountain Elementary School	English Language Arts	5	52	71.2	724	10.8
Rocky Mountain Elementary School	Mathematics	4	48	79.2	718	18.4

CMAS Growth

On the 2019 School Performance Framework, Rocky Mountain earned an Approaching rating for growth in English Language Arts for All Students. We decreased from a median growth percentile (mgp) of 36.5 in 2018 to an mgp of 35 in 2019. While Free/Reduced-Price Lunch Eligible and Minority Students remained in the Approaching category for 2018 and 2019, English Language Learners decreased from a mgp of 36.5 in 2018 to an mgp of 34 in 2019 which moved them into the Does Not Meet category. Both 4th and 5th grade students decreased in mgp between 2018 and 2019.

Rocky Mountain earned an Approaching rating for growth in Math on the 2019 SPF. This is a significant decrease from 2018 when the mgp for All Students was 57 and the rating earned was Meets. In 2018, all sub groups earned a Meets rating for growth while in 2019 no sub groups earned a Meets rating and English Learners moved from a Meets rating in 2018 (55 mgp) to a Does Not Meets rating in 2019 (28). While 4th grade students increased between 2017 (36 mgp) and 2018 (47 mgp), they decreased to 31 mgp in 2019. A similar trend is noted with 5th grade students who increased between 2017 and 2018, but decreased to 55 mgp in 2019.

Grade	2017 CMAS Math MGP	2018 CMAS Math MGP	2019 CMAS Math MGP	2017 CMAS ELA MGP	2018 CMAS ELA MGP	2019 CMAS ELA MGP
4	36	47	31	55	35.5	33
5	62	70	55	49.5	38.5	37

The growth data for the 2020-2021 School Year is only 5th Grade CMAS Reading. Rocky Mountain's growth in 5th Grade CMAS Reading is the **56th median growth percentile -baseline referenced growth.** This is a growth score that meets expectations on the school performance frameworks.

READ Act

Rocky Mountain continues to focus on students with significant reading deficiencies (SRD). The percentage of students identified with a significant reading deficiency in Spring of 2019 was 28%. which remained static between 2018 and 2019. However, the percentage of kindergarten through 2nd grade students identified SRD decreased significantly between 2018 and 2019. The percent of students identified overall remained static because the percentage of 3rd graders identified SRD increased between 2018 (43%) and 2019 (53%).

The percent of students identified with a significant reading deficiency increase by 21% during the pandemic.

Grade	2017-18	2018-19	2020-21
K	20.60%	14.00%	36.67%
1	23.10%	18.30%	38.57%
2	27.30%	22.40%	48.89%
3	42.90%	53.20%	51.85%
Total	28.30%	28.10%	43.23%

The average percentage of points earned in the Writing domain is declining. It is one of the lowest schools in the Writing domain across the school district. It is an area that can impact ELA achievement if the instructional focus in writing improves.

Average Percentage of Points in the Writing Domain

Grade	2018 Writing Overall	2019 Writing Overall	2018 Written Expression	2019 Written Expression	2018 Language and Conventions	2018 Language and Conventions
3	7%	9%	6%	8%	8%	12%
4	17%	17%	16%	16%	20%	16%
5	15%	14%	16%	14%	21%	18%

ACCESS 2020

Year	# of Students Taking ACCESS	Rocky MGP All Grades
2015	382	50
2018	264	54
2019	252	46
2020	266	44

ACCESS was administered in January of 2020. The median growth percentile (mgp) continues to be below 50 mgp. This an area of concern as developing English language proficiency is crucial for our students.

ACCESS 2020 compared to 2021

Grade	2020 Avg Proficiency Level	2021 Avg Proficiency Level
K	2.19	1.88
1st	3.13	2.76
2nd	3.57	2.87
3rd	3.54	3.17
4th	3.95	3.63
5th	4.26	3.78

2021 ACCESS Growth - Baseline Referenced

SCHOOL	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Rocky Mountain Elementary	31	15	9.5		43

ACCESS growth is concerning, particularly for grades 2 and grades 3.

Local Data

i-Ready is an adaptive diagnostic test for grades K-8. It is one of the approved Diagnostic tests for READ Act testing. Winter Benchmark data is used in this

analysis as it represents the most consistent in person test administration prior to Covid 19. iReady was not administered during the Spring of 2020 and Fall 2020 and Winter 2020 are remote test administrations.

iReady Reading

Grade	Winter Reading 2019-2020 % Students On (Mid/Late) or Above Overall Grade-Level Placement	Winter Reading 2018-2019 % Students On (Mid/Late) or Above Overall Grade-Level Placement	Winter Reading 2017-2018 % Students On (Mid/Late) or Above Overall Grade-Level Placement
1	35%	39%	20%
2	15%	28%	25%
3	23%	17%	11%
4	8%	12%	11%
5	6%	6%	5%

Grade	Winter Reading 2019-2020 % Students On (Mid/Late) or Above Overall Grade-Level Placement	Winter Reading 2019-2020 % Students Two or More Below Overall Grade-Level Placement	Winter Reading 2019-2020 Phonological Awareness % Students Below Grade Level	Winter Reading 2019-2020 Phonics % Students Below Grade Level	Winter Reading 2019-2020 High-Frequency Words % Students Below Grade Level	Winter Reading 2019-2020 Vocabulary % Students Below Grade Level	Winter Reading 2019-2020 Comprehension: Literature % Students Below Grade Level	Winter Reading 2019-2020 Comprehension: Informational Text % Students Below Grade Level
1	35%	12%	51%	61%	61%	78%	71%	78%
2	15%	11%	9%	78%	40%	87%	76%	76%
3	23%	19%	0%	42%	5%	79%	63%	77%
4	8%	35%	0%	43%	12%	93%	87%	92%
5	6%	40%	0%	19%	4%	96%	87%	91%

The longitudinal reading achievement data indicates inconsistent gains/losses in reading over time. The Winter 2020 Reading data indicates a pervasive lack of proficiency in the area of vocabulary across the grades. The lack of vocabulary development is clearly hindering the students ability to comprehend literature and informational text.
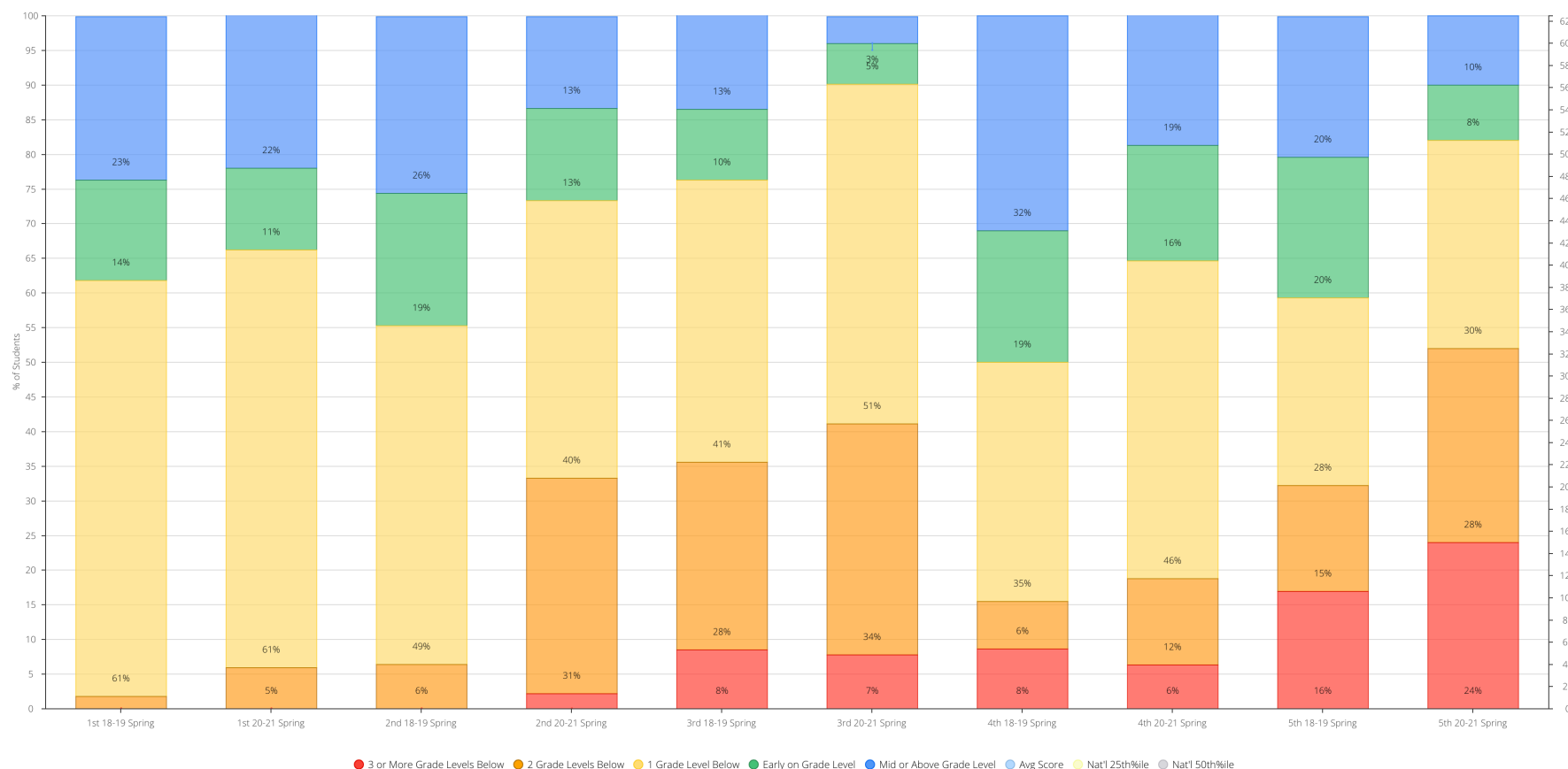
Overall Relative Placement ▾

● 3 or More Grade Levels Below ● 2 Grade Levels Below ● 1 Grade Level Below ● Early on Grade Level ● Mid or Above Grade Level ● Avg Score ● Nat'l 25th%ile ● Nat'l 50th%ile

The overall placement of in Reading comparing 2019 to 2021 by grade level shows the percentage of students 3 or more grade levels below increasing and the percent of students on grade level decreasing. This increases the sense of urgency to extend learning opportunities beyond the school day and continued focused learning opportunities in June.

iReady Math

Grade	Winter Math 2019-2020 % Students On (Mid/Late) or Above Overall Grade-Level Placement	Winter Math 2018-2019 % Students On (Mid/Late) or Above Overall Grade-Level Placement	Winter Math 2017-2018 % Students On (Mid/Late) or Above Overall Grade-Level Placement
1	18%	16%	12%
2	9%	25%	7%
3	9%	7%	5%
4	7%	15%	8%
5	8%	8%	9%

Grade	% Students On (Mid/Late) or Above Overall Grade-Level Placement	% Students Two or More Below Overall Grade-Level Placement	Number and Operations % Students Below Grade Level	Algebra and Algebraic Thinking % Students Below Grade Level	Measurement and Data % Students Below Grade Level	Geometry % Students Below Grade Level
1	18%	14%	80%	61%	84%	82%
2	9%	20%	91%	89%	87%	91%
3	9%	22%	91%	80%	76%	84%
4	7%	42%	88%	90%	85%	90%
5	8%	30%	92%	92%	81%	85%

The longitudinal math achievement data indicates inconsistent gains/losses in math over time. Winter Math iReady data shows a need to focus on numbers and operations across the grades.
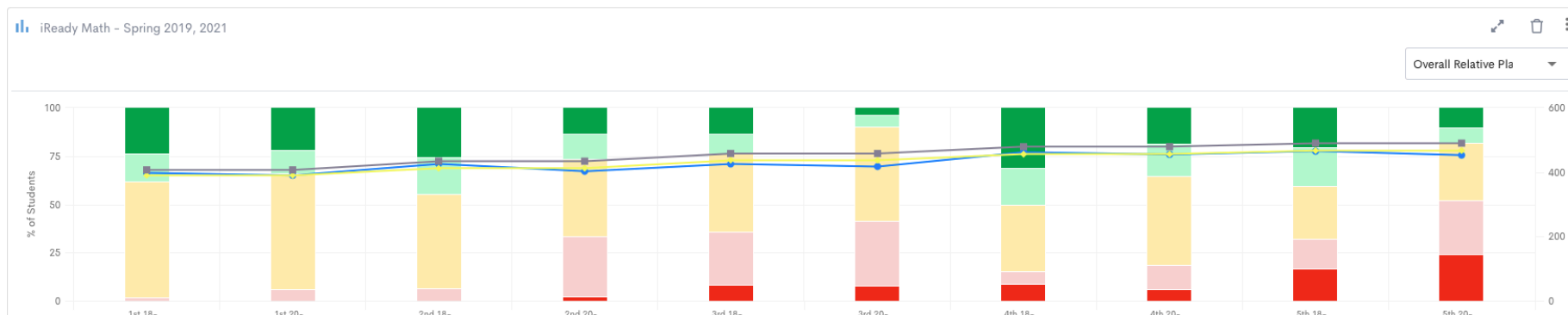
The overall placement of in Reading comparing 2019 to 2021 by grade level shows the percentage of students 3 or more grade levels below increasing and the percent of students on grade level decreasing. This is more pronounced than in reading and also increases the sense of urgency to extend learning opportunities beyond the school day and continued focused learning opportunities in June.

Trend Analysis

Trend Direction: Decreasing
Performance Indicator Target: Academic Achievement (Status)

80% of students in grades 3, 4, & 5, are consistently not meeting grade-level proficiency on CMAS & iReady ELA and the achievement gap continues to widen each year. This is a notable trend because we are well below state expectations by more than 25 percentage points at each grade level. Our median scale score is a 718.1 which is well below the district and state median scale score.

Trend Direction: Stable
Performance Indicator Target: Academic Achievement (Status)

The percent of students performing two or more grade levels below in Math as measured by iReady is stable to decreasing. 2019 the overall percentage was 16.2% 2021 the overall percentage was 7.5%.

Trend Direction: Stable
Performance Indicator Target: Academic Achievement (Status)

The percent of students performing two or more grade levels below in Reading as measured by iReady is stable. 2019 the overall percentage was 20.5% and 2021 the overall percentage was 20.1%

Trend Direction: Stable
Performance Indicator Target: Academic Achievement (Status)

The percentage of points earned in the Writing Domain has flat lined in 4th grade: 17% in 2018 to 17 % in 2019 and 5th grade: 15% in 2018 to 14% in 2019.

Trend Direction: Decreasing
Performance Indicator Target: Academic Achievement (Status)

More students are scoring significantly below level on READ Act assessments. The total number of SRD students in 2017 was 26% and went to a 29% in 2018 and to a 30% in 2019.

Trend Direction: Decreasing
Performance Indicator Target: Academic Achievement (Status)

80% of students in grades 3, 4, & 5, are consistently not meeting grade-level proficiency on CMAS & iReady Math and the achievement gap continues to widen each year. This is a notable trend because the percent proficient is decreasing at all grade levels and we are well below state expectations by more than 25 percentage points at each grade level. Our median scale score is a 711.8 which is well below the district and state median scale score.

Trend Direction: Decreasing
Performance Indicator Target: Academic Achievement (Status)

IEP disaggregated achievement is decreasing in both ELA and Math. For both ELA and Math the mean scale score is below state average for students on IEP's. This is a notable trend because it reflects several years of decreasing achievement.

Trend Direction: Decreasing
Performance Indicator Target: Academic Growth

The median growth percentile (MGP) in ELA was 50 in 2017. In 2018 the (MGP) was a 36.5 and then declined to a 35 in 2019.

Trend Direction: Increasing then decreasing
Performance Indicator Target: Academic Growth

The median growth percentile (MGP) in Math was 54 in 2017. In 2018 the (MGP) was a 57 and then declined to a 40.5 in 2019.

Trend Direction: Decreasing

Performance Indicator Target: English Language Development and Attainment

English Language Proficiency (ELP) Growth is decreasing. In 2018, ELP Growth was in the 54th percentile. The 2019 Growth was in the 46th percentile. The 2020 Growth was the 44th percentile

Additional Trend Information:

CMAS - English Language Arts and Math: Elementary Results
Reference lines show state-level mean scale scores.
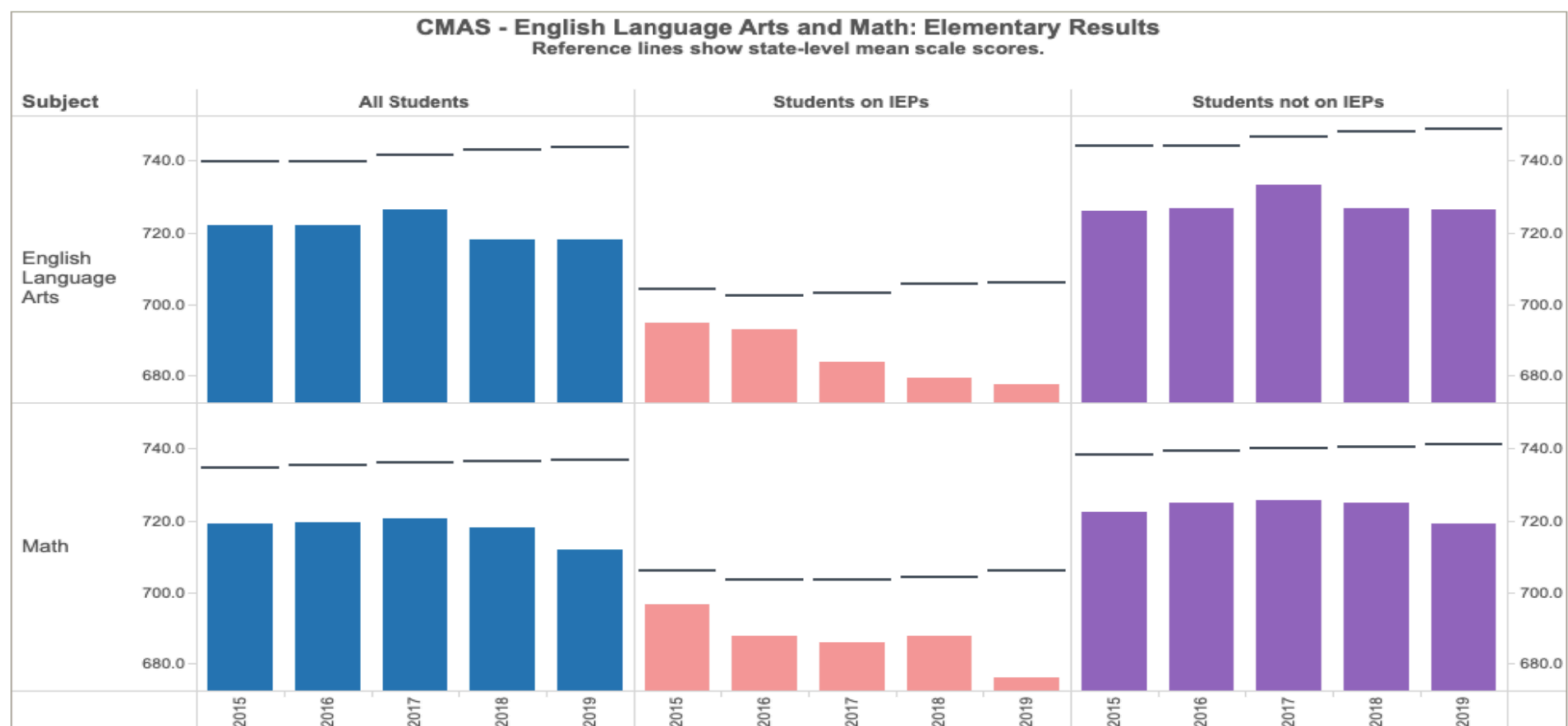
Growth Data from CMAS ELA and Math (Median Growth Percentiles)

CMAS Math 2017   50   CMAS ELA 2017   54

| CMAS Math 2018 | 36.5 | | CMAS ELA 2018 | 57 |
| CMAS Math 2019 | 35 | | CMAS ELA 2019 | 40.5 |

Priority Performance Challenges and Root Causes

Priority Performance Challenge: GRADE LEVEL CONTENT WRITING

For the past two years, the writing domain has been declining and significantly below district and state levels.

> **Root Cause: Tier I Instruction**
>
> Lack of consistent standards based collaborative structure and use of data to drive instruction.

Priority Performance Challenge: ELA and MATH ACADEMIC ACHIEVEMENT AND GROWTH

For the past three years, achievement and growth has been declining and well below state expectations across all content areas, populations, and grade levels.

> **Root Cause: Consistent implementation of viable curriculum**
>
> Lack of consistent use of viable curriculum. Lack of implementation of consistent grade level tier 1 instruction and use of data to drive tier 2 and 3 interventions.

Priority Performance Challenge: GRADE LEVEL STANDARDS BASED INSTRUCTION ELA AND MATH

For the past three years, achievement and growth has been declining in Math and English Language Arts and below state expectations for all students, especially students with disabilities, and English Learners. Instruction is not consistently at grade level,nor implemented collaboratively and adjusted based upon student data.

> **Root Cause: Collective Efficacy & Impact Teams**
>
> Lack of consistent standards based collaborative structure and use of data to drive instruction.

Magnitude of Performance Challenges and Rationale for Selection:

These challenges have been selected due to persistent low performance in Academic Achievement and Growth for ELA and Math on CMAS at all grade levels since the 2014-15 school year. Our data is persistently below expectations and declining from one grade level to the next. While student outcomes are slightly increasing on iReady, the growth is not significant enough to close achievement gaps and it is below the district average. It is a critical time to increase grade level expectations and standards based collaborative instructional practices that use student data to inform instruction. The magnitude of concern extends to EL, students with disabilities and minority populations.

Magnitude of Root Causes and Rationale for Selection:

During the September 2019 late start (PLC/PD), all certified staff engaged in Data Driven Dialogue with members from the District's Assessment Department to identify root causes for the trends in our data. The team considered the most recent CMAS data as well as 4 previous years of state, district, and school assessment data. The group looked deeply into the whole group and subgroup CMAS results in ELA, Math, and Science. iReady, PALS, writing probes, unit assessments, as well as additional school and district data were studied to identify trends in achievement across multiple sources of data. We also used classroom observation data and qualitative data about teaching and learning in our building through our School Support Team visits. As a building we had three different School Support Team Visits that included the Rocky Mountain Elementary Area Assistant Superintendent, District Level Title I staff member, building Principal, building Stem Coordinator, and other building certified teaching staff members. Each visit allowed the teams to look for student engagement, academic rigor, and student voice. During each visit data was collected around the focus areas and examples of these items being demonstrated or not being demonstrated were discussed and shared amongst the whole staff of Rocky Mountain Elementary. These visits allowed for more data to be shared and discussed with the whole staff to tease out root causes and areas of focus in moving forward with an action plan to improve student academic growth and academic achievement.

Action Plans

Planning Form

Collective Efficacy & Impact Teams

What will success look like: Build staff collective efficacy through structured weekly standards driven collaborative processes that focus on a rigorous summative assessment across all content areas, feedback to students and use of data to inform instructional decisions.

Describe the research/evidence base supporting the strategy and why it is a good fit: Collective planning of standards based instruction, implementation of instructional strategies, and collective review of student outcomes is best practice and increases student achievement. It also increases collective teacher efficacy and results in a collective belief that all students can meet grade level expectations. With an effect size of d=1.57, Collective Teacher Efficacy is strongly correlated with student achievement. (John Hattie's 2017)

Associated Root Causes:

Consistent implementation of viable curriculum:
Lack of consistent use of viable curriculum. Lack of implementation of consistent grade level tier 1 instruction and use of data to drive tier 2 and 3 interventions.

Tier I Instruction:
Lack of consistent standards based collaborative structure and use of data to drive instruction.

Collective Efficacy & Impact Teams:
Lack of consistent standards based collaborative structure and use of data to drive instruction.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
	Staff will meet with administration and district content specialists to unpack standards and review student data as it relates to	08/14/2020 05/01/2022	certified staff, district level curriculum	Partially Met

Weekly Impact Meetings	iReady Progress Monitoring, Acadiance Progress Monitoring, and District curricular resources. The number and percentage of students scoring one or more grade levels below will decrease.	Monthly	staff, STEM coordinator, principal	
  Walk-throughs Observations	Weekly walk-throughs to monitor classroom instruction and student output based upon impact team collaboration as well as data digs and the use of the walkthrough observation form.	08/14/2020 05/01/2022 Weekly	Admin, district level personnel	Partially Met
  Progress Monitoring	Teachers will progress monitor students two or more grade levels below on iReady Reading	08/23/2021 Monthly	Literacy Teachers, classroom teachers	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
  Implement Teaching and Learning Cycle (Standards-based Planning)	Grade level teams collaborate to address depth and complexity of lesson planning and learning progressions related to district approved curriculum including pacing guides.	08/01/2020 05/15/2022	General Fund	Teachers, Support staff, district specialists	In Progress
  Collaboration with District Level Curriculum Staff and Building Staff	Professional Development and Support Plan developed in collaboration with district curriculum staff and implemented through whole staff and grade level team meetings. Focus on utilizing summative assessment data aligned with district unit plans to inform instruction.	08/14/2020 05/01/2022	Building funds for Professional development.	Leadership Team, Principal, District Level Curriculum Staff	In Progress

Weekly Impact Team Meetings	Staff will meet with administration and district content specialists to unpack standards and review student data.	08/14/2020 05/01/2022	General Fund	Certified staff, District Level Curriculum Staff, Principal	
Vertical Alignment across grade levels	Staff meets in bimonthly professional development sessions to develop vertical alignment of grade level writing standards and instruction PreK-5.	08/15/2020 05/01/2022	General Fund	Staff, Administration, District specialists	In Progress
Early Literacy Initiatitive	Teachers will participate in St. Vrain's Early Literacy Initiative professional development to meet the needs of all students through progress monitoring and focused reading instruction.	08/12/2021 05/18/2023	General Fund	Teachers, support staff, district specialists	
Achievement Advancement Academy	AAA teachers will collaborate and plan lessons to meet the needs of students in after school programming.	09/21/2021 05/19/2022	ESSR Funding	AAA Staff	

 Writing Across the Curriculum & Formative Assessments

What will success look like: Increase focused and embedded grade level content writing and use of formative assessment to adjust instruction to meet student need.

Describe the research/evidence base supporting the strategy and why it is a good fit: Formative Assessment is a highly researched practice to inform instruction and to change student outcomes when used collaboratively. Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. https://doi.org/10.1177/003172170408600105

Associated Root Causes:

Collective Efficacy & Impact Teams:
Lack of consistent standards based collaborative structure and use of data to drive instruction.

Writing Across Curriculum Including Formative Assessments:
Lack of rigorous grade level writing instruction across the grade levels. Lack of use of formative assessment in the area of writing to meet student need.

Tier I Instruction:
Lack of consistent standards based collaborative structure and use of data to drive instruction.

Consistent implementation of viable curriculum:
Lack of consistent use of viable curriculum. Lack of implementation of consistent grade level tier 1 instruction and use of data to drive tier 2 and 3 interventions.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
ReadyGen PBAs & Quickwrite	Instructional planning and implementation of performance based assessments (PBAs)	08/15/2020 05/01/2022 Weekly	Grade level teams	Partially Met
Observation Walk Throughs	Weekly classroom walk throughs to observe implementation of grade level, content based writing instruction and provide feedback to teachers.	08/19/2020 05/10/2022 Weekly	Principal, District Support Staff	Partially Met

	Track student progress utilizing data from summative assessments in writing.	09/03/2020 05/10/2022 Monthly	Teachers, Principal, District Support Staff	Met
Writing Data				

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Writing Across all Content Areas	District supported and school level PD around strategies to increase content rich meaningful writing across all content areas.	08/15/2020 05/13/2022	District PD support by designated district staff personal. District Writing Unit Plans with the ReadyGen Curriculum, Quick Writes, and PBAs from the various units.	certified staff, Elementary Language Arts coordinator, Elementary Literacy coordinator, Math coordinator, principal	In Progress
Impact Team Meetings	Meet weekly in grade level Impact Teams to unpack writing standards and district curricular resources, and plan instruction based on results of student writing assessments.	08/15/2020 05/10/2022	District Writing Unit Plans across all writing genres. As well as ReadyGen Curriculum, Quick Writes, and PBAs from the various units.	certified staff, STEM coordinator, Elementary Language Arts coordinator, Elementary Literacy coordinator, principal	In Progress
	Vertical Team Collaboration utilizing data collected from student		District Writing Unit Plans across all writing genres connected to the	certified staff, STEM	

	generated Quick Writes and PBA formative assessment tasks. These Vertical Team Collaborations will take place during Late Start/PLCs and In-Service dates throughout the 2019-2020 school year.	08/15/2020 05/20/2022	ReadyGen Curriculum, Quick Writes, and PBAs from the various units. Professional Development time allocated in the Master Agreement.	coordinator, Elementary Language Arts coordinator, Elementary Literacy coordinator, principal	Complete
Vertical Alignment Collaboration					
Classroom Conferences	Teachers will share writing data, student progress, and specific ways families can support students with writing during family conferences twice yearly.	10/01/2020 05/01/2022		Teacher, Principal, Parent or Guardian,Leadership Team	In Progress

Consistent Implementation of Viable Curriculum

What will success look like: Consistent implementation of mathematics and language arts viable curriculum, Tier 1 grade level instruction and research-based Tier 2 and 3 interventions based upon ongoing monitoring of student data.

Describe the research/evidence base supporting the strategy and why it is a good fit: Consistent implementation of grade level standards based viable curriculum for all students is critical to improving student outcomes. Schmoker, M., & Marzano, R. J. (1999). Realizing the promise of standards-based education. Educational Leadership, 56, 17-21.

Associated Root Causes:

Tier I Instruction:
Lack of consistent standards based collaborative structure and use of data to drive instruction.

Viable Curriculum:

Lack of consistent use of viable curriculum. Lack of implementation of consistent grade level Tier 1 instruction and use of data to drive Tier 2 and 3 interventions.

Consistent implementation of viable curriculum:
Lack of consistent use of viable curriculum. Lack of implementation of consistent grade level tier 1 instruction and use of data to drive tier 2 and 3 interventions.

Collective Efficacy & Impact Teams:
Lack of consistent standards based collaborative structure and use of data to drive instruction.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
ECE and Kindergarten Readiness	Preschool and Kindergarten teachers analyze TS Gold and Fundations assessment data to guide fall planning.	04/06/2020 05/10/2022 Monthly	Preschool and Kindergarten teachers, Principal	Partially Met
Fundations Implementation	District Dyslexia Support Team meet with teachers to assess implementation progress and provide support.	08/12/2020 05/10/2022 Quarterly	Principal, teachers, District Level Support Team	Partially Met
i-Ready Math and Reading	Students will average 125% median progress toward typical growth on as measured by iReady Reading and Math Fall to Spring.	08/19/2020 05/10/2022 Quarterly	Teachers, Specialists, Principal	Not Met

		10/01/2020			
Classroom Walk Throughs	Principal and District Support Staff observe implementation of district curricular resources and pacing during weekly classroom walk throughs with the use of the walkthrough observation form.	10/01/2020 05/10/2022 Weekly	Principal, District Support Team		Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Preschool Fundations Implementation	Preschool staff implements Fundations Curriculum and tracks student progress utilizing Fundations and TS Gold Assessments	08/12/2020 05/10/2022	Fundations Curriculum, TS Gold Assessments	Preschool Teachers, District Curriculum Support Team	In Progress
Consistent Implementation	Consistent Implementation of Fundations, OG, Ready Gen, Envisions	08/19/2020 05/23/2022	Fundations Curriculum, Orton Gillingham Curriculum, Ready Gen and Envision Curriculums	preschool through 3rd grade teachers, Literacy and ELL teachers, principal	In Progress
Intervention Support	Special Education intervention, co-teaching, and intervention block will be used consistently according to the master schedule.	08/19/2020 05/23/2022	Master schedule, Foundational Skills, (Orton Gillingham and Fundations Curriculums)	Special Education Team, Literacy Specialist, ELL teacher, MTSS teacher, principal	In Progress
Progress Monitoring	MTSS and progress monitoring Special Education intervention , co-teaching and intervention block	08/19/2020 05/23/2022	Dibels, iReady, Fundations, Orton Gillingham	MTSS, Literacy, and ELL teachers, principal, resource teachers	In Progress

	Grade level teams, in conjunction with the Parent Leadership Team, will prepare class and student data presentations for classroom conferences and develop and share best practices for at-home reading and math activities.	10/07/2020 04/17/2022	i-Ready data, reading and math games and activities	Teachers, Specialists, Parent Leadership Team	In Progress
Classroom Conferences					
	Consistent targeted reading instruction during Project Launch with the use of Fundations and OG.	06/01/2021 06/25/2021	Orton Gillingham and Fundations	Project Launch Summer staff in progress	In Progress
Summer Programming					

School Target Setting

Priority Performance Challenge : GRADE LEVEL CONTENT WRITING

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: W

| ANNUAL PERFORMANCE TARGETS | **2021-2022:** The average percent of correct items on CMAS Written Expression will increase from 13% in 2019 to 25% in 2021. The average percent of correct items on CMAS Written Conventions will increase from 16% in 2019 to 30% in 2021. |
| | **2022-2023:** The average percent of correct items on CMAS Written Expression will increase from 25% in 2022 to 35% in 2023. The average percent of correct items on CMAS Written Conventions will increase from 30% in 2022 to 40% in 2023. |

INTERIM MEASURES FOR 2021-2022: The interim measures will be grade level PBA's and Ready Gen unit assessments.

Priority Performance Challenge : ELA and MATH ACADEMIC ACHIEVEMENT AND GROWTH

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2021-2022: The mean scale score for all students in ELA will be 733 on CMAS in the Spring of 2022. The mean scale score of students with disabilities be 708 on CMAS in the Spring of 2022.

2022-2023: The mean scale score for all students in ELA will be 743 on CMAS in the Spring of 2023. The mean scale score of students with disabilities be 718 on CMAS in the Spring of 2023.

INTERIM MEASURES FOR 2021-2022: The interim measure will be the Winter iReady Reading Diagnostic as well as the monthly Acadiance Progress Monitoring.

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2021-2022: The mean scale score for all students in math will be 724 on CMAS in the Spring of 2022. The mean scale score of students with disabilities will be 708 on CMAS in the Spring of 2022.

2022-2023: The mean scale score for all students in math will be 734 on CMAS in the Spring of 2023. The mean scale score of students with disabilities will be 718 on CMAS in the Spring of 2023.

INTERIM MEASURES FOR 2021-2022: The interim measures will be the Winter Math iReady Diagnostic as well as the Envision 2.0 grade level unit assessments.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2021-2022: The median growth percentile in math will be 55 for all students in the Spring of 2022. The median growth percentile score of students with disabilities in math will be 53 in the Spring of 2022.

2022-2023: The median growth percentile in math will be 55 for all students in the Spring of 2023. The median growth percentile score of students with disabilities in math will be 53 in the Spring of 2023.

INTERIM MEASURES FOR 2021-2022: The interim measures will be the Winter Math iReady Diagnostic as well as the Envision 2.0 grade level unit assessments.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2021-2022: The median growth percentile in ELA will be 55 for all students in the Spring of 2022. The median growth percentile score of students with disabilities in ELA will be 53 in the Spring of 2022.

2022-2023: The median growth percentile in ELA will be 55 for all students in the Spring of 2023. The median growth percentile score of students with disabilities in ELA will be 53 in the Spring of 2023.

INTERIM MEASURES FOR 2021-2022: The interim measure will be the Winter iReady Reading Diagnostic as well as the monthly Acadiance Progress Monitoring.

Priority Performance Challenge : GRADE LEVEL STANDARDS BASED INSTRUCTION ELA AND MATH

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2021-2022: The percent of students with significant reading deficiencies will be 20% by Spring of 2022.

2022-2023: The percent of students with significant reading deficiencies will be 15% by Spring of 2023.

INTERIM MEASURES FOR 2021-2022: The interim measure will be the Winter iReady Reading Diagnostic as well as the monthly Acadiance Progress Monitoring.

Colorado's Unified Improvement Plan for Schools

Timberline PK-8 UIP 2021-22 | **School:** Timberline PK-8 | **District:** St Vrain Valley RE1J | **Org ID:** 0470 | **School ID:** 6010 | **Framework:** Priority
Improvement Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

Executive Summary

Priority Performance Challenges	Root Cause	Major Improvement Strategies
• *Priority Performance Challenge: Academic Performance ELA*	• Lack of Research-Based Writing Instruction • Lack of Tier 1 Instruction at Grade Level and Appropriate Pacing in ELA • Inconsistent Use of Formative Assessment and Lack of Responsive Instruction ELA	• Instructional Collaboration/Collective Efficacy & Writing Across the Curriculum • Focused Standards-Based Reading Instruction

- Inconsistent Collaborative Instructional Planning
- Lack of focused academic vocabulary instruction across grades

- Standards-Based Instruction, Pacing & Formative Assessment

- *Priority Performance Challenge: Academic Performance Math*

- Lack of Tier 1 Instruction at Grade Level and Appropriate Pacing in Math
- Inconsistent Use of Formative Assessment and Lack of Responsive Instruction Math
- Inconsistent Collaborative Instructional Planning
- Inconsistent vertical articulation and instructional alignment across the grades

- Instructional Collaboration/Collective Efficacy & Writing Across the Curriculum
- Standards-Based Instruction, Pacing & Formative Assessment

- *Priority Performance Challenge: Academic Growth ELA*

- Lack of Tier 1 Instruction at Grade Level and Appropriate Pacing in ELA
- Inconsistent Use of Formative Assessment and Lack of Responsive Instruction ELA
- Inconsistent Collaborative Instructional Planning
- Lack of focused academic vocabulary instruction across grades

- Focused Standards-Based Reading Instruction
- Standards-Based Instruction, Pacing & Formative Assessment
- Instructional Collaboration/Collective Efficacy & Writing Across the Curriculum

- *Priority Performance Challenge: Academic Growth Math*

→

- Lack of Tier 1 Instruction at Grade Level and Appropriate Pacing in Math
- Inconsistent Use of Formative Assessment and Lack of Responsive Instruction Math
- Inconsistent Collaborative Instructional Planning
- Inconsistent vertical articulation and instructional alignment across the grades

→

- Instructional Collaboration/Collective Efficacy & Writing Across the Curriculum
- Standards-Based Instruction, Pacing & Formative Assessment

- *Academic Growth English Language Proficiency*

→

- Lack of Tier 1 Instruction at Grade Level and Appropriate Pacing in ELA
- Inconsistent Use of Formative Assessment and Lack of Responsive Instruction ELA
- Inconsistent Collaborative Instructional Planning
- Lack of focused academic vocabulary instruction across grades

→

- Focused Standards-Based Reading Instruction
- Standards-Based Instruction, Pacing & Formative Assessment
- Instructional Collaboration/Collective Efficacy & Writing Across the Curriculum

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

Improvement Plan Information

Additional Information about the school

School Contact Information

Name: Kerin McClure

Mailing Street: 233 E Mountain View Ave

Phone:(303) 772-7900

Title: Principal

Mailing City / State/ Zip Code: Longmont Colorado 80504

Email: mcclure_kerin@svvsd.org

Narrative on Data Analysis and Root Cause Identification
Description of School Setting and Process for Data Analysis

Timberline PK-8 is a Title 1 School serving preschool through eighth grade students. TPK-8 is located in Longmont, Colorado and is a part of the St. Vrain Valley School District. We are a STEM (Science Technology Engineering Math) focus school and offer biliteracy classrooms from kindergarten through third grade. In 2020-2021, Timberline had 834 students enrolled which included 142 students whose primary enrollment was SVVS LaunchED, our district's fully online program. Currently, we have 806 students enrolled including a large number of students who have returned from LaunchED. 40 percent of our students are open enrolled and we are proud of the number of families who choose our school. Our student population mirrors our ethnically diverse community where the majority of our students identify as Hispanic (84 percent in 2020-2021) and 47 percent are English Language Learners. Our attendance rate for the 2020-2021 school year was 90 percent. This is a positive accomplishment during a time when the academic environment was constantly changing due to the Covid 19 pandemic including large spans of time when students were fully virtual. Through consistent, systematic, supportive communication processes, we were able to maintain contact with families throughout the year to ensure we were reaching our students. TPK-8 provides dedicated STEM programming for all students from preschool through eighth grade including coding and robotics. We were able to maintain our partnerships with the University of Colorado,Boulder, and Parents Involved in Education, Padres Involucrados en Educación throughout the pandemic utilizing virtual meetings and instruction. In 2021-2022, we have renewed our partnership with Thorne Nature Center.

New opportunities for students during the 2021-2022 school year and beyond are a series of courses for sixth through eighth grade students preparing them for entrance into the P-Tech program offered in three of our SVVS High Schools. TPK-8 courses support algebra, computer science and workforce readiness skills. In addition, the school offers a Pathway to the Seal of Biliteracy which prepares students for success in the rigorous high school courses required to earn the Seal of Biliteracy. Our coursework, currently offered in fourth through eighth grade, strengthens students' academic skills in reading, writing, and speaking in both English and Spanish.

All building staff participated in the UIP process during August, 2021 pre-service days. Data analysis to identify strengths and gaps was facilitated by our district level assessment team. In addition, all building staff, PK-8, participated in professional development to build a system wide plan for consistent progress monitoring across contents. During the 2020-2021 school year, staff was engaged in the UIP process through grade level and content team meetings focused on ongoing diagnostic data in both reading and math - iReady for grades 1-8 and PALS for kindergarten. Data reporting the percentage of students identified with a Significant Reading Deficiency continues to support our school wide focus on reading instruction specifically in vocabulary. Fall, 2020 iReady data indicated that the vocabulary domain was an area of challenge for first grade through eighth grade students. All staff received professional development in best practices in vocabulary development throughout the 2020-2021 year. We continued the impact team cycle of instructional improvement with the focus on foundational skills in the early grades and morphology in the intermediate and upper grades. During the 2021-2022 school year, the

impact team cycle will continue to support the consistent use of formative and summative assessment to monitor student progress and focus on aligning instructional strategies to the data provided from progress monitoring tools. In 2020, our parent community provided valuable feedback for the development of the UIP at a community meeting. Our Building Leadership Team provides continued feedback on development and implementation of the UIP in monthly meetings.

Timberline PK8 had new leadership beginning fall, 2020. The transition process began just prior to school closures due to Covid 19 during the spring of 2020 when CMAS and iReady testing were not administered due to COVID 19. Both the Fall and Winter iReady diagnostics 2020 were administered during remote learning while students were at home. This did not provide reliable data until Spring, 2021, when students took the iReady Reading and Math diagnostics, and CMAS, content by grade level, in the controlled school environment. The School Performance Rating of Priority Improvement, Year 2, remains in place per CDE.

The TPK-8 community, students, staff and families, have been highly impacted by the pandemic. SVVS began the 2020 school year in a fully remote environment. In early October, we transitioned to a hybrid environment where the majority of our students attended in person two days per week, participated synchronously two days per week and all were asynchronous one day per week. As of December 2020, we transitioned back to fully remote learning. In January, 2021, we were able to welcome students back to in person learning four days per week, but experienced constant quarantines of large groups of students and staff throughout the remainder of the school year. Students participated in remote learning during quarantine when they were able to do so. Families made a valiant effort including logging into online instruction while parents traveled to work. Families experienced significant health and economic issues due to Covid 19. Our school was able to offer many needed resources as well as supporting families to navigate synchronous and asynchronous learning. Each week, TPK8 Counseling Team and Administration held a virtual meeting to support families navigate online instructional tools and social emotional learning to support their students while at home. In addition, all teachers held open office hours virtually every Friday so that families could join with their students for academic support. Almost 100% of families participated in the virtual conference windows inOctober and February. Timberline was also the host school for Parents for Education which held regular virtual meetings on a variety of topics to support the Hispanic Community. During this very challenging year, TPK8 staff participated in extensive professional development to support teaching in a blended learning environment, both synchronously and asynchronously.

2021-2022

The 2021-2022 school year has begun with a health requirement for no large in person gatherings indoors. To ensure families began with access to their children's learning, TPK8 held an outdoor Open House prior to school opening. Families gathered outside in designated areas to meet their teachers and learn about the classroom environment to best support their children academically. we are holding monthly Cafecitos to engage families, provide information on topics of interest and to collect feedback on their wants and needs for their school. In addition, we are currently scheduling family conferences, offering in person or virtual options, over multiple days/evenings to meet our families' needs.

Date	Staff Data and UIP Review & Development Process
August 6, 2020 - October 31, 2020	Grade-Level Impact Teams begin (weekly collaboration) and staff one on one meetings to determine building needs.
August 6, 2020 - October 31, 2020	Focus on blended learning and student engagement in a remote and hybrid instruction formats.
November 2, 2020	Intensive data review to inform data trends and short and long term goals.
November 5, 2020	School Performance Framework and Unified Improvement Plan shared with all stakeholders at our community meeting seeking feedback prior to district submission.
November 12, 2020	Timberline Leadership Team reviewed all feedback and finalized Action Plan.
December 16, 2020 January 13, 2021	Board of Education Presentation Board of Education UIP Approval
January 15, 2021	UIP Submission to CDE
April 15, 2021	UIP Posting Postponed until October 15, 2021
August/September	CDE feedback, Community feedback and 2021 data incorporated into UIP. Parent notification of Plan type and UIP process.
October 13, 2021	Board of Education presentation and approval of updated UIP.

2020-2021 Enrollment	Number of Students	Percent of Students
Student population	834	100.00%
LaunchEd enrollment	142	17.03%
Students with disabilities	140	16.79%
Hispanic students	700	83.93%
EL students	395	47.36%
FRL	705	84.52%

2020-2021 LaunchEd Enrollment

Grade	Numer of Students
PK	7
K	11
1	10
2	10
3	15
4	14
5	14
6	14
7	23
8	24
Grand Total	**142**

2021-2022 Enrollment	Number of Students	Percent of Students
Student Population	834	100.00%
Students with disabilities	128	15.35%
Hispanic Students	730	87.53%
EL students	437	52.40%
FRL (2020)	-	84.50%

Prior Years Enrollment, Attendance, and Mobility Rates

All Students | Total Enrollment

2015-16	2016-17	2017-18	2018-19	2019-20
924	929	929	918	850
All Students (100.0%)	All Students (100.0%)	All Students (100.0%)	All Students (100.0%)	All Students (100.0%)

☐ All Students

Attendance and Mobility Rates

The rates displayed here reflect information collected by CDE's Data Services Unit, which is published on the CDE Education Statistics page. The orange lines on the Attendance Rate graph represent the overall state rates for each year. Note that the mobility calculation timeframe was modified in the 2017-2018 school year so that only entries and exits that occur from the October Count date to the end of the school year are included in the calculation. Students must have a gap in attendance of more than 10 days for a move to be considered mobile. See here for more information: https://www.cde.state.co.us/cdereval/mobility-stabilitycurrent

Attendance Rate

2014-15	2015-16	2016-17	2017-18	2018-19
94.2%	94.6%	94.3%	93.9%	93.7%

Mobility Rate

2014-15	2015-16	2016-17	2017-18	2018-19
17.3%	21.3%	19.6%	16.0%	16.2%
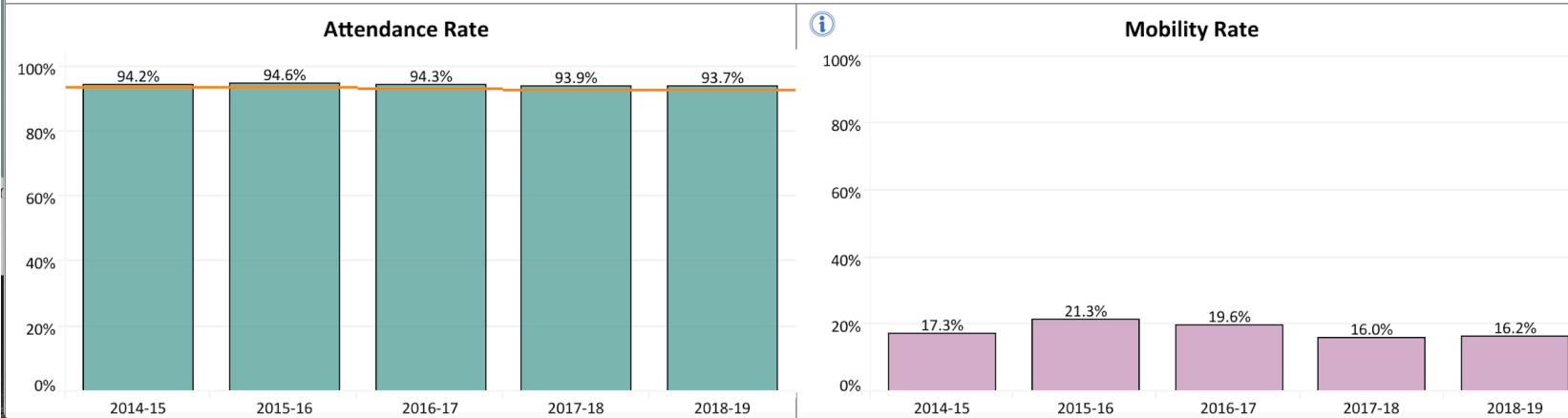
This environment has proven to be challenging during COVID 19, but the focus remains on building a strong cohesive school community. Part of this process included building a School Accountability Committee based upon our Parent Leadership Team. This committee consists of parents, teachers, and school administration. The following is the timeline for the UIP process:

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

Given the lack of assessment in spring of 2020 and the sampling of assessment is spring of 2021 with lower participation rate, it is difficult to determine if the goal would have met. The implementation of the Major Improvement Strategies were implemented in a remote and in person when applicable during the 2020-2021 school year. Great strides have been made with the change of school leadership with a culture of learning building across the Pre-K - 8 school system. The beginning of the 2021-2022 school year with full in-person learning is accelerating the full implementation of the unified improvement plan and building excitement among school leadership, staff, parents, and community stakeholders. The impact of the pandemic is clearly indicated with the increase in the % of student with significant reading deficiencies and the lack of attainment of math achievement across grades.

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

Given the timeline shift of the UIP process and challenge of plan implementation during the 2020-2021 school year, the major components of the plan remain in place for 2021-2022. We are excited to be able to see the impact on student outcomes with full implementation of the improvement plan.

Current Performance

Official Performance Rating Information

	Official Performance Ratings	Official Report Type	Official Years on Clock	Official Participation
2019	Priority Improvement Plan: Meets 95% Participation (39.2%)	1-Year	Year 2 of Priority Improvement or Turnaround	Meets 95% Participation
2018	Priority Improvement Plan: Meets 95% Participation (39.2%)	1-Year	Year 1 of Priority Improvement or Turnaround	Meets 95% Participation
2017	Improvement Plan: Meets 95% Participation (52.0%)	1-Year	-	Meets 95% Participation
2016	Performance Plan (54.2%)	1-Year	-	Meets 95% Participation

Official Performance Indicator Ratings

Academic Achievement	2019	Does Not Meet (25.0%)
	2018	Does Not Meet (25.0%)
	2017	Does Not Meet (34.6%)
	2016	Does Not Meet (35.4%)
Academic Growth	2019	Approaching (48.7%)
	2018	Approaching (48.6%)
	2017	Meets (63.6%)
	2016	Meets (66.7%)

Early Literacy Needs Assessment

An Early Literacy Needs Assessment was conducted in September of 2021. This process provides an analysis of the needs and learning of children and provides information to support schools and districts. An early learning needs assessment supports schools and districts in analyzing the needs and learning of children, birth through age 8. The Early Literacy Needs Assessment analyzed the following key components of Early Literacy in St. Vrain Valley Schools, Timberline Pre-K - 3, and Rocky Mountain Elementary.

Quality:

Timberline Pre-K -8 has a level 1 pre-school with 38 students participating in the program, two full-time licensed teachers and three full-time preschool paraprofessionals. Certified preschool teachers have Early Childhood Credentials, including a B.A. and an endorsement in ECE. 53% of students receive federal or state funding early childhood programs. St. Vrain works with multiple formal community partnership agreements within the Timberline attendance boundaries.

Transition

Timberline Pre-k - 8 is fully participating and engaging in St. Vrain Valley School's Early Literacy Initiative. This systemic initiative provides the following:

- Alignment TS Gold to Pals K
- Integration of Read Act approved supplemental materials
    - Fundations
    - Heggerty
    - OG
- Pre-K - 3 Teachers participate collaboratively in a 6 module early literacy training Aug - January
- Transition planning - systems level
    - Meetings with K

Professional Development

As part of the Early Literacy Initiative, Timberline's Pre-K - 3 Teachers participate collaboratively in a 6 module early literacy training Aug - January. Professional development also centers on English language learners and preschool to k - 3 alignment (CLSD).

Family Engagement

Timberline Pre-k - 8 has a Title 1 Family Liaison providing direct support to families in preschool through grade 3. The St. Vrain Preschool office also provides engagement activities across the school district.

CMAS

Timberline PK-8's rating of Priority Improvement remains for the 2019-2020 school year as school accountability was paused due to Covid 19. Since CMAS was not administered in Spring 2020, current CMAS data is not available to track progress toward goals. However, a review of the data from CMAS ELA and Math from 2016 to 2019 demonstrates inconsistency in both growth and achievement. Between 2018 and 2019, the percent of students scoring meets or exceeds in both ELA and Math decreased across all grade levels (3-8). In grades 4 and 8, the median growth percentile in ELA increased between 2018 and 2019. However, in the remaining grade levels, it decreased. In Math, the median growth percentile for 6th grade students increased from 38 to 62 between 2018 and 2019. 8th graders also increased in that two year span from 50 to 58. During the same year span, 3rd graders decreased from 32 to 22 and 5th graders from 30 to 20. The following grade level detail for CMAS achievement and growth underscores the degree of inconsistency from 2016 to 2019.

English Language Arts Achievement

ELA	2016		2017		2018		2019	
Grade	MSS	% Met/Exc.	MSS	% Met/Exc.	MSS	% Met/Exc.	MSS	% Met/Exc.
3	705	7.8	716	22.7	714	14.9	711	17
4	718	15.5	716	14	725	20	724	22
5	721	18.8	720	16.7	721	16.5	722	22
6	723	24.5	730	23.7	724	19.3	719	13
7	726	28.1	720	27.8	719	20.6	715	24
8	723	23.1	732	33.3	716	19.6	721	24

ELA Growth

ELA Median Growth Percentile				
Grade	2016	2017	2018	2019
4	40	43	35	52
5	60	48.5	50	39
6	67	73	57	52
7	45	52	42	36
8	54	64	37	50

Math Achievement

Math	2016		2017		2018		2019	
Grade	MSS	% Met/Exc.	MSS	% Met/Exc.	MSS	% Met/Exc.	MSS	% Met/Exc.
3	717	12	725	26.3	729	24.4	720	22
4	719	17.9	712	10.6	717	14.7	715	10
5	722	21.6	718	14.2	710	7.7	707	7
6	714	8.5	717	17.8	712	9.6	713	7
7	718	15.8	718	10.4	717	16.2	715	10
8	701	5.7	704	8.5	701	6.7	714	18

Math Growth

Math Median Growth Percentile				
Grade	2016	2017	2018	2019
4	47.5	32	32	22
5	47.5	44	30	20
6	47	45.5	38	62
7	48	55	45	46.5
8	57	60	50	58

2021 CMAS Participation Rates

School Name	Content	Grade	Participation Rate %
Timberline PK-8	English Language Arts	3	82.9
Timberline PK-8	English Language Arts	5	85.4
Timberline PK-8	English Language Arts	7	75.5
Timberline PK-8	Mathematics	4	87.5
Timberline PK-8	Mathematics	6	83.3
Timberline PK-8	Mathematics	8	79.1

2021 CMAS Achievement Data

School Name	Grade	TestCode	Overall Mean SSCO	TotNum Overall	% Met or Exceeded
TIMBERLINE PK-8	3	ELA03	699	58	1.7
TIMBERLINE PK-8	4	MAT04	703	84	1.2
TIMBERLINE PK-8	5	ELA05	716	76	13.2
TIMBERLINE PK-8	6	MAT06	702	85	5.9
TIMBERLINE PK-8	7	ELA07	709	83	15.7
TIMBERLINE PK-8	8	MAT08	704	91	1.1

The 2021 growth data below is baseline reference data that compares current student progress against previous-year expectations so MGPs can vary above and below 50, indicating whether students made more or less progress than historical peers. It is important to note the considerations of comparing state, district and school data given varying participation rates.

SCHOOL_NAME	ELA 5	Math 6	ELA 7	Math 8
Timberline PK-8	29.5	22	26	29.5
Colorado	46	33	40	37
SVVS	54	28	40	37

The available Spring 2021 data further exemplifies the impact of the learning environments on student outcomes and lack of attainment of grade level expectations at Timberline Pre-K -8. The approved plan from January 2021 with the additional extended learning opportunities for student beyond the school day and calendar year will provide the support for student to progress academically, particular in the area of mathematics k- 8. The additional systemic Early Literacy Initial will also provide focused reading intervention and progress monitoring for early literacy students to maximize the number of students meeting reading proficiency by third grade.

ACCESS

The ACCESS assessment measures English Language proficiency and was administered prior to the pause in in person learning due to Covid 19. As a result, it is the one state assessment data point that we have for the 2019-2020 school year. Student growth on this assessment is encouraging as the median growth

percentile for all grades at Timberline PK-8 was 52. This is an increase from 2019 where the median growth percentile for all grades was 47. As is true historically for both CMAS and local measures, Timberline PK-8 growth on ACCESS is inconsistent across years and grades. In 2020, Timberline PK-5 (54 MGP) outpaced the district in ACCESS growth. However, Timberline 6-8 (41 MGP) underperformed the district (45 MGP). ACCESS growth is a significant measure for Timberline PK-8 as it impacts a large percentage of our student population. In 2020, 314 Timberline students took the ACCESS assessment.

Year	Timberline N Count	Timberline MGP All Grades	Timberline Elementary	SVVSD Elementary	Timberline Middle	SVVSD Middle
2015	440	69	72	60	60	43
2018	342	49	51	54.5	43	52
2019	329	47	46	50	48.5	49
2020	314	52	54	53	41	45

The following is 2021 ACCESS Growth - Baseline reference comparing to historical peers:

SCHOOL	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Timberline PK-8	22	34.5	34	29	16.5	23	41.5	30
Colorado	32	38	32	30	28	32	37	38
SVVS	28	32	28	24	27	27	32	29

Local Measures

TS Gold

Teaching Strategies GOLD, Birth through Kindergarten, is an ongoing observational system based on 38 objectives that include predictors of school success and are aligned with state early learning standards. They help identify children's developmental levels and describe children's knowledge, skills, and behaviors. Historically, Timberline PK-8 students score significantly below the district average on TS Gold when entering preschool. For example, in fall, 2018, SVVS students scored 60 percent in literacy and 40 percent in math while TPK-8 students scored 10 percent in literacy and 6 percent in math. By Spring 2019, SVVS students scored 95 percent in literacy and TPK-8 students scored 90 percent. TPK-8 preschool students outpaced SVVS growth by 45 percent. In math, SVVS students scored 87 percent in spring, 2019 and TPK-8 students scored 81 percent. TPK-8 preschool students outpaced SVVS growth by 28 percent. Timberline currently has 27 preschool students which is a significant drop from previous years. Covid 19 has highly impacted our community causing a number of families to send their students to SVVS LaunchED or to keep them out of school altogether to avoid exposure. In addition, our second preschool teacher is also teaching for SVVS LaunchED.

PRESCHOOL	17-18			18-19			19-20			
Developmental and Content Areas	Fall	Spring	Growth	Fall	Spring	Growth	Fall	Winter*	Spring	Growth*
SVVSD Literacy	56%	95%	39%	60%	95%	35%	52%	75%	*	*
Timberline Literacy	23%	92%	69%	10%	90%	80%	21%	58%	*	*
SVVSD Mathematics	39%	88%	49%	40%	87%	47%	46%	69%	*	*
Timberline Mathematics	17%	83%	66%	6%	81%	75%	0%	39%	*	*

TS Gold 2 Year Average
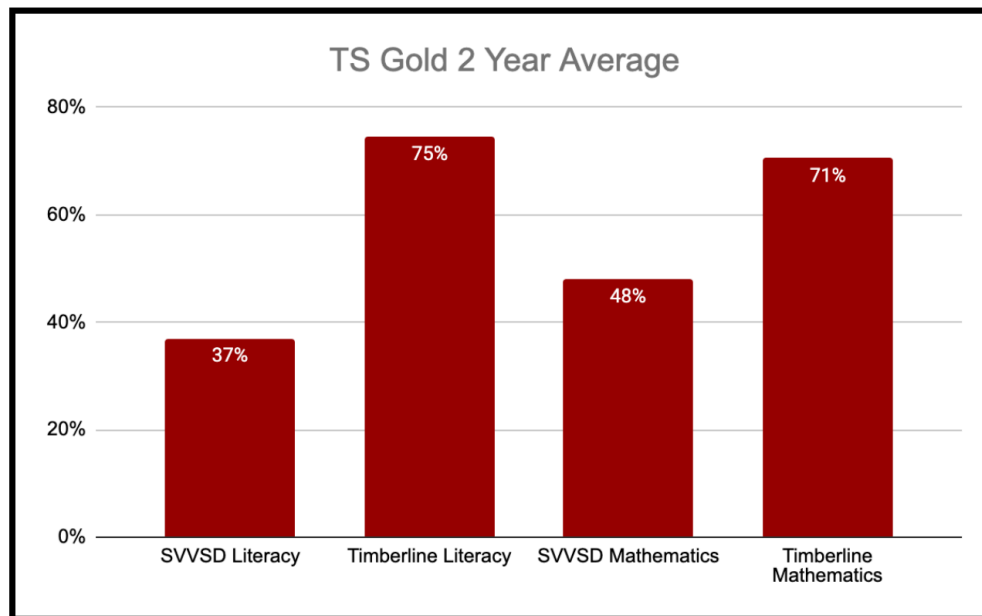
2021 Spring Data TS Gold

The number of students with complete fall to spring Teaching Strategies Gold was less than 16 for the 2020-2021 school year. The following are the demographics of 2020-2021 preschool participants:

Gender:	Male: 47%
	Female: 53%
Ethnicity:	Unknown Hispanic: 87%
	Not Hispanic or Latino: 13%
IFSP/IEP Status:	Children Without IFSP: 100%
	Children With IFSP: 0%
	Children Without IEP: 53%
	Children With IEP: 47%
Funding Source(s):	CPP/ECARE - HALF DAY Funding: 53%
	Preschool Special Education (Part B/Section 619 of IDEA): 33%
	Tuition Paid by Family: 13%
Age or Class/Grade:	Pre-K 4 class/grade (Blue): 100%
Primary Language:	English: 93%
	Unknown: 7%

PALS

The Phonological Awareness and Literacy Screening (PALS) assesses young children's knowledge of several literacy fundamentals. SVVS utilizes PALS-K as the reading diagnostic for kindergarten students. PALS-K is approved by CDE as a diagnostic assessment for kindergarten students for the Read ACT. The Virginia Department of Education developed PALS through Virginia's Early Intervention Reading Initiative. This assessment was not administered in the spring of 2020 due to remote learning in response to COVID 19. PALS-K was administered in person in the fall of 2020. Historically, Timberline PK-8 has decreased the number of kindergarten students identified with a Significant Reading Deficiency significantly between fall and winter. In comparison to the district, a significantly greater percentage of Timberline PK-8 students enter kindergarten identified SRD. For example, in the fall of 2018, 36 percent of SVVS kindergarten students were identified SRD as compared to 84 percent of TPK-8 kindergarten students. By spring, 13 percent of SVVS kindergartners were identified SRD as compared to 21 percent of TPK-8 kindergarten students. Although the percentage of TPK-8 students identified SRD remained higher than the district, TPK-8 reduced the number of identified students by 63 percent compared to 23 percent for our district. Currently, Timberline has 55 students enrolled in full day kindergarten.

Timberline PK-8

Kinder PALS - Percentage of Students Identified with Significant Reading Deficiency				
Year	Enrollment	Fall	Winter	Spring
2017-2018	74	76%	27%	19%
2018-2019	78	84%	20%	21%
2019-2020	71	83%	31%	*
2020-2021	66	80%	-	-

2020-2021 PALS

PALS data for Timberline Kindergarten students shows remarkable growth for a year in which students were not able to have a consistent learning environment. Beginning the year 100% virtual, moving into a hybrid environment where students were in person two days a week and virtual three days a week, moving back into 100% virtual and then finally attending school in person four days per week was extremely challenging for our youngest learners. Despite this, Timberline kindergarten students grew from an average score of 18.49 on PALS in the fall of 2020 to an average score of 74.08 in the spring of 2021. We decreased the percentage of students below the benchmark by 38%. Although the percentage of Kindergarten students with a Significant Reading Deficiency increased from 28.57% in 2020 to 36.36% in 2021, the growth during a school year in which our young learners spent a significant amount of time in online learning is a success.

PALS K - PALS Summed Score By Grade Timberline Pre-K - 8				
Category	Below Benchmark / SRD	At/Above Benchmark	% At/Above Benchmark	Avg Score
K 20-21 Fall	49	13	21%	18.49
K 20-21 Winter	43	19	31%	55.84
K 20-21 Spring	24	39	62%	74.08

SVVS Kinder PALS- Percentage of Students Identified with Significant Reading Deficiency

Year	Fall	Winter	Spring
2017-2018	33%	18%	11%
2018-2019	36%	19%	13%
2019-2020	36%	15%	*

2020-2021 SRD

SchName	Grade	%SRD 2021
Timberline PK-8	K	36.36%
Timberline PK-8	1.0	41.18%
Timberline PK-8	2.0	43.24%
Timberline PK-8	3.0	49.30%

iReady

i-Ready is an adaptive diagnostic test for grades K-8. It is one of the approved Diagnostic tests for READ Act testing. Winter Benchmark data is used in this analysis as it represents the most consistent in person test administration prior to Covid 19. iReady was not administered during the spring of 2020, and both fall 2020 and winter 2020 administration was remote.

iReady Reading

The three year trend across grade levels in iReady Reading matches the inconsistency seen in CMAS ELA. Percentage of students scoring on or above grade level decreased across all grade levels (1-8) between 2017 and 2019. The vast majority of students are reading significantly below grade level underscoring the need for a focus on reading instruction across grade levels. A common thread across grade levels is the low level of mastery in the domain of vocabulary. Students' inability to access vocabulary impacts their ability to comprehend both literary and informational text hence the all school focus on increasing the use of best

practice strategies in vocabulary instruction.

Grade	2019 Winter % Students On (Mid/Late) or Above Overall Grade-Level Placement	2018 Winter % Students On (Mid/Late) or Above Overall Grade-Level Placement	2017 Winter % Students On (Mid/Late) or Above Overall Grade-Level Placement	2019 Winter Vocabulary % Students Below Grade Level	2018 Winter Vocabulary % Students Below Grade Level	2017 Winter Vocabulary % Students Below Grade Level
1	9%	31%	9%	94%	76%	93%
2	12%	25%	9%	94%	84%	94%
3	11%	19%	15%	91%	86%	84%
4	10%	12%	15%	89%	92%	91%
5	8%	10%	6%	95%	91%	97%
6	11%	15%	15%	90%	88%	92%
7	5%	13%	16%	93%	82%	79%
8	16%	18%	18%	81%	72%	80%

The focus on vocabulary instruction during the pandemic year 2020-2021 yielded positive results as all grade levels were able to decrease the percentage of students three or more grade levels below. In addition, the majority of grade levels were able to increase the percentage of students early on grade level with fourth and fifth grade increased by 13% each.

Demographic data reveals that although the percentage of non English Language Learners at or above grade level or early on grade level outpaces English Language Learners, the growth from Fall to Spring is similar. A highlight is that the percentage of English Language Learners three grade levels below or more decreased by 7% while the percentage of non English Language Learners three grade levels below or more decreased by 4%.

school_diagnostic-results_reading_timberline-pk-8_08152021							
Grade	Diagnostic	% Students Mid or Above Grade	% Students Early On Grade Level	% Students One Grade Level Below	% Students Two Grade Levels	% Students Three or More Grade	Students Assessed
1	Spring	21%	8%	67%	3%	0%	61
1	Fall	23%	10%	61%	7%	0%	61
2	Spring	17%	13%	57%	13%	0%	60
2	Fall	0%	8%	55%	35%	2%	60
3	Spring	7%	35%	25%	27%	5%	55
3	Fall	4%	18%	22%	42%	15%	55
4	Spring	10%	13%	39%	11%	27%	79
4	Fall	5%	8%	43%	13%	32%	79
5	Spring	7%	16%	26%	34%	17%	70
5	Fall	9%	4%	16%	37%	34%	70
6	Spring	9%	9%	23%	17%	42%	77
6	Fall	9%	8%	16%	19%	48%	77
7	Spring	7%	15%	11%	9%	59%	82
7	Fall	9%	9%	16%	11%	56%	82
8	Spring	6%	11%	20%	6%	57%	83
8	Fall	5%	12%	19%	5%	59%	83

		school_diagnostic-results_reading_timberline-pk-8_08152021					
Grade	Diagnostic	% Students Mid or Above Vocabulary Grade-Level Placement	% Students Early On Vocabulary Grade-Level Placement	% Students One Below Vocabulary Grade-Level Placement	% Students Two Below Vocabulary Grade-Level Placement	% Students Three or More Below Vocabulary Grade-Level Placement	Students Assessed
K	Spring						0
K	Fall						0
1	Spring	18%	13%	62%	7%	0%	61
1	Fall	23%	15%	52%	10%	0%	61
2	Spring	13%	12%	53%	22%	0%	60
2	Fall	3%	5%	43%	37%	12%	60
3	Spring	9%	25%	38%	11%	16%	55
3	Fall	5%	20%	27%	25%	22%	55
4	Spring	11%	18%	35%	10%	25%	79
4	Fall	14%	5%	39%	11%	30%	79
5	Spring	6%	17%	31%	30%	16%	70
5	Fall	9%	4%	20%	34%	33%	70
6	Spring	10%	6%	27%	18%	38%	77
6	Fall	8%	8%	19%	16%	49%	77
7	Spring	13%	17%	10%	10%	50%	82
7	Fall	15%	10%	11%	10%	55%	82
8	Spring	10%	7%	23%	13%	47%	83
8	Fall	8%	6%	17%	14%	54%	83

		school_diagnostic-results_reading_timberline-pk-8_08152021 (2)					
English Learner	Diagnostic	% Students Mid or Above Grade Level	% Students Early On Grade Level	% Students One Grade Level Below	% Students Two Grade Levels Below	% Students Three or More Grade Levels Below	Students Assessed
Yes - English Learner	Spring	5%	8%	32%	18%	37%	278
Yes - English Learner	Fall	3%	4%	27%	22%	44%	278
No - English Learner	Spring	15%	20%	32%	12%	21%	289
No - English Learner	Fall	12%	15%	32%	18%	24%	289

iReady Math

The percentage of TPK-8 1st through 8th grade students scoring on or above grade level in math is equally concerning. Although the low number of students demonstrating mastery is consistent, there is a lack of consistency in increase and decrease across grade levels between 2017 and 2019. The critical domains of Number and Operations and Algebra and Algebraic Thinking show high percentages of students below grade level. These critical areas of number sense and algebraic thinking are primary areas of focus standards across the grades in order to increase math achievement.

Grade	2019 Winter % Students On (Mid/Late) or Above Overall Grade-Level Placement	2018 Winter % Students On (Mid/Late) or Above Overall Grade-Level Placement	Winter 2017 % Students On (Mid/Late) or Above Overall Grade-Level Placement	2017-2019 Average Winter Number and Operations % Students Below Grade Level	2017 -2019 Average Winter Algebra and Algebraic Thinking % Students Below Grade Level
1	7%	9%	2%	86%	76%
2	9%	9%	2%	82%	90%
3	5%	4%	7%	91%	78%
4	1%	9%	10%	86%	79%
5	4%	7%	5%	90%	94%
6	3%	3%	7%	91%	95%
7	5%	0%	11%	87%	95%
8	7%	6%	5%	91%	93%

During the 2020-2021 school year, the Fall and Winter iReady Math diagnostics were administered in a virtual environment so students took these assessments at home. The Spring iReady Math diagnostic was administered in person at school. The percentage of students three grade or more grade levels below decreased across all grade levels. Highlights include fifth, sixth and fourth grades which decreased the percentage of students three grade levels or more below by 20%, 13% and 12% respectively. Most grade levels made modest gains in the percentage of students on grade level, but second grade is especially noteworthy with an increase of 16% of students on grade level from Fall to Spring. In addition, most grade levels increased the percentage of students early on grade level from Fall to Spring with 4th grade making an increase of 15%.

		school_diagnostic-results_math_timberline-pk-8_08152021					
Grade	Diagnostic	% Students Mid or Above Grade Level	% Students Early On Grade Level	% Students One Grade Level Below	% Students Two Grade Levels Below	% Students Three or More Grade Levels Below	Students Assessed
1	Spring	12%	10%	73%	5%	0%	60
1	Fall	22%	5%	57%	17%	0%	60
2	Spring	19%	14%	49%	19%	0%	59
2	Fall	3%	8%	37%	47%	3%	59
3	Spring	2%	10%	63%	19%	6%	52
3	Fall	4%	4%	46%	38%	8%	52
4	Spring	4%	18%	41%	15%	23%	79
4	Fall	1%	3%	39%	22%	35%	79
5	Spring	4%	14%	43%	22%	16%	69
5	Fall	1%	4%	45%	13%	36%	69
6	Spring	4%	12%	32%	14%	38%	77
6	Fall	3%	5%	25%	17%	51%	77
7	Spring	7%	12%	26%	12%	43%	76
7	Fall	4%	9%	25%	17%	45%	76
8	Spring	2%	6%	23%	19%	49%	81
8	Fall	1%	10%	22%	15%	52%	81

school_diagnostic-results_math_timberline-pk-8_08152021 (1)

English Learner	Diagnostic	% Students Mid or Above Number and Operations Grade-Level Placement	% Students Early On Number and Operations Grade-Level Placement	% Students One Below Number and Operations Grade-Level Placement	% Students Two Below Number and Operations Grade-Level Placement	% Students Three or More Below Number and Operations Grade-Level Placement	Students Assessed
Yes - English Learner	Spring	11%	13%	38%	16%	22%	274
Yes - English Learner	Fall	8%	4%	31%	27%	31%	274
No - English Learner	Spring	19%	16%	39%	11%	15%	279
No - English Learner	Fall	10%	15%	42%	15%	17%	279

Read Act

PALS in kindergarten and iReady Reading for 1st through 3rd graders are the assessments utilized to identify students with a significant reading deficiency using cut scores determined by CDE. Of concern is the fact that the percentage of students identified SRD, Spring 2020, at TPK-8 increased rather than decreased between kindergarten and 3rd grade. This points to a lack of implementation of consistent, researched based instruction in foundational skills aligned throughout the grades. Currently, all preschool through 3rd grade teachers at Timberline PK-8 have participated in training for the Wilson Fundations' curriculum. Consistent, weekly grade level team meetings are focused on implementing Fundations with fidelity. By fall, 2021, all kindergarten through 3rd grade teachers will have completed Orton Gillingham training to support dedicated, best practice in foundational literacy skills.

2019 -2020 Significant Reading Deficiencies by Grade			
Grade	# of SRD	Total	% SRD
K	20	70	28.57%
1	25	70	35.71%
2	22	67	32.84%
3	48	98	48.98%

In the intermediate and middle grades, the number of TPK-8 students on Read plans in spring, 2020 decreased significantly between the grades going from 58 percent of 5th graders to 13 percent of 8th graders. As is true of students identified with SRD, students with Read plans increased between kindergarten and 3rd grade. 3rd grade teachers completed Wilson Fundations' training one year in advance of the district planned roll out to meet student need and align with the earlier grades.

2019-20 Read Plans by Grade

Grade	# of Read Plans	Total Students	% Read Plans
K	20	70	28.57%
1	32	70	45.71%
2	35	67	52.24%
3	64	98	65.31%
4	52	90	57.78%
5	35	82	42.68%
6	46	109	42.20%
7	32	119	26.89%
8	18	139	12.95%
Total	334	844	39.57%

SchName	Grade	# of READ Plans 2021	# of READ Plans 2019	READ_Diff
Timberline PK-8	K	47	19	28
Timberline PK-8	1.0	38	33	5
Timberline PK-8	2.0	49	46	3
Timberline PK-8	3.0	49	57	-8
Timberline PK-8	4.0		42	-
Timberline PK-8	5.0	49	45	4
Timberline PK-8	6.0	46	37	9
Timberline PK-8	7.0	46	20	26
Timberline PK-8	8.0	34	17	17

Timberline students who showed the greatest increase in READ plans from 2019 to 2021 were our entering Kindergarten students and our entering 7th grade students. Of note, is that both of these were transition years for our students in 2020. The spring of 2019 and the 2020-2021 school year were years in which our preschool and sixth grade students spent much of their school time completely online. Although our school offered a high quality virtual experience, students who had already entered school at the elementary or middle school level had the advantage of knowing their teachers and being familiar with the academic routines. The increase in READ plans in grades one and two was negligible and grade three actually decreased from 2019 to 2021.

Gifted and Talented and Advanced Coursework
Currently, 14 students at Timberline PK-8 are identified as gifted and talented. Each year, the number of students nominated for gifted and talented assessment increases as our staff increases their knowledge about the learning behaviors of gifted and talented students. TPK-8 administers a yearly Universal Screen for 3rd grade students in the areas of Reading, Math and Non-Verbal. Identified and progress monitored students are supported through differentiation in the classroom, advanced coursework, individualized learning opportunities and extra curricular activities throughout the school year.

Since 2015, the percentage of middle school students taking advanced coursework at TPK-8 has increased by 25 percent while the percentage of students taking Algebra 1 or higher has decreased slightly. Increasing the number of students taking advanced coursework in math is an important goal as it supports further opportunities for our students as they move onto high school and beyond.

Middle School Advanced Coursework		
Year	% Taking Advanced Coursework	% Taking Algebra 1 or >
2015-2016	25.27%	21.97%
2016-2017	24.81%	21.32%
2017-2018	16.55%	25.78%
2018-2019	31.40%	20.57%
2019-2020	48.80%	20.86%
2020-2021	50.17%	18.69%

Trend Analysis

Trend Direction: Increasing then decreasing

Performance Indicator Target: Academic Achievement (Status)

Elementary students in the area of ELA academic achievement mean scale score increased slightly over the last several years and then decreased slightly in 2019 (2017 = 717.6; 2018 = 720.2, 2019 = 719.3). This is a notable trend because it is well below the state expectation (739.5) by 20.2 points. (Source: SPF)

Trend Direction: Decreasing then increasing

Performance Indicator Target: Academic Achievement (Status)

Students in kindergarten through third grade identified with a Significant Reading Deficiency slightly decreased and then slightly increased over the last three years (2017 = 107/374, 29%; 2018 = 98/350, 28%; 2019 = 108/343, 31%; 2021 = 36%). This is a notable trend because of the increase of 3% last year. (Source: Read Act Reported Files submitted to the Colorado Department of Education)

Trend Direction: Decreasing then stable

Performance Indicator Target: Academic Achievement (Status)

Elementary students in the area of Math academic achievement mean scale score decreased slightly over the last three years (2017 = 718.8; 2018 = 718.4; 2019 = 713.4). This is a notable trend because it is well below the state expectation (734.3) by 20.9 points. (Source: SPF)

Trend Direction: Decreasing then increasing
Performance Indicator Target: Academic Achievement (Status)

Middle school students in the area of ELA academic achievement mean scale score decreased two years ago and remained the same from 2018 to 2019 (2017 = 730.4; 2018 = 721.8; 2019 = 721.8). This is a notable trend because it is well below the state expectation (740.1) by 18.3 points. (Source:SPF)

Trend Direction: Decreasing then increasing
Performance Indicator Target: Academic Achievement (Status)

Middle school students in the area of Math academic achievement mean scale score decreased then increased slightly over the last three years (2017 = 717.8; 2018 = 713.2; 2019 = 713.9). This is a notable trend because it is well below the state expectation (731.2) by 17.3 points. (Source: SPF)

Trend Direction: Decreasing then increasing
Performance Indicator Target: Academic Growth

Elementary school students in the area of ELA academic growth median growth percentile decreased slightly two years ago then increased slightly in 2019 (2017 = 45.0; 2018 = 44.0; 2019 = 45.5). This is a notable trend because it is below the state expectation (50) by 4.5 percentiles. (Source: SPF)

Trend Direction: Increasing
Performance Indicator Target: Academic Growth

Percentage of TPK8 kindergarten students entering in fall identified with a significant reading deficiency (SRD) and exiting by spring outperforms the same percentage in the district over the past two years (2017-2018 TPK8 57% ; SVVS 11%; 2018-2019 TPK8 63%; SVVS 13%) This is a notable trend because TPK8 outperformed SVVS by a significant percentage.

Trend Direction: Increasing
Performance Indicator Target: Academic Growth

Preschool students outperformed the district in growth on TS Gold in both literacy and math over the past two years (2017-18 Literacy: TPK8 69%; SVVS 39%; Math: TPK8 66%; SVVS 39%; 2018-2019 Literacy: TPK8 80%; SVVS 35%; Math: TPK8 %; SVVS 47% This is a notable trend because TPK8 growth outperformed the district growth by significant percentages.

Trend Direction: Decreasing
Performance Indicator Target: Academic Growth

Elementary school students in the area of Math academic growth median growth percentile decreased significantly (2017 = 42.0; 2018 = 30.5; 2019 = 20.5). This is a notable trend because it is below the state expectation (50) by 29.5 percentiles. (Source: SPF)

Trend Direction: Decreasing
Performance Indicator Target: Academic Growth

Middle school students in the area of ELA academic growth median growth percentile increased significantly in 2017 and then decreased (2017 = 64.0; 2018 = 46.0; 2019 = 45.0). This is a notable trend because it is below the state expectation of 50 by 5 percentiles. (Source: SPF)

Trend Direction: Increasing then decreasing
Performance Indicator Target: Disaggregated Achievement

Elementary school students in the area of ELA disaggregated achievement mean scale score for English learners increased over two years and then decreased (2017 = 714.8; 2018 = 719.5; 2019 = 705.3); for Free/Reduced price lunch eligible increased (2017 = 716.5; 2018 = 718.5; 2019 = 718.7), for minority students increased and then decreased slightly (2017 = 716.6; 2018 = 719.7; 2019 = 719.1). This is a notable trend because English learners decreased in 2019. (Source: SPF)

Trend Direction: Decreasing
Performance Indicator Target: Disaggregated Achievement

Elementary school students in the area of Math disaggregated achievement mean scale score for English learners decreased (2017 = 718.6; 2018 = 717.9; 2019 = 703.2), for Free/Reduced price lunch eligible decreased (2017 = 718.7; 2018 = 717.2; 2019 = 713.2), for minority students decreased (2017 = 718.4; 2018 = 717.9; 2019 = 712.4). This is a notable trend because disaggregated groups are below the mean scale scores for all students (713.4). (Source: SPF)

Trend Direction: Decreasing

Performance Indicator Target: Disaggregated Achievement

Middle school students in the area of ELA disaggregated achievement mean scale score for English learners decreased (2017 = 728.7; 2018 = 720.7; 2019 = 696.6), for Free/Reduced price lunch eligible decreased (2017 = 730.2; 2018 = 720.5; 2019 = 720.1), for minority students decreased (2017 = 728.2; 2018 = 720.7; 2019 = 720.6). This is a notable trend because English learners decreased in 2019. (Source: SPF)

Trend Direction: Decreasing

Performance Indicator Target: Disaggregated Achievement

Middle school students in the area of Math disaggregated achievement mean scale score for English learners decreased (2017 = 716.3; 2018 = 712.1; 2019 = 697.0), for Free/Reduced price lunch eligible remained the same (2017 = 716.3; 2018 = 712.0; 2019 = 712.0), for minority students increased slightly (2017 = 715.5; 2018 = 712.4; 2019 = 712.7). This is a notable trend because English learners decreased in 2019. (Source: SPF)

Priority Performance Challenges and Root Causes

Priority Performance Challenge: Priority Performance Challenge: Academic Performance ELA
On the CMAS ELA assessment, median scale scores are below expectations at all levels (Elementary ELA: 2017 = 717.6; 2018 = 720.2; 2019 = 719.3 and Middle ELA: 2017 = 730.4; 2018 = 721.8; 2019 = 721.8). A body of evidence (PALS,iReady, Acadience) shows our number of students in grades kindergarten through third grade identified with a Significant Reading Deficiency is increasing.

Root Cause: Lack of Research-Based Writing Instruction

Inconsistent implementation of research-based grade-level writing instruction across the curriculum.

Root Cause: Lack of Tier 1 Instruction at Grade Level and Appropriate Pacing in ELA

Root Cause: Lack of Tier 1 instruction at grade level and appropriate pacing due to focus on catching students up rather than addressing Colorado Academic Standards at grade level.

Root Cause: Inconsistent Use of Formative Assessment and Lack of Responsive Instruction ELA

Infrequent monitoring of student progress to grade-level mastery, supported by responsive instruction & formative feedback.

Root Cause: Inconsistent Collaborative Instructional Planning

Inconsistent opportunities to collaborate and plan rigorous tier 1 instruction, as well as develop and implement scaffolds and interventions for English Learners and students with disabilities.

Root Cause: Lack of focused academic vocabulary instruction across grades

Inconsistent professional development and training in research based vocabulary instruction resulting in lack of implementation in instruction.

Priority Performance Challenge: Priority Performance Challenge: Academic Performance Math

On the CMAS math assessment, median scale scores are below expectations at all levels (Elementary Math: 2017 = 718.8; 2018 = 718.4; 2019 = 713.4 and Middle Math: 2017 = 717.8; 2018 = 713.2; 2019 = 713.9).

Root Cause: Lack of Tier 1 Instruction at Grade Level and Appropriate Pacing in Math

Root Cause: Inconsistent Use of Formative Assessment and Lack of Responsive Instruction Math

Root Cause: Inconsistent Collaborative Instructional Planning

Inconsistent opportunities to collaborate and plan rigorous tier 1 instruction, as well as develop and implement scaffolds and interventions for English Learners and students with disabilities.

Root Cause: Inconsistent vertical articulation and instructional alignment across the grades

Inconsistent professional development and vertical planning to align rigorous math instruction across the PK-8 system.

Priority Performance Challenge: Priority Performance Challenge: Academic Growth ELA

On the CMAS ELA assessment, median growth percentiles are below expectations at all levels (Elementary ELA: 2017 = 45.0; 2018 = 44.0, 2019 = 45.5 and Middle ELA: 2017 = 64.0; 2018 = 46.0; 2019 = 45.0).

Root Cause: Lack of Tier 1 Instruction at Grade Level and Appropriate Pacing in ELA

Root Cause: Lack of Tier 1 instruction at grade level and appropriate pacing due to focus on catching students up rather than addressing Colorado Academic Standards at grade level.

Root Cause: Inconsistent Use of Formative Assessment and Lack of Responsive Instruction ELA

Infrequent monitoring of student progress to grade-level mastery, supported by responsive instruction & formative feedback.

Root Cause: Inconsistent Collaborative Instructional Planning

Inconsistent opportunities to collaborate and plan rigorous tier 1 instruction, as well as develop and implement scaffolds and interventions for English Learners and students with disabilities.

Root Cause: Lack of focused academic vocabulary instruction across grades

Inconsistent professional development and training in research based vocabulary instruction resulting in lack of implementation in instruction.

Priority Performance Challenge: Priority Performance Challenge: Academic Growth Math

On the CMAS math assessment, median growth percentiles are below expectations at the elementary level and inconsistent at the middle level (Elementary Math: 2017 = 42.0; 2018 = 30.5, 2019 = 20.5 and Middle Math: 2017 = 53; 2018 = 44.0; 2019 = 54.0).

Root Cause: Lack of Tier 1 Instruction at Grade Level and Appropriate Pacing in Math

Root Cause: Inconsistent Use of Formative Assessment and Lack of Responsive Instruction Math

Root Cause: Inconsistent Collaborative Instructional Planning

Inconsistent opportunities to collaborate and plan rigorous tier 1 instruction, as well as develop and implement scaffolds and interventions for English Learners and students with disabilities.

Root Cause: Inconsistent vertical articulation and instructional alignment across the grades

Inconsistent professional development and vertical planning to align rigorous math instruction across the PK-8 system.

Priority Performance Challenge: Academic Growth English Language Proficiency

Median growth percentiles are below expectations at all levels (Elementary ELP: 2018 = 51.0; 2019 = 46.0 and Middle ELP: 2018 = 43.0; 2019 = 48.5). On track proficiency is unstable (Elementary On Track: 2018 = 77.6%; 2019 = 68.8% and Middle On Track: 2018 = 52.8%; 2019 = 37.0%).

**Root Cause: Lack of Tier 1 Instruction at Grade Level and Appropriate Pacing in ELA**

Root Cause: Lack of Tier 1 instruction at grade level and appropriate pacing due to focus on catching students up rather than addressing Colorado Academic Standards at grade level.

Root Cause: Inconsistent Use of Formative Assessment and Lack of Responsive Instruction ELA

Infrequent monitoring of student progress to grade-level mastery, supported by responsive instruction & formative feedback.

Root Cause: Inconsistent Collaborative Instructional Planning

Inconsistent opportunities to collaborate and plan rigorous tier 1 instruction, as well as develop and implement scaffolds and interventions for English Learners and students with disabilities.

Root Cause: Lack of focused academic vocabulary instruction across grades

Inconsistent professional development and training in research based vocabulary instruction resulting in lack of implementation in instruction.

Magnitude of Performance Challenges and Rationale for Selection:

These challenges represent student performance needs across grade levels and content areas. These challenges are based on negative performance trends identified within the Empathy Phase of the Design Thinking Process, in which we reviewed Current Performance and Described Significant Trends. Throughout this process, we found that many of the initial trends were focused on smaller groups (such as a few grade levels or one subgroup). To better meet the needs of all students at Timberline PK8, we narrowed, focused, and synthesized the trends to develop overarching Priority Performance Challenges that will enable us to:

- Collaborate school-wide to meet the needs of all learners.
- Focus on the areas of highest need throughout the school.
- Better prepare our students for academic success in both achievement and growth.

Magnitude of Root Causes and Rationale for Selection:

In addition to the work outlined below, teacher teams met during pre-service professional development days in August and refined root causes utilizing Spring 2021 iReady and CMAS results.

The importance of continuing to develop valid and reliable formative assessment was identified. In addition, the need for a consistent schedule of progress monitoring, grade level team time to analyze data and plan responsive instruction was noted. Schedule. changes have been made to support progress monitoring and time for data analysis and planning responsive instruction.

Root causes were selected and verified utilizing the following process.
During large group and multiple small team professional development meetings, teachers developed an Input Trend Analysis.
Areas of concern identified were the following:

- Student ownership of learning
- Teacher collective efficacy
- Vertical teaming
- Standards-based instruction
- Formative assessment
- Rigor

After reviewing the research supporting the characteristics of high functioning schools, the following roots causes were identified:

- Inconsistent structures in place to support opportunities for teacher collective efficacy in order to reflect and improve on Tier 1 instruction, as well as develop and implement scaffolds and supports for English Learners
- Inconsistent opportunities to build common, reliable, and valid summative assessments
- Infrequent monitoring of student growth & progress to grade-level mastery, supported by responsive instruction & formative feedback

This work was followed by connecting the roots causes to supporting characteristics of high functioning schools, and Major Improvement Strategies were developed. Staff reviewed the Major Improvement Strategies which resolves Root Causes. Staff further examined seven specific supporting characteristics of high functioning schools and identified what these strategies might look, sound and feel like in our school if fully implemented on a frequent and consistent basis.

The seven identified supporting characteristics of high functioning schools are:

- Common, reliable, and valid summative assessments -
- Learning intentions & success criteria communicated with students, along with outlined learning progressions and transparent mastery thresholds -

- Supported opportunities for self- and peer-assessment
- Frequent monitoring of growth and progress, supported by responsive instruction & feedback
- Maximized instructional time for all students spent on standards-based, grade-level content -
- Students set learning goals and employ specific strategies to achieve them
- Collective Efficacy: Collaborative time with impact teams to evaluate, analyze, and act on various sources of student data and student work

Furthermore, in collaboration with our SVVS Special Education and Priority Programs Departments, English Learner and Students with Disabilities data was analyzed, along with reviewing master schedules to ensure access to general education and least restrictive environments are being provided. Low achievement and growth for students on Individualized Education Plans or identified as English Learners was noted as a concern.

In fall, 2020, Building Leadership Team reviewed and provided feedback on the chosen root causes. Revisions were made to major improvement strategies based on grade level and content team analysis of current data and instructional practices. The building schedule was modified to increase collaboration time for grade level/content and support staff teaming. Parent Leadership Team reviewed and provided feedback on the updated UIP plan, fall, 2020.

Additional Narrative / Conclusion

The available Spring 2021 data further exemplifies the impact of the learning environments on student outcomes and lack of attainment of grade level expectations at Timberline Pre-K -8. The approved plan from January 2021 with the additional extended learning opportunities for student beyond the school day and calendar year will provide the support for student to progress academically, particular in the area of mathematics k- 8. The additional systemic Early Literacy Initial will also provide focused reading intervention and progress monitoring for early literacy students to maximize the number of students meeting reading proficiency by third grade.

Action Plans

Planning Form

Focused Standards-Based Reading Instruction

What will success look like: Consistent implementation of viable reading curriculum and focused reading interventions to increase reading proficiency PK - 8.

Describe the research/evidence base supporting the strategy and why it is a good fit: The Standards-Based Teaching/Learning Cycle, Sheltered Instruction Observation Protocol (SIOP), and a guaranteed and viable curriculum. Orton-Gillingham method has been studied for over 70 years. Studies are as follows: Silberberg et al., 1973, Vickery et al., 1987, Foorman et al., 1997, Oakland et al., 1998, Torgesen et al., 1999.

Associated Root Causes:

Lack of Tier 1 Instruction at Grade Level and Appropriate Pacing in ELA:

Root Cause: Lack of Tier 1 instruction at grade level and appropriate pacing due to focus on catching students up rather than addressing Colorado Academic Standards at grade level.

Inconsistent Use of Formative Assessment and Lack of Responsive Instruction ELA:

Infrequent monitoring of student progress to grade-level mastery, supported by responsive instruction & formative feedback.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Intervention	90% of reading intervention minutes will be targeted, individualized and directly aligned to researched-based interventions.	08/11/2020 05/20/2022 Weekly	Teachers, Administration, District Assessment & Curriculum Department	
Classroom Observation	Implementation of researched based best practices in vocabulary instruction observed in physical or virtual classroom observations	08/11/2020 05/26/2023 Monthly	Teachers, Administrative Team	
Foundational Skills	Preschool through 3rd grade teachers implement consistent, daily foundational literacy skills instruction as measured by classroom observations and lesson plans	12/11/2020 05/26/2022 Weekly	PK-3 teachers, literacy teachers, district level literacy support staff	
Extended School	Implementation of an all-day extended school year program in the month of June	06/01/2021 06/30/2023	Teachers, Administration, Office of Priority Programs, District Assessment	

Year		Weekly	& Curriculum Department

SVVS Literacy Institute	100% of Timberline PK-5 teachers implement district wide system of progress monitoring and early intervention in literacy.	08/02/2021 08/05/2024 Monthly	PK-5 Staff, LIteracy Leadership Team, district level literacy support staff
Academic Advancement Academy	At risk students participate in after school support program to increase achievement in literacy.	10/04/2021 05/26/2022 Weekly	Teachers, Coordinator, District Curriculum Department

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Reading Curriculum Professional Development	Administration, PK-3 and Literacy Teachers will attend professional development training in Wilson Fundations Reading Curriculum in order to implement research based foundational literacy skills in the classroom.	08/11/2020 05/20/2022	Fundations Curriculum materials	Administration, PK-3 Teachers, Literacy Teachers, Office of Professional Development	
Collaborative Practice	Grade Level/Content Impact Teams meet weekly with administration and district learning services team for professional development in best practices in vocabulary instruction, designing rigorous formative & summative assessment, analyzing and planning instruction based on student data.	08/11/2020 05/26/2022	Instructional planning resources provided by district support staff	Teachers, Administrative Team, Assessment & Curriculum Department	
			CDE approved Interventions that are currently in		

Intervention Programming	Title 1 Reading Specialist Teachers will deliver a double-dip in foundational skills instruction to K-3rd grade level classrooms to support student mastery of foundational skills	08/11/2020 05/20/2022	use: iReady instruction Lexia Reading Core 5 Sound Partners SPIRE Orton Gillingham CDE approved Supplemental Programs that are currently in use: Phonics for ReadingCurriculum Associates Quick Reads- Pearson Words their WayPearson	Title 1 Reading Intervention Teachers
Reading Intervention Collaboration	Interventionist staff (MTSS, ELL, Literacy) and Administrative Team will meet with Grade Level/Content teams bimonthly to review progress monitoring data (from district approved measures),schedule small group interventions, plan for professional development and modify intervention groups and instruction, as needed.	08/11/2020 05/20/2022	Reading Data, Reading Intervention Curriculum	Title 1 Reading Intervention Teachers, Administration, Grade-Level Impact Teams
Foundational Literacy Skills Training	Preschool through 3rd grade & Literacy teachers will attend professional development training in Orton Gillingham to support implementation of research based foundational literacy skills instruction.	08/11/2020 05/20/2022	Orton Gillingham Materials	Elementary Teachers, Title 1Teachers, Office of Professional Development
	Teachers will provide after hours support for students with specific	11/30/2020	Orton Gillingham, Fundations,	Teachers, Administrative Team, Literacy

		academic needs in literacy utilizing district approved interventions.	05/26/2022	iReady instruction, Lexia	Team, Priority Programs
Academic Support					
Extended School Year Implementation	District support teams, administration and teachers will implement an all-day extended school year program incorporating best practices in reading instruction (ie. Orton Gillingham, Fundations), STEM integrated modules and opportunities for teacher collaboration. Students will attend a full school day filled with extended core instruction in math and ELA, interventions, and a rotation of specials providing collaborative opportunities for teachers to review student data and plan for intervention, as well as highly engaging lessons.	06/01/2021 06/30/2023	Reading Curriculum, Fundations, Orton Gillingham, STEM Modules	Extended School Year Teachers, Administration
SVVS Literacy Institute	Teachers participate in bi-monthly professional development sessions to increase knowledge and efficacy in implementing progress monitoring and utilizing progress monitoring data to guide instruction. Teachers administer specific assessments for students at risk on a regular, scheduled basis.	08/02/2021 05/25/2023	Acadience Professional Development Modules Just in Time Trainings	Teachers, Literacy Leadership Team, District Level Support Staff

 ## Standards-Based Instruction, Pacing & Formative Assessment

What will success look like: Consistent standards-based Tier 1 instruction in Math and English Language Arts, use of district pacing guides with fidelity, implementation of rigorous formative assessments and corresponding responsive instruction.

Describe the research/evidence base supporting the strategy and why it is a good fit: Standards based instruction and differentiation can be used to raise student achievement for all students. Tomlinson, C. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, VA: ASCD. Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: ASCD.

Associated Root Causes:

 Lack of Tier 1 Instruction at Grade Level and Appropriate Pacing in ELA:
Root Cause: Lack of Tier 1 instruction at grade level and appropriate pacing due to focus on catching students up rather than addressing Colorado Academic Standards at grade level.

Inconsistent vertical articulation and instructional alignment across the grades:
Inconsistent professional development and vertical planning to align rigorous math instruction across the PK-8 system.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Instruction	In at least 90% of walk-throughs and observations, evidence of implementation of Impact Team effectiveness should be observed including standards based, grade level aligned instruction, rigorous formative and summative assessments across contents, meaningful, actionable feedback including peer feedback, SIOP and culturally responsive teaching practices.	08/11/2020 05/20/2022 Weekly	Teachers, Administration Team, District Assessment & Curriculum Department	
Professional Development	90% of professional development will be directly aligned to the 7 Characteristics of High Functioning Schools, needs of Impact Teams, Tier I Instruction/Best Practices document, SIOP, and St. Vrain Valley School's Strategic Priorities, as evidenced by agendas and minutes from Timberline Leadership Team meetings, grade level and content area data collaboration, and the professional development calendar.	08/11/2020 05/20/2022 Weekly	Timberline Leadership Team, Administration Team, District Assessment & Curriculum DepartmentTeachers, Administration Team, District Assessment & Curriculum Department	
Progress Monitoring and Responsive Instruction	100% of teachers will engage in a school-wide system of progress monitoring across contents, utilizing data from such assessments to plan and deliver responsive instruction.	08/17/2021 05/26/2023 Monthly	Teachers, Administration, Learning Support Staff	
	School will implement opportunities for rigorous use of academic		TPK8 EL and LA teachers,	

	language and skills in reading, writing and speaking in English and Spanish to prepare for successful transition to secondary education and advanced coursework.	08/17/2021 05/26/2023 Weekly	administration, district level EL support. staff, SEAL Development Team
Pathway to Seal of Biliteracy			
Pathway to P-Tech	School will implement pathway of courses designed to support 6-8 grade students for success in Algebra 1, Computer Science, Coding and Workplace Learning.	08/17/2021 05/26/2023 Weekly	Teacher, P-Tech Coordinator, IBM Mentor, Skyline High School P-Tech Staff,
Advanced 5th Grade Math	School will offer an advanced 5th grade math course with an accelerated 5th & 6th grade scope and sequence to prepare students for advanced math track in middle school years.	08/17/2021 05/26/2023 Weekly	GT Liaison, District Math Coordinator
Advanced 4th Grade Math	School will School will offer an advanced 4th grade math course with an accelerated 4th & 5th grade scope and sequence to prepare students for advanced math track in middle school years.	08/15/2022 05/26/2023 Weekly	GT Liaison, District Math Coordinator

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Preschool to Kindergarten Transition Planning	PreK and Kindergarten teachers meet with literacy specialists and administration to review Spring TS Gold and Fundations assessment results for fall instructional planning.	08/11/2020 05/20/2022	Master Schedule	Preschool Teachers, Kindergarten Teachers, Elementary Specialists, Administration	
				Preschool	

PreK and Kindergarten Instructional Alignment (Year 3)	PreK and Kindergarten teachers meet monthly to collaborate and align foundational literacy skills instruction and assessments including implementation of Fundations curriculum	08/11/2020 05/20/2022	Master Schedule	Teachers, Kindergarten Teachers, Elementary Specialists, Administration
SIOP	All teachers will attend a one hour CLD/SIOP training in order to implement most promising practices such as Accountable Talk and Leveled Language Frames throughout content areas.	08/11/2020 05/20/2022	SIOP Modules	EL team, District Priority Programs Department
Math & Science Collaboration/Impact Teams	Middle school math and science teachers will engage in monthly collaboration and professional development seven times throughout the year focused on unpacking standards, building learning progressions, creating rigorous summative assessments, developing formative assessments, and examining student data and work samples	08/11/2020 05/20/2022	Math and Science Standards, 7 Characteristics of High Functioning Schools, Harvard's Researched-Based Mathematics Quality of Instruction coaching rubrics	Middle school Math and Science Teachers, Department of Assessment & Curriculum Learning Leaders
ELA & Social Studies Collaboration/Impact Teams	Middle school ELA and social studies teachers will engage in monthly collaboration and professional development seven times throughout the year focused on unpacking standards, building learning progressions, creating rigorous summative assessments, developing formative assessments, and examining student data and work samples.	08/11/2020 05/20/2022	Language Arts Standards, 7 Characteristics of High Functioning Schools	Middle school ELA and Social Studies Teachers, Department of Assessment & Curriculum Learning Leaders
	Members of the EL Department will meet twice a month with administration and members of the Priority Programs	08/11/2020	SIOP Modules,	EL Teachers, Administration,

EL Department/Administration Collaboration	Department to review NEP, LEP and FEP student data, plan supports for teachers, create professional development and locate resources needed by teachers.	05/20/2022	Student Data	Priority Programs Department
Elementary Grade-Level Impact Teams/Data Collaboration	Grade-Level Impact Teams will meet weekly with administration and members of the District Assessment and Curriculum Department to participate in data driven dialogues to examine practice and align instruction and expectations in reading, writing and math. Reading, writing and math data will be examined and writing across all contents will be reinforced. Special focus on research based vocabulary instruction will be emphasized: foundational literacy skills to support student access to vocabulary in primary grades and emphasis on morphology in intermediate grades.	08/11/2020 05/20/2022	ReadyGen Curriculum, Writing Samples, Reading Data	Administration, District Assessment & Curriculum Department, Teachers
Student Support Team Collaboration	MTSS teachers, counselors, special education staff and administration will meet once per week to discuss student reading, writing and math data, Tier 2 and 3 interventions and layers of support.	08/11/2020 05/20/2022	Student Data	MTSS Teachers, Counselors, Special Education Staff, Administration In Prog
Preschool/Administration Meetings	Preschool teachers and administration will meet weekly to review preschool academic and behavior performance, programming needs, and plan to support instruction including implementation of Wilson Fundations foundational literacy skills curriculum ensure vertical alignment in primary grades.	08/11/2020 05/20/2022	Preschool performance data, observation notes	Preschool Teachers, Administration
	Special Education teachers will meet weekly to review services provided to students with disabilities, specifically examining accommodations, access to core, and least restrictive environments. Special Education teachers will			Special Education

Special Education Targeted Support and Improvement Collaboration	provide targeted support and improvement and data-based targeted instruction to students with disabilities in conjunction with core content teachers in the areas of math and language arts and will support core teachers' implementation of foundational literacy skills utilizing Wilson Fundations and Orton Gillingham at the elementary level and morphology at the intermediate and middle levels.	08/11/2020 05/20/2022	Student Data	Teachers, Administration, District Special Education Coordinator
MTSS Grade Level Teams	Grade Level Teams will meet weekly with MTSS Coordinator and Administration to analyze results of systems-wide progress monitoring assessments and plan responsive instruction to meet student need.	08/17/2021 05/26/2023	iReady Standards Mastery, Acadience, Curricular progress monitoring tools	Teachers, Administration, Learning Support Team

Instructional Collaboration/Collective Efficacy & Writing Across the Curriculum

What will success look like: Consistent research-based, grade-level writing instruction across all content areas through the implementation of instructional collaboration in Impact Teams. Impact teams evaluate, analyze, and adjust instruction based upon student outcomes.

Describe the research/evidence base supporting the strategy and why it is a good fit: Bloomberg, P., & Pitchford, B. (2017). Leading impact teams: Building a culture of efficacy. Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of d=1.57 Collective Teacher Efficacy is strongly correlated with student achievement. HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91.

Associated Root Causes:

Lack of Research-Based Writing Instruction:
Inconsistent implementation of research-based grade-level writing instruction across the curriculum.

Inconsistent Collaborative Instructional Planning:

Inconsistent opportunities to collaborate and plan rigorous tier 1 instruction, as well as develop and implement scaffolds and interventions for English Learners and students with disabilities.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Collaborative Practice	Grade level/content team analysis of student writing sample data Collaborative instructional planning utilizing results of data analysis to inform instruction Lesson planning to include elements of culturally responsive practice	08/11/2020 05/20/2022 Weekly	Teachers, Administration Team, District Assessment & Curriculum Department	
Classroom Observation	Implementation of researched based best practices in writing instruction observed in bi-weekly physical or virtual classroom observations	08/11/2020 05/20/2022 Monthly	Teacher, Administrative Team, District Assessment & Curriculum Department	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
SPED Support	Grade level (elementary) and Content (secondary) teams will meet biweekly with SPED support staff to share student data, and provide specific planning support in writing instruction for students with an IEP	08/11/2020 05/20/2022	Student Data; Leading Impact Teams, Building a Culture of Collective Efficacy book by Paul Bloomberg & Barb Pitchford; 7 Characteristics of High Functioning Schools	Special Education teachers, Administration, District Special Education Coordinator	
				Elementary	

EL Support	Grade level (elementary) and Content (secondary) teams will meet biweekly with EL support staff to share student data, and provide specific planning support for EL students.	08/11/2020 05/20/2022	SIOP, "Culturally Responsive Teaching and the Brain," by Hammond, District Unit Plans	classroom teachers, EL teachers, Adminstrative team, District level Bilingual Coordinators
District Walk-Throughs	Three times per year in 2020-2021 and 2021-2022, St. Vrain District Administration and members of the District Assessment and Curriculum Department will conduct building walk-throughs to assess implementation of building-level Impact Teams products. This may done virtually in remote learning.	08/11/2020 05/20/2022	7 Characteristics of High Functioning Schools rubric and Likert Scale	St. Vrain District Administration and members of the District Assessment and Curriculum Department
Grade Level/Content Team Meetings	Grade Level (elementary) and Content (secondary) teams meet monthly with administrative team and learning services staff for professional development in best writing practices, analysis of student writing and planning of instruction	08/11/2020 05/20/2022	Collective Efficacy book by Paul Bloomberg & Barb Pitchford; 7 Characteristics of High Functioning Schools	Department of Assessment & Curriculum Learning Leaders

School Target Setting

Priority Performance Challenge : Priority Performance Challenge: Academic Performance ELA

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

2021-2022: Elementary students in the area of Academic Achievement in English Language Arts mean scale score will be at least 728 (one third of the way from 15th percentile to 50th percentile). Middle school students in the area of Academic Achievement in English Language Arts mean scale score will be at least 729.4 (one third of the way from 15th percentile to 50th percentile).

2022-2023: Elementary students in the area of Academic Achievement in English Language Arts mean scale score will be at least 728 (one third of the way from 15th percentile to 50th percentile). Middle school students in the area of Academic Achievement in English Language Arts mean scale score will be at least 729.4 (one third of the way from 15th percentile to 50th percentile).

INTERIM MEASURES FOR 2021-2022: iReady Reading Fall, Winter, and Spring

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2021-2022: Timberline students identified as Significant Reading Deficient (SRD) will decrease an additional 10% per grade level.

2022-2023: Timberline students identified as Significant Reading Deficient (SRD) will decrease an additional 10% per grade level.

INTERIM MEASURES FOR 2021-2022: Acadience monthly and iReady Reading Grades 1- 3 Fall, Winter, and Spring

Priority Performance Challenge : Priority Performance Challenge: Academic Performance Math

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

2021-2022: Elementary students in the area of Academic Achievement in Mathematics mean scale score will be at least 724.2 (one third of the way from 15th percentile to 50th percentile). Middle school students in the area of Academic Achievement in

2022-2023: Elementary students in the area of Academic Achievement in Mathematics mean scale score will be at least 724.2 (one third of the way from 15th percentile to 50th percentile). Middle school students in the area of Academic Achievement in Mathematics mean scale score will be at least 721.4 (one third of the way from 15th percentile to 50th percentile).

INTERIM MEASURES FOR 2021-2022: iRead Math Fall, Winter and Spring

Priority Performance Challenge : Priority Performance Challenge: Academic Growth ELA

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2021-2022: Elementary and middle school students in the area of Academic Growth in English Language Arts will have a median growth percentile of 50 or above.

2022-2023: Elementary and middle school students in the area of Academic Growth in English Language Arts will have a median growth percentile of 55 or above.

INTERIM MEASURES FOR 2021-2022: iReady Growth Fall -Winter and Fall - Spring

PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2021-2022: Students with Disabilities in elementary and middle school in the area of Academic Growth in English Language Arts will have a median growth percentile of 50 or above.

2022-2023: Students with Disabilities in elementary and middle school in the area of Academic Growth in English Language Arts will have a median growth percentile of 55 or above.

INTERIM MEASURES FOR 2021-2022: iReady Growth Fall to Winter and Fall to Spring

Priority Performance Challenge : Priority Performance Challenge: Academic Growth Math

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2021-2022:** Elementary and middle school students, including all sub-groups, in the area of Academic Growth in Mathematics will have a median growth percentile of 50 or above.
	2022-2023: Elementary and middle school students, including all sub-groups, in the area of Academic Growth in Mathematics will have a median growth percentile of 55 or above.

INTERIM MEASURES FOR 2021-2022: iReady Growth Fall to Winter and Fall to Spring

PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2021-2022:** Students with Disabilities in elementary and middle school in the area of Academic Growth in Mathematics will have a median growth percentile of 50 or above.
	2022-2023: Students with Disabilities in elementary and middle school in the area of Academic Growth in Mathematics will have a median growth percentile of 55 or above.

INTERIM MEASURES FOR 2021-2022: iReady Growth Math Fall to Winter and Fall to Spring

Priority Performance Challenge : Academic Growth English Language Proficiency

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELP

ANNUAL PERFORMANCE TARGETS	**2021-2022:** Elementary and middle school students, identified as English Language Proficient (ELP) will have a median growth percentile of 50 or above.
	2022-2023: Elementary and middle school students, identified as English Language Proficient (ELP) will have a median growth percentile of 55 or above.

INTERIM MEASURES FOR 2021-2022: iReady Reading Growth Fall to Winter and Fall to Spring

MEMORANDUM

DATE: October 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Adoption of Resolution Approving 2021-2022 District Employee
           Membership in Colorado High School Activities Association (CHSAA)
           Strategic Priority – Strong Visionary Leadership

RECOMMENDATION

That the Board of Education adopt a resolution approving 2021-2022 District employee
membership in CHSAA.

BACKGROUND

The Board of Education recognizes the services of the individuals listed in the resolution
to be within the scope of employment of school district personnel and within the
performance of those duties as employees of the school district, as members of the Board
of Directors of the CHSAA or as a member of other CHSAA committees, Legislative
Council or interscholastic activity league committees under CHSAA.

Chase McBride, Executive Director of Athletics, Fine Arts, PE and Health, will be available
for questions.

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

WHEREAS, the high schools of the District are members of the Colorado High School Activities Association (CHSAA) and Northern Colorado Athletic Conference, Longs Peak League and Mile High League pursuant to resolutions adopted by this Board; and

WHEREAS, the CHSAA is an instrumentality of the public schools of the State of Colorado serving the important governmental purpose of administering the interscholastic activities of its members;

THEREFORE, BE IT RESOLVED, that service as a member of the Board of Directors of the CHSAA or as a member of other CHSAA committees, Legislative Council or interscholastic activity league committees under the auspices of CHSAA, is deemed to be within the scope of employment of District personnel and within the performance of those duties as employees of the District. In particular, the Board of Education recognizes the services of the following individuals to be within the scope of this resolution for the 2021-22 School Year:

Chase McBride	Administration	CHSAA Equity Committee, CHSAA State Softball Tournament Director, Colorado Athletic Directors Association (CADA) Member, CHSAA Playoff Restructuring Committee, District Athletic Director Committee, SVVSD JOC Board
Janay Bird	Administration	CHSAA Music Committee Member, Colorado Music Educators Association Member, American Choral Directors Association, Colorado All State Choir Board Member, CHSAA Activities Advisory Committee Member
Justin Carpenter	Erie	CADA Member, Northern League Member, Front Range League Member
Ty Gordon	Frederick	CADA Member, CHSAA Soccer Committee, Longs Peak League Secretary, CHSAA State Soccer Final Four Host, SVVSD JOC Board
Pete Scheck	Longmont	CADA Member, Northern League Member, Front Range League Member
Colleen Ford	Lyons	CADA Member, Mile High League Volleyball & Track Seeding Representative
Chad Eisentrager	Mead	CADA Executive Board, CHSAA Golf Committee Chair, Northern League Vice President

Joe Brown	Niwot	CHSAA Coaches Education Committee, CADA Executive Board, Colorado High School Coaches Association (CHSCA) Executive Board, CHSAA Tennis Committee Member, Longs Peak League Vice President, SVVSD JOC Board
Patrick DeCamillis	Silver Creek	CADA Member, Northern League Member, CHSAA Wrestling Committee Member, CHSAA Wrestling State Tournament Committee
Michael Green	Skyline	CHSAA Unified Bowling Committee Member, CADA Member, Northern League Member
Cameron Wright	Twin Peaks	CADA Member, Mile High League President, Foothills League President

I certify that the foregoing resolution was duly adopted by the Board of Education of the St. Vrain Valley School District RE-1J at its Regular Meeting on October 13, 2021.

_____
Joie Siegrist
President of the Board of Education

*Place on file in Local District. Do not submit to the CHSAA.

MEMORANDUM

DATE: October 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Second Reading, Adoption Board Policies JLCD, JLCD-E, and
            JLCD-R pertaining to Administering Medications to Students
            Strategic Priority – Portfolio of 21st-Century Instructional Focus
            Schools and Robust Co-Curricular Opportunities

RECOMMENDATION

For the Board of Education to adopt on second reading updates to Board Policies
JLCD, JLCD-E, and JLCD-R pertaining to Administering Medications to Students.

BACKGROUND

The Colorado General Assembly passed SB21-056 which changed certain
requirements for administering medications, including medical marijuana, to
students at school. Additionally, the Colorado Association of School Boards has
recommended certain stylistic changes to the affected policies.

Policies JLCD, JLCD-E, and JLCD-R need to be updated to conform with the new
state law.

Administering Medications to Students

School personnel mayshall not administer prescription or nonprescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours.

Medication, other than medical marijuana, may be administered to students by school personnel whom a district school nurse has trained and delegated the task of administering such medication. For purposes of this policy, the term "medication" includes both prescription medication and nonprescription medication, but does not include medical marijuana. The administration of medical marijuana shall must be in accordance with the Board's policy on administration of medical marijuana to qualified students.

The term "nonprescription medication" includes but is not limited to over-the-counter medications, homeopathic and herbal medications, vitamins and nutritional supplements. Medication, other than medical marijuana, may be administered to students only when the following requirements are met:

1. Medication shall must be in the original properly labeled container. If it is a prescription medication, the student's name, name of the medication, dosage, how often it is to be administered, and name of the prescribing health care practitioner shall must be printed on the container.

2. The school shall must have received written permission from the student's parent/guardian to administer the medication to the student and either:

    a. written permission to administer the medication from the student's health care practitioner with prescriptive authority under Colorado law; or

    b. a standing medical order, if the medication is an over-the-counter medication such as Advil or Tylenol.

3. The parent/guardian shall isbe responsible for providing all medication to be administered to the student.

4. The nonprescription medication is a product that has been approved by the federal Food and Drug Administration (FDA).

Self-administration of medication for asthma, allergies or anaphylaxis, or other prescription medication

A student with asthma, a food allergy, other severe allergies, diabetes, or related, life-threatening conditions, or who is prescribed medication by a licensed health care practitioner, may possess and self-administer medication, other than medical marijuana, to treat such conditions. Self-administration of such medication may occur during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. Student possession and self-administration of such medication shall must be in accordance with the regulation that accompanies this policy.

Authorization for a student to possess and self-administer medication to treat the student's asthma, food or other severe allergies, anaphylaxis, diabetes or other related, life-threatening condition, or other condition for which the medication is prescribed, may be limited or revoked by the school principal after consultation with a district school nurse, the school health clerk and the student's parent/guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

Sharing, borrowing or distribution of medication is prohibited. The student's authorization to self-administer medication may be revoked by the school principal after consultation with a district school nurse, the school health clerk and the student's parent/guardian and the student may be subject to disciplinary consequences, including suspension and/or expulsion, for violation of this policy.

Medical marijuana

The Board recognizes the Colorado General Assembly ~~passed HB 16-1373~~ has mandated~~mandating~~ school districts allow the administration of medical marijuana to students on school grounds under certain circumstances, so long as the school districts do not lose or will not have its federal funds reasonably jeopardized. The Board further recognizes that such state law, whether or not school districts have a corresponding policy, is contrary to federal law, which continues to categorize all forms of marijuana as a Schedule I controlled substance.

The Board strives to honor families' private medical decisions while maintaining a learning environment free of disruption and upholding its commitments to be a drug and alcohol-free environment. To accomplish these goals, the district permits the administration of medical marijuana to qualified students in accordance with state law during school hours if the administration cannot reasonably be accomplished outside of school hours, so long as the district will not lose federal funding as set forth below.

Definitions:

"Designated location" means a location identified in writing by the school district and may only include a location on the grounds of the school in which the student is enrolled, upon a school bus in Colorado, or at a school-sponsored event in Colorado.~~;~~

"Medical marijuana" means a cannabis product with a delta-9 tetrahydrocannabinol (THC) concentration greater than 0.3 percent.

"Permissible form of medical marijuana" means nonsmokeable products such as oils, tinctures, edible products or lotions that can be administered and fully ingested or absorbed in a short period of time. Forms of medical marijuana not included in the definition of permissible form of medical marijuana may be proposed by the qualified student's primary parent/guardian to the superintendent, or his/her designee, who may authorize such a request after consultation with appropriate personnel chosen by the district. Patches and other forms of administration that continue to deliver medical marijuana to a qualified student while at school may only be appropriate for students who receive ongoing adult assistance, or on a case-by-case basis, as determined by the district, when adequate protections against misuse may be made.
~~;~~

"Primary caregiver" means the qualified student's parent, legal guardian or licensed medical professional~~; and~~.

"Qualified student" means a student who holds a valid recommendation for medical marijuana from a licensed physician and is registered with ~~registration from the state of Colorado (license issued by~~ the Colorado Department of Public Health and Environment~~)~~ for the use of medical marijuana and for whom the administration of medical marijuana cannot reasonably be accomplished outside of school hours.

Permissible administration of medical marijuana to a qualified student by a primary caregiver

Any primary caregiver seeking access to school or district property, a school bus or school-sponsored event for purposes of this policy must comply with the district's policy and/or procedures concerning visitors to schools and all other applicable policies.

The primary caregiver shall be responsible for providing the permissible form of medical marijuana to be administered to the qualified student and only administer the medical marijuana in accordance with this policy and the approved Written Plan (Board Exhibit JLCD-E). ~~After administering the permissible form of medical marijuana to the qualified student, the student's primary caregiver shall remove any remaining medical marijuana from the grounds of the school, district, school bus or school-sponsored event.~~ A qualified student's primary caregiver may administer a permissible form of medical marijuana to a qualified student in a designated location only if all of the following parameters have been met:

1. The qualified student's parent/guardian provided the school with a copy of the student's valid recommendation for medical marijuana from a licensed physician and valid~~, current~~ registration from the state of Colorado authorizing the student to receive medical marijuana;

~~1.~~2. The qualified student's parent/guardian sign written acknowledgement assuming all responsibility for the provision, administration, maintenance, and use of medical marijuana under state law, and releases the district from liability for any injury that occurs pursuant to this policy;

3. The primary caregiver creates a ~~w~~Written ~~p~~Plan (Board Exhibit JLCD-E), which receives approval by the district in its sole discretion that identifies the form, designated location(s), and any protocols regarding administration of a permissible form of medical marijuana to the qualified student;

4. ~~Either t~~The district determines, in its sole discretion, the location of a locked storage container to store the qualified student's medical marijuana that does not significantly delay access to or the administration of the medical marijuana in a medical emergency or after administering the permissible form of medical marijuana to the qualified student, the student's primary caregiver must remove any remaining medical marijuana from the grounds of the school, district, school bus, or school-sponsored event. In no event shall medical marijuana be stored overnight on school grounds;

~~2.~~5. Only one day's dose of medical marijuana, as defined in the recommendation for medical marijuana from the licensed physician, may be stored on district property during the day. The District will not accept more than one day's dosage;

~~3. Forms of medical marijuana not included in the definition of permissible form of medical marijuana may be proposed by the qualified student's primary parent/ guardian to the superintendent, or his/her designee, who may authorize such a request after consultation with appropriate personnel chosen by the district. Patches and other forms of administration that continue to deliver medical marijuana to a qualified student while at school may only be appropriate for students who receive ongoing adult assistance, or on a case-by-case basis, as determined by the district, when adequate protections against misuse may be made.~~

~~4.~~6. The district director of student services, or his/her designee, shall maintain a copy

of each w~W~ritten p~P~lan (Board Exhibit JLCD-E); and

7. The primary caregiver shall not administer the permissible form of medical marijuana in a manner that creates disruption to the educational environment or causes exposure to other students.

Permissible administration of medical marijuana to a qualified student by school personnel

School personnel may volunteer to ~store,~ administer, or assist in the administration of medical marijuana to a qualified student in a designated location if the following parameters are met:

1. The qualified student's parent/guardian has provided the school with a copy of the student's valid recommendation for medical marijuana from a licensed physician and valid registration from the state of Colorado authorizing the student to receive medical marijuana;

2. The qualified student's parent/guardian signs a written acknowledgment granting permission for the school personnel who volunteer to ~store,~ administer, or assist in the administration of medical marijuana under state law, and releases the district and the volunteer from liability for any injury that occurs pursuant to this policy;

3. The qualified student's parent/guardian or primary caregiver must be responsible for providing a one day dose of the permissible form of medical marijuana to be administered to the qualified student;

4. The district determines, in its sole discretion, that ~that~ a location and a method of administration of a permissible form of medical marijuana are available that do not create risk of disruption to the educational environment or exposure to other students;

5. The district determines, in its sole discretion, the location of a locked storage container to store the qualified student's one day dose of ~–~medical marijuana that does not significantly delay access to or the administration of the medical marijuana in a medical emergency;

6. In no event shall medical marijuana be stored overnight on school grounds;

7. The district and the qualified student's parent/guardian prepare a written plan that identifies the form, designated location(s), instructions or treatment plan for administration from one of the student's recommending physicians, and any additional protocol regarding administration of a permissible form of medical marijuana to the qualified student. The written plan (Board Exhibit JLCD-E) must be signed by the school administrator, the school personnel who volunteer to store, administer, or assist in the administration of the medical marijuana, the qualified student (if capable), and the qualified student's parent/guardian. The physician's recommendation for the student's use of medical marijuana must be attached to the plan; and

~5.~8. The district director of student services, or his/her designee, shall maintain a copy of each written plan (Board Exhibit JLCD-E).

Additional parameters

School district personnel ~shall~ will not ~administer, give advice related to, or possess medicalmarijuana in any form; nor shall they~ be responsible for verifying information related to the medical marijuana such as potency, dosage, and how often it should be

administered.

This policy conveys no right to any student or to the student's parents/guardians or other primary caregiver to demand access to any general or particular location on school or district property, a school bus or at a school-sponsored event to administer medical marijuana.

This policy shall not apply to school grounds, school buses, or school-sponsored events located on federal property or any other location that prohibits marijuana on its property.

Qualified students shall not possess or self-administer medical marijuana.

Permission to administer medical marijuana to a qualified student on school grounds, school buses, or school-sponsored events may be limited or revoked if the qualified student and/or the student's primary caregiver violates this policy or demonstrates an inability to responsibly follow the parameters as outlined in this policy, the student is no longer an eligible student, or the district is no longer required by state law to permit a primary caregiver to possess and administer medical marijuana on school grounds, school buses, or at school-sponsored events.

Any student possession, use, distribution, sale or intoxication of marijuana inconsistent with this policy may be considered a violation of district policy concerning drug and alcohol involvement by students or other district policy and may subject the student to disciplinary consequences up to and including expulsion.

If the federal government indicates that the district's federal funds are jeopardized by this policy, the district declares that this policy ~~shall~~ is~~be~~ suspended immediately and that the administration of any form of medical marijuana to qualified students shall not be permitted on school grounds, upon a school bus or at a school-sponsored event. The district shall post notice of a policy suspension and prohibition in a conspicuous place on its website.

~~The parent or guardian shall provide a written statement that specifically describes the product and method of administration, and releases the district, its employees, agents, and assigns from any and all legal liability and financial responsibility to the eligible student and any third-party related to the possession and administration of medical marijuana to the eligible student on school property, school buses, or at school-sponsored events.~~

Adopted: February 8, 1984
Revised: June 25, 1986
Revised: April 12, 1995
Revised: April 23, 2008
Revised: June 24, 2015
Revised: March 8, 2017
Revised: August 8, 2018
Revised: October 10, 2018
Revised: April 8, 2020
Revised: September   , 2020

LEGAL REFS.:   C.R.S. 12-38-132 (delegation of nursing tasks)
C.R.S. 12-38-132.3 (school nurses – over-the-counter medication)
C.R.S. 22-1-119 (no liability for adverse drug reactions/side effects)
C.R.S. 22-1-119.1 (board may adopt policy to acquire a stock supply of opiate antagonists)
C.R.S. 22-1-119.3 (3)(c), (d) (no student possession or self-

administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event)
C.R.S. 22-1-119.5 (Colorado Schoolchildren's Asthma, Food Allergy, and Anaphylaxis Health Management Act)
C.R.S. 22-2-135 (Colorado School Children's Food Allergy and Anaphylaxis Management Act)
C.R.S. 24-10-101 *et seq.* (Colorado Governmental Immunity Act)
1 CCR 301-68 (State Board of Education rules regarding student possession and administration of asthma, allergy and anaphylaxis management medications or other prescription medications)
6 CCR 1010-6, Rule 6.13 (requirements for health services in schools)
C.R.S. 22-1-119.3(3)(a)(board must adopt and implement a policy including processes for the storage, possession, and administration of medical marijuana)

CROSS REFS.:   JICH, Drug and Alcohol Involvement by Students
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)
JLCDA*, Students with Food Allergies
JLCE, First Aid and Emergency Medical Care

WRITTEN PLAN

ADMINISTRATION OF MEDICAL MARIJUANA TO QUALIFIED STUDENTS

~~Student Name~~Name of Qualified Student: _____

Student Number:_____

Parent/Guardian Name: _____

School: _____

TO BE COMPLETED BY PARENT OR GUARDIAN

I certify that I have read St. Vrain Valley School District Board Policy JLCD regarding the administration of medical marijuana to qualified students, and I hereby request the St. Vrain Valley School District permit the below identified primary caregiver or volunteer permission to administer a permissible form of medical marijuana to my child as described in this written plan. I understand this written plan is only good for the current school year, until the expiration date on my child's medical marijuana registry card, or until this policy is suspended, whichever is earlier in time. I understand that:

By initialing the following paragraphs and signing below, the undersigned parent(s) or guardian(s) hereby acknowledges:

_____ I have read and agree to comply with the board's policy (JLCD) regarding the administration of medical marijuana to qualified students.

_____ I assume all responsibility for the provision, administration, maintenance, and use of medical marijuana to my child.

_____ I understand that I am only permitted to bring one-day's dose of medical marijuana on school grounds each day. I am not permitted to bring extra dosages.

_____ I understand that as soon as I or my designated primary caregiver complete the medical marijuana administration, I or my designated primary caregiver must remove any remaining medical marijuana from the grounds of the school, district, school bus, or school-sponsored event. I understand that I am not permitted to leave medical marijuana on district properties overnight.

_____ I understand that the district, in its sole discretion, will determine a designated location and any protocols regarding the administration of medical marijuana to my child and that this plan does not allow for the administration of medical marijuana on federal property or any location that prohibits marijuana on its property.

_____ I understand that permission to administer medical marijuana in accordance with this plan may be revoked for the failure to comply with the board's policy on the administration of medical marijuana to qualified students or other applicable board policies.

_____ I have attached my student's licensed physician's medical marijuana recommendation and hereby certify that this written plan is consistent with that recommendation.

Type of permissible medical marijuana to be administered to my child (circle):

Oil   Tincture   Edible   Lotion   Other, please explain_____

Please explain the administration method in enough detail in order for the school to determine an appropriate location for administration of medical marijuana that does not create a risk of disruption to the education environment or exposure to other students. At a minimum, include administration, dosage amounts and times to be given.

_____
_____
_____
_____

I have identified the following person as the primary caregiver:

~~Date:~~_____

Primary Caregiver(s) Name(s): _____

Home/Work Phone(s):_____

By signing below, I agree on behalf of myself and my child, the qualified student named herein, to release, indemnify, defend, and hold the St. Vrain Valley School District, its employees, officers, agents, and assigns harmless from any and all liability, claims, demands, personal injury, including death, actions, and causes of action arising, directly or indirectly, from my child's use and/or consumption of medical marijuana or this written plan.

Parent(s)/Guardian(s) Signature: _____

Home/Work Phone: _____

TO BE COMPLETED BY THE VOLUNTEER SCHOOL PERSONNEL

Name(s) of volunteer school personnel

_____

_____

By initialing the following paragraphs and signing below, the undersigned volunteer(s) hereby acknowledges:

_____ I have read and agree to comply with the board's policy (JLCD) regarding the administration of medical marijuana to qualified students.

_____ I have read and understand the student's written plan for the administration of medical marijuana.

_____ I understand I am only authorized to administer the permissible form of medical marijuana to the qualified student in the approved manner listed in this written plan.

_____ I will maintain only the daily recommended dosage stated in the recommendation plan of the student's medical marijuana by ensuring that it is securely stored in the designated location when not in use during the school day. At no time will medical marijuana be stored overnight on school property.

_____ I understand that permission to administer medical marijuana in accordance with this plan may be revoked for the failure to comply with the board's policy on the administration of medical marijuana to qualified students or other applicable board policies.

Signature of volunteer:_____

TO BE COMPLETED BY PRIMARY CAREGIVER

By initialing the following paragraphs and signing below, the undersigned primary care giver(s) hereby acknowledges:

_____ I have read and agree to comply with the board's policy (JLCD) regarding the administration of medical marijuana to qualified students.

_____ I have read and understand the student's written plan for the administration of medical marijuana.

_____ I understand I am only authorized to administer the permissible form of medical marijuana to the qualified student in the approved manner listed in this written plan.

_____ I understand that as soon as I or my designated primary caregiver complete the medical marijuana administration, I or my designated primary caregiver must remove any remaining medical marijuana from the grounds of the school, district, school bus, or school-sponsored event. I understand that I am not permitted to leave medical marijuana on district property overnight.

_____ I understand that permission to administer medical marijuana in accordance with this plan may be revoked for the failure to comply with the board's policy on the administration of medical marijuana to qualified students or other applicable board policies

Signature of Primary Caregiver: **_____**

TO BE COMPLETED BY DIRECTOR OF STUDENT SERVICES (OR DESIGNEE)

After receiving input from the qualified student's parent/guardian, I have conditionally approved that the primary caregiver may administer the permissible form of medical marijuana to the qualified student noted on this written plan in the following designated location with the following protocols.

_____
_____
_____
_____

Director of Student Services (or designee) Name: _____
Signature: _____ Date: _____

Make copies of the Written plan and distribute within 2 working days to:

☐ Parent/Guardian

☐ Primary Caregiver (if different from parent/guardian)

☐ School Principal

☐ Director of Student Services (or designee)

Adopted: March 8, 2017
Revised: September ___, 2021

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

Administering Medications to Students

If under exceptional circumstances a student is required to take medication during school hours, only a district school nurse or the nurse's designee may administer the medication to the student in compliance with the following regulation. In the alternative, the parent/guardian may come to school to administer the medication. Administration of medical marijuana ~~shall~~must only be in accordance with Board Policy JLCD.

1. All directives of the accompanying policy ~~shall~~must be followed.

2. Written orders from the student's health care practitioner with prescriptive authority under Colorado law ~~shall~~must be on file in the school stating:

   a. Student's name
   b. Name of medication
   c. Dosage
   d. Purpose of the medication
   e. Time of day medication is to be given
   f. Anticipated number of days it needs to be given at school
   g. Possible side effects
   h. Signature of parent, which serves as authorization to give the medication
   i. Signature of health care practitioner

3. The medication ~~shall~~must be brought to school in a container appropriately labeled by the pharmacy or health care practitioner.

4. An individual record ~~shall~~must be kept of medications administered by school personnel.

5. Medication ~~shall~~must be stored in a clean, locked cabinet or container. Emergency medications (such as epinephrine) ~~shall~~must be kept in a secure location accessible to designated school staff.

Unless these requirements are met, medication will not be administered to students at school.

Self-administration of medication for asthma, allergies, ~~or~~ anaphylaxis, or other prescription medication

A school ~~shall~~ may permit a student to possess and self-administer medication for asthma, severe allergies, diabetes or other life-threatening conditions, such as an inhaler, ~~or~~ epinephrine, or other prescription medication, if all of the following conditions are met:

1. Written authorization signed by the student's health care practitioner must be on file with the school which ~~shall~~must include the student's name; the name, purpose, prescribed dosage, frequency, and length of time between dosages of the medication(s) to be self-administered; and confirmation that the student has been instructed and is capable of self-administration of the medication.

2. A district school nurse or school administrator, in consultation with the school health clerk, the student's health care practitioner, and the student's parent/ guardian collaborate to make an assessment of the student's knowledge of his or her condition and ability to self-administer medication

3. A written statement signed by the student's parent/guardian must be on file with the school, which ~~shall~~<u>must</u> include permission for the student to self-administer his/her medication and a release from liability for any injury arising from the student's self-administration of such medication.

4. A written contract between the school health clerk, school administrator, the student, and the student's parent/guardian must be on file with the school, assigning levels of responsibility to the student's parent/guardian, student, and school employees.

A treatment plan authorizing a student to possess and self-administer medication for asthma or anaphylaxis <u>is</u> ~~shall be~~ effective only for the school year in which it is approved.

A student ~~shall~~<u>must</u> report to the school health clerk or designee or to some adult at the school immediately after the student uses an epinephrine auto-injector during school hours. Upon receiving such report from a student, the school health clerk, designee, or other adult will provide appropriate follow-up care to the student, which ~~shall~~<u>must</u> include making a 911 emergency call.

Approved: January 1983
Revised: April 12, 1995
Revised: April 23, 2008
Revised: June 24, 2015
Revised: March 8, 2017
<u>Revised: _____, 2021</u>

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

MEMORANDUM

DATE: October 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Request to Grant an Exception to Board Policy GBEA - Staff
             Ethics/Conflict of Interest - Kimberly Taylor
             Strategic Priority - Outstanding Communication and Collaboration with
             Community and Corporate Partners

RECOMMENDATION

That the Board of Education allow an exception to the current Board Policy GBEA - Staff
Ethics/Conflict of Interest. This exception would enable Kimberly Taylor to provide spirit
wear, uniforms, and promotional items to sports teams, clubs, and staff throughout the
District.

BACKGROUND

Board Policy GBEA - Staff Ethics/Conflict of Interest, states, "No school district employee
or firm owned by a school district employee shall be allowed to sell to the school district
or its schools or staff goods or services of any kind without the express prior written
consent of the Board of Education."

Kimberly Taylor has provided spirit wear, uniforms, and promotional items for the District
for over ten years. Recently, Ms. Taylor was hired as a guest teacher at St. Vrain.
Because she is also a District employee, Ms. Taylor is requesting a waiver from Board
Policy GBEA, so that she can continue to provide her services to the St. Vrain Valley
School District.

The administration recommends approval of this exception, with services for the 2021-
2022 school year not to exceed $5,000. If her services should exceed $5,000, her
exception will be brought back to the Board of Education for additional approval.

MEMORANDUM

DATE: October 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Request to Grant an Exception to Board Policy GBEA - Staff
            Ethics/Conflict of Interest - Ysmael Reyes
            Strategic Priority - Outstanding Communication and Collaboration with
            Community and Corporate Partners

RECOMMENDATION

That the Board of Education allow an exception to the current Board Policy GBEA - Staff
Ethics/Conflict of Interest. This exception would enable Ysmael Reyes to provide his
services as a flute clinician and sectional coach for middle and high school bands.

BACKGROUND

Board Policy GBEA - Staff Ethics/Conflict of Interest, states, "No school district employee
or firm owned by a school district employee shall be allowed to sell to the school district
or its schools or staff goods or services of any kind without the express prior written
consent of the Board of Education."

Ysmael Reyes is the husband of Gina Vega, a general music teacher at Burlington
Elementary School. Mr. Reyes is musician and flute clinician and will be providing his
services as a flute clinician and sectional coach for middle and high school bands
throughout the District. Because Mr. Reyes is the husband of a District employee, he is
requesting a waiver from Board Policy GBEA, so that he can provide his services to the
St. Vrain Valley School District.

The administration recommends approval of this exception, with services for the 2021-
2022 school year not to exceed $5,000. If his services should exceed $5,000, his
exception will be brought back to the Board of Education for additional approval.

MEMORANDUM

DATE: October 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Board Policies AC (Nondiscrimination/Equal Opportunity), AC-E-1
             (Nondiscrimination/Equal Opportunity), GBA (Open Hiring/Equal
             Employment Opportunity), GCE/GCF (Professional Staff
             Recruiting/Hiring), GDE/GDF (Support Staff Recruiting/Hiring), JB (Equal
             Educational Opportunities), JF (Admission and Denial of Admission),
             JFBA/JFBB (Open Enrollment), JFBA/JFBB-R (Open Enrollment), JICDE*
             (Bullying Prevention and Education), JII (Student Concerns, Complaints,
             and Grievances), and LBD* (Relations with District Charter Schools)

             Strategic Priority – Portfolio of 21st-Century Instructional Focus Schools
             and Robust Co-Curricular Opportunities

RECOMMENDATION

For the Board of Education to adopt updates to Board Policies AC
(Nondiscrimination/Equal Opportunity), AC-E-1 (Nondiscrimination/Equal Opportunity),
GBA (Open Hiring/Equal Employment Opportunity), GCE/GCF (Professional Staff
Recruiting/Hiring), GDE/GDF (Support Staff Recruiting/Hiring), JB (Equal Educational
Opportunities), JF (Admission and Denial of Admission), JFBA/JFBB (Open
Enrollment), JFBA/JFBB-R (Open Enrollment), JICDE* (Bullying Prevention and
Education), JII (Student Concerns, Complaints, and Grievances), and LBD* (Relations
with District Charter Schools).

BACKGROUND

During the 2021 legislative session, the Colorado General Assembly passed HB21-
1108 which updated definitions related to gender identity and gender expression in anti-
discrimination statutes. Additionally, the General Assembly passed HB21-1217 which
clarified open enrollment policies related to children of military members transferring
duty stations to Colorado. The board policies identified above require updates in order
to conform with these new laws.

Board policy BG states that, "revisions mandated by changes in law shall not require a
second reading and may be adopted upon majority vote of the Board."

Nondiscrimination/Equal Opportunity

The Board is committed to the policy that no otherwise qualified person may be denied access to, be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any District program or activity on the basis of disability, race, creed, color, sex, sexual orientation ~~(which includes transgender status)~~, gender identity, gender expression, marital status, national origin, religion, ancestry, or need for special education services. Accordingly, no otherwise qualified student, employee, applicant for employment, or member of the public may be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any district program or activity on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or need for special education services. ~~., or other protected class. Sexual harassment is a form of unlawful discrimination, and is separately addressed in district policies GBAA and JBB*. As used in this policy and as defined by Colorado statute, "sexual orientation" means an individual's orientation toward heterosexuality, homosexuality, bisexuality or transgender status, or another individual's perception thereof.~~ Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

For purposes of this policy and other policies including a nondiscrimination statement, these terms have the following meanings:

- "Race" includes hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race.
- "Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps.
- "Sexual Orientation" means an ~~person's~~ individual's identity, or another individual's perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction ~~orientation toward heterosexuality, homosexuality, bisexuality, or transgender status or another person's perception thereof~~.
- "Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior.
- "Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth.

This policy and supporting regulations will be used to address all concerns regarding unlawful discrimination and harassment. Alleged conduct regarding sex-based discrimination and sexual harassment will follow the complaint and investigation procedures specific to this conduct.

In keeping with these statements, the following are objectives of this school district:

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation, and applicable judicial interpretations.
2. To encourage positive experiences in terms of human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial, and ethnic groups.
3. To consider carefully, in all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human

relations aspects of all segments of society.
4. To utilize educational experiences to build each individual's pride in the community in which they live.
5. To initiate a process of reviewing all policies and practices of this school district in order to achieve the objectives of this policy to the greatest extent possible.
6. To investigate and resolve promptly any complaints of unlawful discrimination and harassment.
7. To investigate and appropriately discipline staff and students found to be responsible for incidents of harassment or unlawful discrimination in violation of Board policy.

Annual notice

The district will issue a written notice prior to the beginning of each school year that advises students, parents, employees, and the general public that the educational programs, activities, and employment opportunities offered by the district are offered without regard to disability, race, creed, color, sex, sexual orientation (which includes transgender status), gender identity, gender expression, marital status, national origin, religion, ancestry, need for special education services, or other protected class. With respect to employment practices, the district will also issue written notice that it does not discriminate on the basis of age, genetic information, or conditions related to pregnancy or childbirth. The announcement will also include the name, address, email address, and telephone number of the person(s) designated to coordinate Title IX, Section 504, and ADA compliance activities.

The notice will be disseminated to persons with limited English language skills in the person's own language. It will also be made available to persons who are visually or hearing impaired.

The notice will appear on a continuing basis in all district media containing general information, including: teachers' guides, school publications, the district's website, recruitment materials, application forms, vacancy announcements, student handbooks, school program notices, summer program newsletters, and annual letters to parents.

Harassment is prohibited

Harassment based on a person's disability, race, creed, color, sex, sexual orientation (which includes transgender status), gender identity, gender expression, marital status, national origin, religion, ancestry, need for special education services, or other protected class, is a form of discrimination prohibited by state and federal law. Preventing and remedying such harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn, employees can work, and members of the public can access and receive the benefit of district facilities and programs. All such harassment by district employees, students, and third parties, is strictly prohibited.

All district employees and students share the responsibility to ensure that harassment does not occur at any district school, on any district property, at any district or school-sanctioned activity or event, or off school property when such conduct has a nexus to the school, or any district curricular or non-curricular activity or event.

Reporting unlawful discrimination and harassment

Any student, parent/guardian of a student, community member or employee who believes they have been a victim of unlawful discrimination or harassment, as defined in Board policy and supporting regulations, or who has witnessed such unlawful discrimination or

harassment, must immediately report it to an administrator, counselor, teacher or the district's compliance officer and file a complaint as set forth in the accompanying regulations.

Any employee, applicant for employment, student, parent/guardian of a student, community member who believes they have been a victim of unlawful discrimination or harassment, or who has witnessed such unlawful discrimination or harassment must file a complaint with either an immediate supervisor or the district's compliance officer.

If the individual alleged to have engaged in prohibited conduct is the person designated as the compliance officer, an alternate compliance officer will be designated to investigate the matter in accordance with this policy's accompanying regulation.

District action

All district employees who witness unlawful discrimination or harassment must take prompt and effective action to stop it, as prescribed by the district.

The district will take appropriate action to promptly and impartially investigate allegations of unlawful discrimination and harassment, to end unlawful behavior, to prevent the recurrence of such behavior, and to prevent retaliation against the individual(s) who files the complaint and/or any person who participates in the investigation. When appropriate, the district will take interim measures during the investigation to protect against further unlawful discrimination, harassment, or retaliation.

To the extent possible, all reports of unlawful discrimination and harassment will be kept confidential. Students or employees who knowingly file false complaints or give false statements in an investigation may be subject to discipline, up to and including suspension/expulsion for students and termination of employment. No student, employee, or member of the public may be subject to adverse treatment in retaliation for any good faith report of harassment under this policy.

Upon determining that incidents of unlawful discrimination or harassment are occurring in particular district settings or activities, the district will implement measures designed to remedy the problem in those areas or activities.

Any student or employee who engages in unlawful discrimination or harassment will be disciplined according to applicable Board policies and the district will take reasonable action to restore lost educational or employment opportunities to the victim(s).

In cases involving potential criminal conduct, the district will determine whether appropriate law enforcement officials should be notified.

Notice and training

To reduce unlawful discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy to all district schools and departments. The policy and complaint process must be prominently posted on the district's website, referenced in student and employee handbooks and made otherwise available to all students, staff, and members of the public through electronic or hard-copy distribution. Training materials regarding sex-based discrimination and sexual harassment are available to the public on the district's website.

Students and district employees will receive periodic training related to recognizing and

preventing unlawful discrimination and harassment. District employees must receive additional training related to handling reports of unlawful discrimination and harassment. The training will include, but not limited to:

- awareness of groups protected under state and federal law and/or targeted groups;
- how to recognize and react to unlawful discrimination and harassment; and
- proven harassment prevention strategies.

Adopted: February 8, 1984
Revised: June 8, 1994
Revised: May 28, 2008
Revised: October 28, 2015
Revised: January 27, 2016
Revised: December 14, 2016
Revised: October 11, 2017
Revised: October 24, 2018
Revised: May 27, 2020
Revised: August 12, 2020
Revised: October __, 2021

LEGAL REFS.: 20 U.S.C. §1681 (Title VII, Education Amendments of 1972)
20 U.S.C. §1701-1758 (Equal Employment Opportunity Act of 1972)
29 U.S.C. 621 et seq. (Age Discrimination in Employment Act of 1967)
29 U.S.C. 701 et seq. (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. 12101 et seq. (Title II of the Americans with Disabilities Act)
42 U.S.C. §2000d (Title VI of the Civil Rights Act of 1964, as amended in 1972)
42 U.S.C. §2000e (Title VII of the Civil Rights Act of 1964)
42 U.S.C. 2000ff et seq. (Genetic Information Nondiscrimination Act of 2008)
34 C.F.R. Part 100 through Part 110 (civil rights regulations)
C.R.S. 2-4-401 (3.4) (definition of gender expression)
C.R.S. 2-4-401 (3.5) (definition of gender identity)
C.R.S. 2-4-401(13.5) (definition of sexual orientation), which includes transgender)
C.R.S. 18-9-121 (bias-motivated crimes)
C.R.S. 22-32-109 (1)(ll) (Board duty to adopt written policies prohibiting discrimination)
C.R.S. 22-32-110 (1)(k) (definition of racial or ethnic background includes hair texture, definition of protective hairstyle)
C.R.S. 24-34-301 et seq. (Colorado Civil Rights Division)
C.R.S. 24-34-301 (3.3) (definition of gender expression)
C.R.S. 24-34-301 (3.5) (definition of gender identity)
C.R.S. 24-34-301 (7) (definition of sexual orientation), which includes transgender)
C.R.S. 24-34-402 et seq. (discriminatory or unfair employment practices)
C.R.S. 24-34-402.3 (discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination

must be posted "in a conspicuous place" accessible to employees)
C.R.S. 24-34-601 (unlawful discrimination in places of public accommodation)
C.R.S. 24-34-602 (penalty and civil liability for unlawful discrimination)

CROSS REFS.: GBA, Open Hiring/Equal Employment Opportunity
GBAA, Sexual Harassment
JB, Equal Educational Opportunities
JBB*, Sexual Harassment of Students

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

Nondiscrimination/Equal Opportunity
(Sample Notice)

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Non-discrimination Act of 2008, and Colorado law, the St. Vrain Valley School District RE-1J does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation (which includes transgender), gender identity, gender expression, marital status, national origin, religion, ancestry, or need for special education services., or other protected class. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

Complaint procedures have been established for students, parents, employees, and members of the public. The following persons have been identified as the compliance officer for handling reports and complaints of unlawful discrimination/harassment. These individuals are also the 504/ADA coordinators and the Title IX coordinators:

For district students and community members:
Johnny Terrell, Executive Director Assistant Superintendent of Student Services
District Student Services
830 South Lincoln Street
Longmont, CO 80501
Telephone: (303) 772-7700, Extension 57859
terrell_johnny@svvsd.org

For district employees:
Todd Fukai, Assistant Superintendent of Human Resources
Educational Services Center
395 S. Pratt Parkway
Longmont, CO 80501
Telephone: (303) 776-6200
fukai_todd@svvsd.org

Outside agencies

Complaints regarding violations of Title VI, (race, national origin), Title IX (sex, gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 303 E. 17th Ave., Suite 510, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 1050, Denver, CO 80202.

Issued: May 28, 2008
Revised: October 28, 2015
Revised: December 14, 2016
Revised: April 25, 2018
Revised: October 24, 2018

Revised: May 27, 2020
Revised: August 12, 2020
Revised: October   , 2021

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

Open Hiring/Equal Employment Opportunity

The St. Vrain Valley School District RE-1J provides equal opportunities for employment and advancement to all staff members. The district also recognizes that it is both culturally and educationally sound to employ persons of diverse backgrounds.

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

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

Adopted: August 18, 1975
Revised: September 23, 1981
Revised: October 24, 2007
Revised: November 11, 2015
Revised: January 27, 2016
Revised: December 14, 2016
Revised: October 24, 2018
Revised: August 12, 2020
Revised: October   , 2021

LEGAL REFS.:   20 U.S.C. §1681 (Title IX of the Education Amendments of 1972)
29 U.S.C. 201 *et seq.* (Fair Labor Standards Act)
29 U.S.C. 621 *et seq.* (Age Discrimination in Employment Act of 1967)
29 U.S.C. §794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. 12101 *et seq.* (Title II of the Americans with Disabilities Act)
42 U.S.C. §2000d (Title VI of the Civil Rights Act of 1964)
42 U.S.C. §2000e (Title VII of the Civil Rights Act of 1964)
42 U.S.C. 2000ff *et seq.* (Genetic Information Nondiscrimination Act of 2008)
C.R.S. 2-4-401 (3.4) (definition of gender expression)
C.R.S. 2-4-401 (3.5) (definition of gender identity)
C.R.S. 2-4-404 (13.5) (definition of sexual orientation), which includes transgender)
C.R.S. 22-32-110 (1)(k) (definition of racial or ethnic background includes hair texture, definition of protective hairstyle)
C.R.S. 22-61-101 (discrimination in employment prohibited)
C.R.S. 24-34-301 *et seq.* (Colorado Civil Rights Division procedures)
C.R.S. 24-34-301 (3.3) (definition of gender expression)
C.R.S. 24-34-301 (3.5) (definition of gender identity)
C.R.S. 24-34-301 (7) (definition of sexual orientation), which includes transgender)
C.R.S. 24-34-402 *et seq.* (discriminatory or unfair employment practices)

C.R.S. 24-34-402.3 (discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees)

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

CONTRACT REF.:   SVVEA Agreement, Article 2–General Provisions, Section 2.8

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

Professional Staff Recruiting/Hiring

Recruiting

It is the responsibility of the superintendent, with the assistance of other administrators, to determine the personnel needs of the district in general and of each individual school and to locate suitable candidates to recommend to the Board for employment. The search for good teachers and other professional personnel will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the diverse characteristics of the school system and the need for staff members of various backgrounds.

Recruitment procedures will not overlook the talents and potential of individuals already employed in the district schools. Any present employee of the district may apply for a position for which they are licensed and/or meet other stated requirements.

Background checks

Prior to hiring any person, in accordance with state law the district must conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the district must comply with the Fair Credit Reporting Act and applicable state law.

Hiring

Discrimination in the hiring process on the basis of disability, race, creed, color, sex, sexual orientation (which includes transgender), gender identity, gender expression, marital status, national origin, religion, ancestry, genetic information, age, marital status, or conditions related to pregnancy or childbirth is prohibited.

All candidates will be considered on the basis of their merits, qualifications, and the needs of the school district.

All interviewing and selection procedures will ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent.

Unless otherwise required by law, the final selection for nomination will be made only by the superintendent.

Appointment of candidates

Nominations will be made at meetings of the Board of Education.   The vote of a majority of the Board is necessary to approve the appointment of teachers, administrators, or any other employee of the school district. If there is a negative vote by the Board, the superintendent must submit a new recommendation to the Board for approval.

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

Adopted: August 18, 1975
Revised: September 23, 1981
Revised: June 8, 1994
Revised: January 25, 1995
Revised: December 8, 2004
Revised: May 14, 2008
Revised: November 11, 2015
Revised: February 28, 2018
Revised: May 13, 2020
Revised: August 12, 2020
Revised: October ___, 2021

LEGAL REFS.: 15 U.S.C. 1681 *et seq.* (Fair Credit Reporting Act)
20 U.S.C. 6312 (c)(6) (teacher licensure requirements under Every Student Succeeds Act)
42 U.S.C. 653 (a) (Personal Responsibility and Work Opportunity Reconciliation Act)
28 C.F.R. 50.12 (b) (notification requirements regarding fingerprints)
C.R.S. 2-4-401 (3.4) (definition of gender expression)
C.R.S. 2-4-401 (3.5) (definition of gender identity)
C.R.S. 2-4-401 (13.5) (definition of sexual orientation), which includes transgender)
C.R.S. 8-2-126 (limits employers' use of consumer credit information)
C.R.S. 13-80-103.9 (liability for failure to perform an education employment required background check)
C.R.S. 14-14-111.5 (Child Support Enforcement procedures)
C.R.S. 22-2-119 (inquiries prior to hiring)
C.R.S. 22-2-119.3 (6)(d) (name-based criminal history record check – definition)
C.R.S. 22-32-109 (1)(f) (Board duty to employ personnel)
C.R.S. 22-32-109 (1)(pp) (annual employee notification requirement regarding federal student loan repayment programs and student loan forgiveness programs)
C.R.S. 22-32-109.7 (duty to make inquiries prior to hiring)
C.R.S. 22-32-109.8 (non-licensed personnel – submittal of fingerprints and name-based criminal history record check)
C.R.S. 22-32-126 (principals' role in hiring and assignment)
C.R.S. 22-60.5-114 (3) (State Board can waive some requirements for initial license applicants upon request of school district)
C.R.S. 22-60.5-201 (types of teacher licenses issued)
C.R.S. 22-61-101 (prohibiting discrimination)
C.R.S. 22-61-103 (requirement for teacher's oath or written pledge)
C.R.S. 22-63-201 (licensure required)
C.R.S. 22-63-202 (employment contracts and mutual consent placement)
C.R.S. 22-63-206 (transfers)
C.R.S. 24-5-101 (effect of criminal conviction on employment)
C.R.S. 24-34-301 (3.3) (definition of gender expression)
C.R.S. 24-34-301 (3.5) (definition of gender identity)

C.R.S. 24-34-301 (7) (definition of sexual orientation~~), which includes transgender)~~

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

C.R.S. 24-34-402.3 (discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees)

C.R.S. 24-72-202 (4.5) (definition of personnel file in open records law)

CROSS REF.: GBA, Open Hiring/Equal Employment Opportunity
GCKAA*, Teacher Displacement

CONTRACT REF.: SVVEA Agreement

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

Support Staff Recruiting/Hiring

The Board and superintendent will budget for classified positions in the school district on the basis of need and the financial resources of the district.

Recruiting

The recruitment and selection of candidates for these positions is the responsibility of the superintendent or designee who must confer with principals and other supervisory personnel in making a selection.

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

Background checks

Prior to hiring any person, in accordance with state law, the district must conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process the district must comply with the Fair Credit Reporting Act and applicable state law.

All applicants recommended for a position in the district must submit a set of finger-prints and information about felony or misdemeanor convictions as required by law. (This requirement does not apply to any student currently enrolled in the district applying for a job.) Applicants may be conditionally employed prior to receiving the fingerprint results.

Hiring

Discrimination in the hiring process on the basis of disability, race, creed, color, sex, sexual orientation (which includes transgender), gender identity, gender expression, marital status, national origin, religion, ancestry, age, genetic information, or conditions related to pregnancy or childbirth is prohibited.

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

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

Adopted: February 28, 1968
Revised: September 23, 1981
Revised: June 8, 1994
Revised: December 8, 2004
Revised: May 14, 2008
Revised: November 11, 2015

Revised: February 28, 2018
Revised: October 10, 2018
Revised: May 13, 2020
Revised: August 12, 2020
Revised: October ___, 2021

LEGAL REFS.:   15 U.S.C. 1681 *et seq.* (Fair Credit Reporting Act)
42 U.S.C. 653 (a) (Personal Responsibility and Work Opportunity Reconciliation Act)
42 U.S.C. 2000ff *et seq.* (Genetic Information Nondiscrimination Act of 2008)
28 C.F.R. 50.12(b) (notification requirements regarding fingerprints)
C.R.S. 2-4-401 (3.4) (definition of gender expression)
C.R.S. 2-4-401 (3.5) (definition of gender identity)
C.R.S. 2-4-401 (13.5) (definition of sexual orientation), which includes transgender)
C.R.S. 8-2-126 (limits employers' use of consumer credit information)
C.R.S. 13-80-103.9 (liability for failure to perform an education employment required background check)
C.R.S. 14-14-111.5 (Child Support Enforcement procedures)
C.R.S. 22-2-119 (duty to make inquiries prior to hiring)
C.R.S. 22-2-119.3 (6)(d) (name-based criminal history record check – definition)
C.R.S. 22-32-109 (1)(f) (Board duty to employ personnel)
C.R.S. 22-32-109 (1)(pp) (annual employee notification requirement regarding federal student loan repayment programs and student loan forgiveness programs)
C.R.S. 22-32-109.7 (duty to make inquiries prior to hiring)
C.R.S. 22-32-109.8 (non-licensed personnel – submittal of fingerprints and name-based criminal history record check)
C.R.S. 24-5-101 (effect of criminal conviction on employment)
C.R.S. 24-34-301 (3.3) (definition of gender expression)
C.R.S. 24-34-301 (3.5) (definition of gender identity)
C.R.S. 24-34-301 (7) (definition of sexual orientation), which includes transgender)
C.R.S. 24-34-402 (1) (discriminatory and unfair employment practices)
C.R.S. 24-34-402.3 (discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees)

CROSS REF.:   GBA, Open Hiring/Equal Employment Opportunity
GDA, Support Staff Positions
Classified Employees' Handbook

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

Equal Educational Opportunities

Every student of St. Vrain Valley School District will have equal educational opportunities through programs offered in the school district regardless of disability, race, creed, color, sex, sexual orientation ~~(which includes transgender status)~~, gender identity, gender expression, marital status, national origin, religion, ancestry, other protected class, or need for special education services. A lack of English proficiency will not be a barrier to admission to or participation in district programs and activities including career and technical programs.

This concept of equal educational opportunity will guide the Board and staff in making decisions related to school district facilities, selection of educational materials, equipment, curriculum, and regulations affecting students. Students with identified physical and mental impairments that constitute disabilities will be provided with a free appropriate public education, consistent with the requirements of federal and state laws and regulations.

In order to ensure that district programs are in compliance with applicable laws and regulations, the Board directs the superintendent or designee(s) to periodically monitor the following areas:

1. Curriculum and materials – review curriculum guides, textbooks, and supplemental materials for discriminatory bias.

2. Training – provide training for students and staff to identify and alleviate problems of discrimination.

3. Student access – review programs, activities, and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.

4. District support – ensure that district resources are equitably distributed among school programs including but not limited to staffing and compensation, facilities, equipment, and related matters.

5. Student evaluation instruments – review tests, procedures, and guidance and counseling materials for stereotyping and discrimination.

6. Discipline – review discipline records and any relevant data to ensure the equitable implementation and application of Board discipline policies.

Complaint procedures have been established and are set forth in Policies AC and AC-R-1. All complaints relating to unlawful discrimination against students shall be reported to:

Johnny Terrell
~~Executive Director~~ Assistant Superintendent of Student Services
830 South Lincoln Street
Longmont, CO 80501
Phone: (303) 772-7700 x 57859
terrell_johnny@svvsd.org

Adopted: September 11, 1968
Revised: September 8, 1971
Revised: January 28, 2009
Revised: June 24, 2015
Revised: January 27, 2016
Revised: November 9, 2016
Revised: October 24, 2018
Revised: August 12, 2020
Revised: October ___, 2021

LEGAL REFS.:   20 U.S.C. §1681 (Title IX of the Education Amendments of 1972)
20 U.S.C. §1701-1758 (Equal Educational Opportunities Act of 1974)
29 U.S.C. 701 *et seq.* (Section 504 of the Rehabilitation Act of 1973)
C.R.S. 2-4-401 (3.4) (definition of gender expression)
C.R.S. 2-4-401 (3.5) (definition of gender identity)
C.R.S. 2-4-401 (13.5) (definition of sexual orientation), which includes transgender)
C.R.S. 22-32-109 (1)(ll) (Board duty to adopt written policies prohibiting discrimination)
C.R.S. 22-32-109.1 (2) (safe school plan to be revised as necessary in response to relevant data collected by the school district)
C.R.S. 22-32-110 (1)(k) (definition of racial or ethnic background includes hair texture, definition of protective hairstyle)
C.R.S. 24-34-601 (unlawful discrimination in places of public accommodation)
C.R.S. 24-34-602 (penalty and civil liability for unlawful discrimination)

CROSS REFS.:   AC, Nondiscrimination/Equal Opportunity
AC-R, Reporting Discrimination/District Response to Discrimination Complaints
JBB*, Sexual Harassment of Students

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

Admission and Denial of Admission

Admission

All persons age 6 and under 21 who have not graduated from high school or received any document evidencing completion of the equivalent of a secondary curriculum, and reside within the boundaries of this school district, may be permitted to attend public schools without payment of tuition.

A birth certificate or other proof of legal age, as well as proof of residence, will be required by the school administration.

Students new to the district will be enrolled conditionally until records, including discipline records, from the schools previously attended by the student are received by the district. Notice of the conditional enrollment status of new students will be clearly indicated on all new student enrollment forms. In the event the student's records indicate a reason to deny admission, the student's conditional enrollment status will be revoked. The student's parent/guardian will be provided with written notice of the denial of admission. The notice will inform the parent/guardian of the right to request a hearing.

Denial of admission

The Board of Education or the superintendent or designee may deny admission to the schools of the district in accordance with applicable law.

The Board will provide due process of law to students and parents/guardians through written procedures consistent with law for denial of admission to a student.

The policy and procedures for denial of admission will be the same as those for student suspension and expulsion inasmuch as the same section of the law governs these areas.

Nondiscrimination

The Board, the superintendent, other administrators, and district employees will not unlawfully discriminate based on a student's disability, race, creed, color, sex, sexual orientation (which includes transgender status), gender identity, gender expression, marital status, national origin, religion, ancestry, need for special education services, or other protected class, in the determination or recommendation of action under this policy.

Adopted: February 8, 1984
Revised: January 13, 1988
Revised: June 8, 1994
Revised: November 10, 1999
Revised: January 12, 2005
Revised: January 11, 2012
Revised: June 24, 2015
Revised: November 9, 2016
Revised: February 28, 2018
Revised: September 9, 2020
Revised: October   , 2021

LEGAL REFS.:   C.R.S. 22-1-102 (defines "resident")
C.R.S. 22-1-102.5 (defines "homeless child")
C.R.S. 22-1-115 (school age is any age over five and under twenty-one years)
C.R.S. 22-2-409 (notification of risk)
C.R.S. 22-32-109 (1)(ll) (Board duty to adopt policies requiring enrollment decisions to be made in a nondiscriminatory manner)
C.R.S. 22-32-110 (1)(k) (definition of racial or ethnic background includes hair texture, definition of protective hairstyle)
C.R.S. 22-32-115 (tuition to another school district)
C.R.S. 22-32-116 (non-resident students)
C.R.S. 22-32-138 (enrollment of students in out-of-home placements)
C.R.S. 22-33-103 through 22-33-110 (school attendance law)
C.R.S. 22-33-105 (2)(c) (requiring hearing to be convened if requested within 10 days after denial of admission or expulsion)

CROSS REFS.:   JEB, Entrance Age Requirements
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)
JLCB, Immunization of Students

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

Open Enrollment

The Board recognizes that students may benefit from having a choice of schools to attend within the public school system that is not limited by school district boundaries or individual school attendance area boundaries. Therefore, students will be allowed to attend any school or participate in any education program of their choice on a space available, first-come, first-served basis provided they are eligible for enrollment and follow the process of this policy and accompanying regulation.

In implementing the open enrollment program, the district is not required to:

1. Make alterations in the structure of a requested school or make alterations to the arrangement or function of rooms within a requested school to accommodate the enrollment request.

2. Establish and offer any particular program in a school if such program is not offered currently in such school.

3. Alter or waive any established eligibility criteria for participation in a particular program including age requirements, course prerequisites, and required levels of performance.

4. Enroll any nonresident student in any program or school after the pupil enrollment count day.

Notwithstanding the provisions of this policy, a student may be assigned outside the attendance area by mutual agreement of the principals in the special interest of the student and/or school.

Open enrollment and transfers

Resident students and their parents/guardians will be notified on an annual basis of the options available through open enrollment in sufficient time to apply.

Students, including home-schooled students desiring to take classes on a part-time basis, within designated attendance areas will have priority in registering in that school. Students may apply for open enrollment in a school outside their attendance area and such applications will be approved if there is space available in the requested school and the application has been submitted on or before October 1 in accordance with the regulation accompanying this policy.

Students granted permission to attend a school other than the school in their assigned attendance area will have the same curricular and extracurricular status as all other students attending the school, as determined by applicable law, bylaws of the Colorado High School Activities Association, and the district's eligibility requirements.

Any student enrolled pursuant to this policy will be allowed to remain enrolled in the school or program through the end of the school year unless overcrowding or other undesirable conditions develop, as described in the accompanying regulation.

Transportation

Transportation for students granted permission to attend school outside their attendance area must be furnished by their parents unless space is available in district buses without disruption of regular routes and loading areas. Homeless students, students in foster care, and students with disabilities will be transported, as necessary, in accordance with state and federal law.

Military children

The district will allow an inbound active duty military member to use the school liaison office address for the military installation to which the inbound active duty military member is or will be assigned in order to apply for open enrollment in a district school or program. No additional documentation of an inbound active duty military member's child's state address will be required to apply for open enrollment.

The district school or program in which the child of an inbound active duty military member is open enrolled will grant guaranteed automatic matriculation while the child remains in the district, including guaranteed automatic matriculation to the next grade, even if the next grade is in a different school level or building, in the same manner guaranteed automatic matriculation is provided to resident students. The district will also grant priority preference for the younger siblings of the child of an inbound active duty military member who is open enrolled for purposes of enrolling in subsequent school years.

Nondiscrimination

The district will not unlawfully discriminate based on a student's disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or need for special education services in the determination or recommendation of action under this policy against any student making an open enrollment application. Decisions relative to the application will be made in accordance with this policy and accompanying regulation.

Nonresident enrollment

Before considering requests for open enrollment from nonresidents, priority will be given to resident students who apply under the district's open enrollment/transfer plan.

Enrollment of nonresident students may be approved if the application has been submitted in accordance with the regulation accompanying this policy.

Any nonresident student requesting admission to a particular district school or program must submit their application, be approved and be in attendance prior to October 1 of the requested year of attendance. Any nonresident students applying for admission after October 1 must obtain the area assistant superintendent's approval prior to acceptance. For applications later than the October 1 date, principal discretion may be applied with assistant superintendent approval.

Special education/bilingual programs

Requests from the parent/guardian of special education and bilingual education students for open enrollment in or transfer to another school or education program will be considered in accordance with this policy's accompanying regulation and applicable state and federal laws. The student's current Individualized Education Program (IEP) will be used to determine if the requested school or program can meet the student's needs. The district reserves the right to assign students in a special education or bilingual program in a school outside their attendance area notwithstanding this policy.

Rescission of open enrollment status

Approved open enrollments are considered approved for one school year only. However, if the status of the school facility remains open from one year to the next, those approved students will be allowed to continue into the next school year in their open enrolled school without reapplication. When a district school has been determined closed, the district reserves the right to rescind any or all open enrollment admissions at the end of each school year if overcrowding of facilities occurs in accordance with the accompanying regulation.

Closed schools

A school may be closed to open enrollment and nonresident admission on an annual basis due to lack of space if enrollment is at or exceeds 95% of its capacity or it is projected to reach 95% capacity within the following three years or if there is a lack of teaching staff within a particular program.

The district's planning office will identify schools that meet the closed school requirement as stated above. The planning director will recommend to the superintendent that the school be closed to open enrollment and nonresident admissions. The superintendent will report to the Board of Education normally by April 15 of each year those schools that will be closed to open enrollment and nonresident admissions.

Adopted: February 8, 1984
Revised: June 25, 1986
Revised: April 27, 1988
Revised: November 14, 1990
Revised: June 8, 1994
Revised: October 12, 1994
Revised: April 9, 1997
Revised: February 24, 1999
Revised: February 27, 2002
Revised: November 5, 2003
Revised: August 10, 2005
Revised and recoded: June 24, 2015
Revised: September 9, 2020
Revised: October ___, 2021

LEGAL REFS.:   C.R.S. 15-14-105 (delegation of custodial power)
                 C.R.S. 19-1-115.5 (child in foster care placement is considered
                 resident of school district in which foster home is located)
                 C.R.S. 22-1-102 (2) (definition of resident of district)

C.R.S. 22-20-106 (designation of general and special education responsibilities for students with disabilities)

C.R.S. 22-20-107.5 (defining district of residence for students with disabilities)

C.R.S. 22-20-109 (tuition for special education services)

C.R.S. 22-32-109 (1)(ll) (Board duty to adopt policies requiring enrollment decisions to be made in a nondiscriminatory manner)

C.R.S. 22-32-110 (1)(k) (definition of racial or ethnic background includes hair texture, definition of protective hairstyle)

C.R.S. 22-32-110 (1)(m) (power to fix boundaries)

C.R.S. 22-32-113 (1)(c) (transportation of students residing in another district)

C.R.S. 22-32-115 (district may pay tuition for student to attend in another district not to exceed 120% of per pupil general fund cost)

C.R.S. 22-32-115 (2)(b) (subject to 22-36-101 district must permit any student whose parents are residents of Colorado to attend w/o payment of tuition)

C.R.S. 22-32-115 (4)(a) (district is not liable for tuition except pursuant to written agreement)

C.R.S. 22-32-116 (if become non-resident may finish semester, if in 12th grade may finish year, special rules for elementary students)

C.R.S. 22-33-103 (any resident may attend district school w/o payment of tuition, tuition can be paid by district of residence pursuant to written agreement, parents may pay tuition if non-Colorado resident)

C.R.S. 22-33-106 (3) (grounds to deny admission)

C.R.S. 22-36-101 *et seq.* (open enrollment policy must have time line and reasons to deny enrollment)

C.R.S. 22-36-107 (inbound active duty military families open enrollment and registration)

C.R.S. 22-54-103 (10.5) (definition of pupil enrollment count day)

CROSS REFS.:   EEA, Student Transportation
IHBG, Home Schooling
JC, School Attendance Areas
JFABD, Homeless Students
JFABE*, Students in Foster Care
JJJ, Extracurricular Activity Eligibility

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

Open Enrollment

Definition of an open enrolled student

An "open enrolled" student is one who is a resident or nonresident of the district desiring to attend a district school other than the school within his/her attendance area or school district of residence. Open enrollment is not intended for students placed in special district programs within district schools.

The district will consider requests from parents or guardians of students who do or do not reside within district boundaries but who wish to attend a particular school or education program within the district in accordance with the following regulation.

Out-of-district students will only be considered after in-district requests have been considered.

When a school has been identified as "open", students may apply for open enrollment in a school outside their attendance area or school district of residence, and such applications may be approved if the application has been submitted in accordance with this regulation.

When a school has been identified as "closed", no new open enrollment applications will be approved except in accordance with the appeal process.

Application process

Timeline:

1. Applications will be accepted at all schools beginning December 1.

2. Deadline for applications will be December 15.

3. The planning office will determine and notify schools of open or closed status by December 15.

4. Principals will notify the planning office regarding how many applications have been received and discuss space availability as soon as possible, or no later than January 10.

5. All applicants will be notified in writing, from the school for which they have applied, of their application status by January 17.

6. Applicants must notify the school to confirm acceptance by February 1.

7. Applications may continue to be received after the December 15 deadline (applicants may be placed on a waiting list if staffing levels have already been established and space availability could be exceeded).

8. At the secondary level, schools remaining "open" during the school year will only be allowed to accept new students at a semester break for high schools, and at a quarter/semester break for middle schools (three days prior and three days after the official quarter break). In addition, resident students wishing to return to their home schools will do so at the designated grading periods. Changes in schools at the elementary level will be made through approval of the building

principals involved. The goal is to reduce the number of school changes within an academic year.

9.   If any of the above dates land on a weekend or a holiday, the planning office will identify the appropriate alternative dates.

Procedures:

1.   Application forms will be available in each school, at the educational services center in the planning office, and on the district website. A parent/guardian who is an inbound active duty military member may access and submit forms electronically.

2.   The receiving principal and/or district staff are responsible for explaining the application process and regulations to interested parents/guardians.

3.   Students/parents/guardians may apply for open enrollment in a school outside of their attendance area by submitting a completed application form to the school of choice.

4.   The receiving school principal will make the decision as to whether an application is approved based upon the criteria in this regulation, Board policy and applicable law.

5.   The receiving school principal is responsible for notifying the parents/guardians of the approval or denial of an admission request.

6.   For resident students seeking enrollment in a district school outside of their attendance area, the receiving school principal will notify the principal of the school in the student's attendance area and the planning office of the disposition of the request.

7.   After leaving the elementary or middle school level, a student must reapply for open enrollment at the next level. Approval/denial of that request will be made in accordance with this regulation.

In addition, for nonresident admission applications, the following also applies:

1.   Nonresident students requesting admission to a school or program must submit their application, be approved and be in attendance prior to October 1 of the requested school year. For applications later than the October 1 date, principal discretion may be applied with assistant superintendent approval.

Grounds for denial of open enrollment application

Open enrollment applications may be denied by the receiving principal for any of the following reasons:

1.   The school has been identified as a closed school due to lack of space or teaching staff within the school.

2.   There is a lack of space or teaching staff within a particular program or grade level of the school requested.

3. The school requested does not offer appropriate programs or is not structured or equipped with the necessary facilities to meet special needs of the student or does not offer a particular program requested.

4. The student does not meet the established eligibility criteria for participation in a particular program including age requirements, course prerequisites or required levels of performance.

5. The student is not eligible for enrollment because grounds for denial of admission exist under applicable state law.

6. The student's application includes material misrepresentations, including but not limited to misrepresentations concerning the student's residence, discipline history or educational programming needs.

7. A student who is the child of an inbound active duty service member and who is accepted under the open enrollment plan is guaranteed automatic matriculation, including automatic matriculation to the next grade level, even if the next grade is in a different school level or building.

6.

Cancellation of an approved open enrollment

The principal may cancel an open enrolled student from his/her school if the student has been expelled or is in the process of being expelled for being habitually disruptive or for serious violations as defined by state law.

Open enrollments approved through the appeal process by the planning director, area assistant superintendents, superintendent or Board of Education, may also be rescinded in the event that the student does not comply with predetermined conditions set for the original approval.

Rescission of open enrollment status

Approved open enrollment students are considered approved for one school year only. However, if the status of the school facility remains open from one year to the next, those approved students shall be allowed to continue into the next school year in their open enrolled school without reapplication.

When a district school has been determined closed for open enrollment due to overcrowding or elimination of a program, the district planning director shall determine the impact of currently approved open enrollments in the school in consultation with the principal. If it is determined by the superintendent or designee that open enrollment should be cancelled and those students could also be accommodated back in their home schools, students will be notified of the rescission of open enrollment by the principal no later than April 30th. Students shall have their open enrollment status cancelled in reverse order of acceptance. If it is determined that cancellation of open enrollment is only needed in specific grades or programs, then the cancellation shall be limited to that grade or program and cancellation shall be done in reverse order of acceptance. If the open enrollment status is not rescinded for students at closed schools, they shall be allowed to continue into the next school year in their open enrolled school without reapplication.

If necessary, the following order for rescission shall take place until the level of school enrollment determined adequate, is reached.

1.   Nonresident students shall be the first to have their open enrollment status evaluated and cancelled.

2.   Resident students shall be next to have their open enrollment status evaluated and cancelled.

Change in residence

1.   Elementary and secondary students whose place of residence changes during the school year may remain at the school they currently are attending until the end of the academic year.

2.   Open enrollment forms must be completed for record-keeping purposes for students in this situation.

3.   Students will be required to attend the school in their new attendance area the following year unless their application for continued open enrollment is approved.

Additional considerations

Principals of closed schools or grade levels will approve applications which meet the following criteria, provided the student meets all other criteria in this regulation:

1.   If a student completes two years at a particular secondary school and their circumstances change (e.g., address, program involvement, etc.), the student shall be approved by the principal for open enrollment to complete his/her years at that same school.

2.   If the parents/guardians are building a home in another attendance area but the home will not be finished before school starts, or if they have a contract on a house that will not be closed on before school starts, the student shall be approved by the principal for open enrollment in the school in the new attendance area.

3.   Siblings of students who have been granted open enrollment status may be approved by the principal for open enrollment, as long as the sibling will have concurrent enrollment in at least the first year as the originally approved student. <u>Priority preference is granted for a younger sibling of a child of an inbound active duty service member.</u>

4.   Students living outside the attendance area of the school they are currently attending, but enrolled as a result of a district oversight or mistake, shall be approved by the principal for open enrollment. This does not apply to students who falsify the enrollment application to gain access into a closed school.

5.   Children of district employees may attend the same school at which their parent(s) or legal guardians work.

Appeal of a denial

When a parent/guardian of a student has applied for open enrollment at a school and that application has been denied by the principal, the parent/guardian will be advised by the principal that they may appeal to the superintendent or designee.

Exceptions for attendance area boundary changes

The Board of Education has adopted exceptions to this regulation for students affected by attendance area boundary changes.

These exceptions supersede the other sections of this regulation:

1.   Elementary Schools - Current 4th graders who would be moved into a new attendance area by a boundary change would be able to open enroll back to their current school for their final year whether the school was open or closed.

2.   Middle Schools - Current 7th graders who would be moved into a new middle school attendance area by a boundary change would be able to open enroll back to their current school for their final year whether the school was open or closed.

3.   High Schools - Current 10th and 11th graders who would be moved into a new attendance area by a boundary change would be able to open enroll back to their current school for their final one or two years whether the school was open or closed.

4.   Middle/Seniors - Current 7th and 10th and 11th graders who would be moved into a new attendance area by a boundary change would be able to open enroll back to their current school for their final one or two years whether the school was open or closed.

In all four situations the sibling rule, as stated above, does not apply unless approved by the area assistant superintendent through the appeal process. In cases where a school affected by boundary changes is designated as open, the applicable open enrollment procedures would be followed with the exception that students previously enrolled at the school would have priority over new students. After completion of the first year at new elementary and middle schools and the completion of the second year at new middle/senior and high schools, the new schools would revert to the standard open enrollment procedures.

Athletics and extracurricular activities - eligibility

Eligibility for students granted permission to attend a school other than the school in their assigned attendance area shall be determined in accordance with the rules of the Colorado High School Activities Association.

Transportation

Transportation for students granted permission to enroll pursuant to this regulation and accompanying policy shall be the responsibility of the student/parent/guardian. If the district assigns a student in a special education or bilingual program in a school outside his/her attendance area, the district shall provide transportation, if necessary and in accordance with applicable law.

Approved: September 11, 1991
Revised: June 8, 1994
Revised: October 12, 1994
Revised: August 14, 1996
Revised: September 11, 1996
Revised: April 9, 1997
Revised: January 13, 1999
Revised: February 10, 1999
Revised: September 22, 1999
Revised: October 13, 1999
Revised: February 9, 2000
Revised: December 13, 2000
Revised: February 27, 2002
Revised: February 23, 2005
Revised: May 11, 2005
Revised: August 10, 2005
Revised: December 13, 2006
Revised and recoded: June 24, 2015
Revised: April 11, 2018
Revised: September 23, 2020
Revised: October   , 2021

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

Bullying Prevention and Education

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

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

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

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

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

1. To send a clear message to students, staff, parents, and community members that bullying and retaliation against a student who reports bullying will not be tolerated.

2. To train staff and students in taking proactive steps to prevent bullying from occurring.

3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.

4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.

5. To foster a productive partnership with parents/guardians and community members in order to help maintain a bullying-free environment.

6. To support targets of bullying by means of individual and peer counseling.

7. To help develop peer support networks, social skills, and confidence for all students.

8. To recognize and praise positive, supportive behaviors of students toward one another on a regular basis.

Adopted: May 8, 2002
Revised: September 28, 2005
Revised: December 14, 2011
Revised: January 9, 2013
Revised: June 24, 2015
Revised: August 26, 2015
Revised: November 9, 2016
Revised: October 11, 2017
Revised: September 9, 2020
Revised: October ___, 2021

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

CROSS REFS.:   AC, Nondiscrimination/Equal Opportunity
JB, Equal Educational Opportunities
JBB*, Sexual Harassment of Students
JICDA, Code of Conduct
JK, Student Discipline
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)
JLDAC, Screening/Testing of Students (and Treatment of Mental Disorders)

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

Student Concerns, Complaints, and Grievances

Decisions made by school personnel which students believe are in violation of pertinent Board policies or individual school rules may be appealed to the principal or a designated representative or by following the specific appeal process created for particular complaints.

Grievance and investigation procedures are available for students to receive prompt and equitable resolution of allegations of discriminatory actions on the basis of disability, race, creed, color, sex, sexual orientation (which includes transgender status), gender identity, gender expression, marital status, national origin, religion, ancestry, or need for special education services, or other protected class.

Complaints must be initiated in writing, dated and signed by the complainant. Forms for this purpose are available in the principals' offices. Completed forms must be filed with the appropriate persons as follows:

1.   Conduct of an individual: immediate supervisor of the individual. The building principal is the supervisor of the teachers and support staff; the appropriate area assistant superintendent is the supervisor of the principal.

2.   Departmental procedures: Building principal.

3.   Building procedures: Building principal.

4.   Board policies and regulations: Building principal.

5.   Curricular programs: Building principal.

6.   Unlawful discrimination: see Policies AC, JB, and JBB*.

7.   All others: Building principal.

When a complaint is filed in writing, a conference will be held with the complainant within five school days. A written response will be given to the complainant within 10 school days following the conference.

If the complaint is not resolved to the satisfaction of the student, a written appeal may be submitted within 10 school days in accordance with the appeal procedures.

Appeals must be made in the following order: building principal, area assistant superintendent, superintendent.

When an appeal has been filed in writing, a conference will be held with all parties involved within 10 school days. A written response will be given to the complainant within 10 school days following the conference.

Adopted: June 10, 1992
Revised: September 8, 1993
Revised: October 12, 1994
Revised: January 14, 2009
Revised: June 24, 2015
Revised: November 9, 2016
Revised: August 26, 2020

CROSS REFS.:   AC, Nondiscrimination/Equal Opportunity
AC-R-1, Nondiscrimination/Equal Opportunity (Complaint and Compliance Process)
AC-R-2*, Sexual Harassment Investigation Procedures (Title IX)
IHCDA, Concurrent Enrollment
JB, Equal Educational Opportunities
JBB*, Sexual Harassment of Students
JICEA, School-Related Student Publications
JICEC*, Student Petitions and Distribution of Non-Curricular Materials

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

Relations with District Charter Schools

A district charter school is a public, nonsectarian, nonreligious, non-home-based school which operates within the school district and is accountable to the district's Board of Education. It is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation ~~(which includes transgender status)~~, gender identity, gender expression, marital status, national origin, religion, ancestry, age, genetic information, need for special education services, or conditions related to pregnancy or childbirth~~, or other protected class~~. A district charter school has standing to sue and be sued in its own name for the enforcement of any contract it is authorized by law to enter into.

Enrollment is open to any child who resides within the school district or in contiguous school districts and who meets the criteria in the district charter school application. However, no district charter school is required to make alterations in the structure of its facility or the arrangement or function of rooms within the facility except as may be required by state or federal law. The majority of the district charter school's students must reside in the school district or in contiguous school districts. A district charter school will not charge tuition except as otherwise provided by law.

Each district charter school is governed by its own governing body in a manner agreed to by the district charter school applicant and the Board.

A district charter school must comply with all the state financial and budget rules, regulations and financial reporting requirements with which the school district is required to comply.

To ensure that the district charter schools will fulfill their fundamental obligations to the public, including providing sound governance, management, and stewardship of public funds, as well as being held locally accountable for their performance, the governing body shall consist of local citizens being a majority of the membership on each district charter school's board.

A district charter school is responsible for its own operation including but not limited to preparation of a budget, personnel matters, contracting for services, and acquiring facilities. Services for which a district charter school contracts with the school district will be negotiated and provided at district cost. No rent will be charged for use of district facilities which may be available for the district charter school. Any moneys received by a district charter school from any source that remain at the end of any budget year will remain in the district charter school account for use by the district charter school in subsequent years.

The relationship between the district and the district charter school will be established by contract. The contract will also reflect all agreements between the district and the district charter school including the release of the district charter school from Board of Education policies, negotiated agreement, and all requests for release from state regulations which the Board of Education and the district charter school will jointly request from the State Board of Education.

Each district charter school will have an educational program with student performance standards and curriculum that meets or exceeds district academic standards.

A district charter school may offer any educational program that is specifically approved in their contract. Additional educational programs, including an online program, must go through the district Board of Education and charter school contract approval process.

A district charter school will begin operation in the fall following the date the application is approved, unless another starting time is agreed upon by the Board and the applicant.

The period for which a new district charter may be approved is a minimum of four academic years. Renewal of a district charter must be for specified periods of time.

Adopted: May 11, 1994
Revised: March 22, 1995
Revised: August 13, 1997
Revised: September 8, 1999
Revised: October 13, 2004
Revised: January 12, 2011
Revised: November 14, 2012
Revised: October 28, 2015
Revised: August 26, 2020
Revised: October   , 2021

LEGAL REFS.: 42 U.S.C. 2000ff *et seq.* (Genetic Information Nondiscrimination Act of 2008)
C.R.S. 13-80-103.9 (liability for failure to perform an education employment required background check)
C.R.S. 19-2-402 (3)(c) (charter schools pay the proportionate share of educational expense of students in juvenile detention facilities)
C.R.S. 22-2-119 (inquiries prior to hiring)
C.R.S. 22-30.5-101 *et seq.* (Charter Schools Act)
C.R.S. 22-30.5-110 (1.3) (district must adopt procedures and timelines for the charter renewal process)
C.R.S. 22-30.5-110 (6) (district must adopt procedures for closing a charter)
C.R.S. 22-30.5-701 *et seq.* (Charter School Emergency Powers Act)
C.R.S. 22-32-109 (1)(pp) (district must annually distribute to district charter schools informational materials relating to federal student loan repayment programs and student loan forgiveness programs)
C.R.S. 22-32-120 (5) (district charter school may apply to the Colorado Department of Education for authorization as a school food authority)
C.R.S. 22-32-124 (pursuant to section 104 of the Charter Schools Act, all decisions regarding the planning, siting, and inspection of charter schools must be made in accordance with the same statute that applies to school districts)
1 CCR 301-88 (State Board of Education's rules establishing guiding principles for charter schools and charter school authorizers)

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

MEMORANDUM

DATE: October 13, 2021

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Report on Mascot Change at Frederick High School
            Strategic Priority - Outstanding Communication and Collaboration with
            Community Partners

PURPOSE

To provide the Board of Education an update on the mascot change at Frederick High
School in alignment with SB21-116.

BACKGROUND

Senate Bill 21-116 prohibits the use of American Indian mascots (mascots) by public
schools, including charter and institute charter schools, and public institutions of higher
education (public school) as of June 1, 2022. The act imposes a fine of $25,000 per
month for each month that a public school continues to use a mascot after such date,
payable to the state education fund.

The Board of Education will provide feedback to Frederick High School related to the
new mascot options that have been generated by the Tri-Town Community and the
Mascot Committee comprised of Frederick High School students, staff, community
members and administration.