

February 12, 2025

Karen Ragland, 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

- Jim Berthold, Vice President
- Meosha Babbs, Member
- Jocelyn Gilligan, Treasurer
- Sarah Hurianek, Secretary
- Geno Lechuga, Member
- Karen Ragland, President
- Jackie Weiss, Assistant Secretary

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:

Strategic Pathways to Academic Excellence by Design - Internships and Apprenticeships

4. AUDIENCE PARTICIPATION:

5. SUPERINTENDENT'S REPORT:

6. REPORTS:

6.1. School Safety and Security Report

7. CONSENT ITEMS:

- 7.1. Approval: Staff Terminations/Leaves
- 7.2. Approval: Staff Appointments
- 7.3. Approval: Minutes for the January 8, 2025 Regular Meeting, January 15, 2025 Study Session, January 22, 2025 Study Session and January 22, 2025 Regular Meeting
- 7.4. Approval: Purchase of Furniture for District Technology Services
- 7.5. Approval: Contract Award for Commissioning Services for New CTE Building
- 7.6. Approval: Contract Award for Commissioning Services for New High School #9
- 7.7. Approval: Change Order to Construction Manager/General Contractor (CM/GC) Contract for the New PK-8 Project

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- 7.8. Approval: Contract Award for the New Modular Classroom Project at Soaring Heights PK-8
- 7.9. Approval: Contract Award for the New Modular Classroom Project at Mead Elementary School
- 7.10. Approval: Purchase and Implementation of New Routing Software Solution

8. ACTION ITEMS:

- 8.1. Recommendation: Approval of First Reading and Adoption to Board Regulation LBD-R - Relations with District Charter Schools
- 8.2. Recommendation: Adoption of Resolution for Approval/Denial of Charter Application Renewal for Carbon Valley Academy Charter School

9. DISCUSSION ITEMS:

10. ADJOURNMENT:

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

Wednesday, February 19	6:00 - 8:00 pm Study Session
Wednesday, February 26	5:15 - 5:45 pm Study Session
Wednesday, February 26	6:00 - 8:00 pm Regular Meeting

MEMORANDUM

DATE: February 12, 2025

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Report on School Safety and Security
Strategic Priority – Districtwide Safety and Security

PURPOSE

To inform the Board of Education on the strategies used in the District to provide an overall safe school environment.

BACKGROUND

The Board of Education adopted policy ADD, Safe Schools in 1999 to systematically “develop and maintain a safe schools plan.”

District departments, schools, and staff have the responsibility to create a safe school environment. In Regulation ADD-R it states, “To plan, implement and orchestrate deliberate, focused activity to increase the probability that the school or facility remains as safe as possible, within a reasonable context, given the nature of the school business and limited resources.” The areas of activity are focused around:

- Mitigation/Prevention
- Preparedness
- Response
- Recovery

Annual Report to the Board of Education

February 2025

Office of Safety and Security

Executive Summary

The St. Vrain Valley School District recognizes that a safe learning environment is a fundamental component in the provision of an exemplary education. The Office of Safety and Security, along with other departments, is responsible for delivering relevant safety and security programs, training, services, and support to schools and community stakeholders.

The Executive Director leads the department in collaboration with 71 Campus Supervisors, which includes one mobile position, 32 School Resource Officers (including supervisors), and a Safety Preparedness Manager. The Executive Director is responsible for establishing program vision, setting objectives and directing the work of the safety and security teams throughout the District.

This Annual Report is a requirement of the Colorado Safe Schools Act and summarizes the safety and security-related activities of the St. Vrain Valley School District from July 1, 2023, through June 30, 2024.

Questions regarding this report can be directed to Richard Peebles at peebles_richard@svvdsd.org or 303-682-7207.

Richard Peebles
Executive Director, Security, and Safe Schools
St. Vrain Valley Schools

Our Mission

To enhance the educational environment, ensuring each and every student has the opportunity to thrive and reach their full potential for academic achievement and success. We accomplish this through a partnership with the whole community, which includes students, staff, parents, local businesses and government organizations, and a high-functioning school board.

Office of Security and Safe Schools

The Colorado Safe School Act

Colorado Revised Statute 22-32-109.1 §

The Safe School Act embodies a framework for school safety, readiness, and incident management plans. (Summation)

The critical components of the Safe School Act consist of:

- Adopt and implement a safe school plan
- General policies and procedures for dealing with disruptive students
- Provisions for the initiation of suspension or expulsion proceedings
- Policies and procedures for the use of acts of reasonable and appropriate physical intervention or force in dealing with disruptive students
- General policies and procedures for determining the circumstances under and the manner in which disciplinary actions, including suspension and expulsion, shall be imposed
- A specific policy concerning gang-related activity on school grounds, vehicles, and/or at school events
- Written prohibition of students bringing or possessing dangerous weapons, drugs, or other controlled substances on school grounds, in vehicles, and/or at school-sanctioned events
- Written prohibition of students from using or possessing tobacco products on school grounds, in vehicles, and/or at sanctioned school events
- A written policy concerning searches on school grounds, including searches of student lockers
- A dress code policy
- A policy concerning bullying prevention and education
- Impose proportionate interventions and consequences
- Safe school reporting requirements
- Internet safety plan
- Prevention plan for child sexual abuse and assault
- School Response Framework -- school safety, readiness, and incident management plan
 - Adopt the National Response Framework
 - Institutionalize the incident command system
 - Develop a school safety, readiness, and incident management plan, including emergency communications
 - Safety teams and backups
 - Enter into a memorandum of understanding with community partners
 - Create an all-hazard exercise program
 - Conduct all-hazard drills and tabletop exercises
 - Inventory and test emergency equipment on an annual basis
 - Adopt procedures for taking action and communicating with law enforcement agencies, community emergency services, parents, students, and the media in the event of certain incidents
 - Safety and Incident management training for all key emergency personnel, including safety teams and backups
 - Adopt a safety and security policy

- Information Sharing
- Open school policy
- Employee screening
- Immunity
- Compliance with safe school reporting
- Review of Reporting Requirements

Significant Milestones

Student Behavior

The District is committed to providing a safe environment where students can flourish in their educational experience. When student behavior conflicts with this mission, systems are in place to address and redirect the behavior of the students with a goal of keeping the students engaged in their education. During this school year, nine students went through the expulsion process. Support services provide wraparound opportunities to address the student's needs and assist with getting them back on track educationally while maintaining a safe school environment.

Automated External Defibrillator (AED)

The service provider for our AED program is AED Authority, a Colorado-based company. This year, we added AEDs to the following locations: (2) additional devices at Timberline PK8, (1) AED on the second floor of the Clover Basin location, and (1) new AED at the South Lincoln (Student Services) location. We have 121 AEDs across the district and a 100% monthly "passed" inspection rate. The district's AED program is managed by our Safety Preparedness Manager, Robert Johnson.

Enhanced Physical Security

- Upgraded security camera systems
 - Implemented a camera server refresh program
 - Replaced servers at 10 schools as part of the initial refresh
 - New servers have integrated analytics
 - allow users to more efficiently and effectively search
 - \$325,000
- Upgrade Fire alarm system at the Clover Basin Building
 - \$440,000
- ADA door operator upgrades
 - 4 door operators have been upgraded to interact with ACM
 - An ongoing project that will continue for several more years
- Completed secure entry renovations at three elementary schools
 - Central Elementary \$1.5 million
 - Rocky Mountain Elementary \$325k
 - Indian Peaks Elementary \$325k
- Received the School Safety Disbursement Grant from the state
 - Enhanced safety features at Lyons Elementary School
 - \$60,915
- Front entry improvements at the ESC
 - \$70,000

- Hazard mitigation work at Lyons Middle/Senior
 - \$30,000 to reduce fire fuels along the perimeter of the property and fencing upgrades
- Door hardware upgrades at Westview Middle School
 - \$220,000
- Exterior door access control improvements at Skyline High School
 - \$132,000

Community Partnerships

The vitality of our District is dependent on building and maintaining strong community relationships. This comprehensive approach to school safety allows our schools to reap the benefits, on multiple levels, of strong community support. The relationships with first responders are critical in the overall scope of providing safe and secure schools. The Office of Security and Safe Schools maintains strong relationships with local law enforcement agencies, Fire Districts, Offices of Emergency Management in both Weld and Boulder Counties, local and county Victim Services, Public Health and several nonprofits that support the well-being of students.

This year, as we do each year, under the leadership of Dr. Haddad, we worked closely with our community partners to set expectations and better understand the needs of students, staff, and community stakeholders. On several occasions we met with School Resource Officers, their supervisors, and various community groups. The purpose of these meetings was to help others better understand our comprehensive approach to school safety. The philosophy around school safety at SVVSD is very much in line with the *Whole Community Concept* of preparedness. Meaning, there is no single element of school safety that is more important than the other. It takes students, staff, families, public safety, and other community organizations to help ensure a safe learning environment for everyone.

Sustainable Initiatives

Standard Response Protocol (SRP)



The SRP focuses on five actions taken in case of an emergency in the school, LOCKDOWN, SECURE, EVACUATE, SHELTER, HOLD. These actions were practiced throughout the year at all schools through required drills and actual incidents. The Office of Safety and Security provides staff training and monitors drills to ensure compliance and to assist the school in adopting the concepts. Schools conduct two lockdown drills, a secure drill, and two shelter-in-place drills (such

as tornado drills) every year, per Board Policy EBCB – Safety Drills and Exercises. In addition to the SRP drills, schools must complete monthly Evacuation (fire) drills.

To enhance the efficiency and to provide a consistent approach across the District, all administrators were provided with written procedures on how to conduct SRP-mandated drills. The Safety Preparedness Manager in the District attends and supports schools during the execution of the SRP drills.

Safe2Tell



The Safe2Tell program provides a means for students to remain anonymous when reporting incidents that may impact the safety of a student(s) and/or a school. During the 2023-2024 school year, the total number of Safe2Tell reports increased slightly to 1318 total reports (including 91 duplicates). This data is consistent with statewide data reported to Safe2Tell.

Efforts to support the Safe2Tell Program in the District included:

- The Safe2Tell logo and reporting information is added to the back of all student ID cards in collaboration with the ID card vendors
- Individual school presentations to promote the program
- Posters are displayed in all school buildings
- Brochures, magnets, and other marketing tools are distributed to schools

Stop the Bleed Program

Uncontrolled bleeding is a major cause of preventable deaths. Approximately 40% of trauma-related deaths worldwide are due to bleeding or its consequences, establishing hemorrhage as the most common cause of preventable death in trauma. The Stop the Bleed Campaign encourages bystanders to become trained, equipped, and empowered to help in a bleeding emergency before professional help arrives. In addition to the training and equipment received by Campus Supervisors, the district continues to expand the availability of the program to others who desire to participate in this advanced training.

Access Control

Driven by strong District policies and procedures, staff are trained to secure all facilities during school business hours. All exterior doors are locked, and monitored, and visitors are carefully screened prior to entering the school. Additionally, an access control matrix is used to identify key positions within the District and the level of access required to operate within their scope of responsibility, thus reducing the number of false alarms in the District.

School Safety Committees

All schools submitted a record of their 2023-2024 safety committee activities, including their meeting dates and safety drill dates. Activities also include updating the school Emergency

Operations Plan (EOP), reviewing building safety procedures, setting safety goals and monitoring progress, executing and debriefing drills and incidents, discussing climate and culture issues, inspecting buildings for safety hazards, and establishing and maintaining the First Aid Teams. School-based safety team meetings are provided annual discussion items, including quick 15-minute emergency scenarios to discuss. Schools record and submit meeting minutes to the security office.

School-Based First Aid Teams

Every school has a First Aid Team to render First Aid (including CPR) when there is a serious injury or medical emergency. The District standard, established in 2001, is that 5-7 staff on the team are certified in First Aid, and at least two staff on the team be certified in CPR. Additionally, we have added AED and Stop the Bleed training.

District Incident Response Team

The District Incident Response Team, formerly referred to as the Incident Management Team, is composed of representatives from all departments, nurses, custodial, operations, maintenance, transportation, nutritional services, etc. The purpose of the rebranding of this team was to more accurately reflect the nature of the work the team does. School-based emergencies come in all shapes and sizes. At times, schools simply need a few extra people to help properly manage an event. However, some events are more impactful and need a greater number of resources and a team of people to appropriately manage the response. Our incident response team is scalable in size and function and will assist schools, as needed, with a wide variety of events.

During this school year we needed to evacuate Westview Middle School and move all of the staff and students to an offsite location and conduct a reunification. With the support of the Incident Response Team, we successfully moved and reunified the school within a few hours with 100% accountability of everyone.

Emergency Call Center

The emergency call center was developed to assist families during an emergency at a school. When a school evacuates the building, the call center is activated. The call center has the main phone line at the school transferred to the ESC and trained staff can answer the calls from their desks. The call-takers answer questions and record critical information that is then transferred to the incident commander. During the 2023-2024 school year, the call center personnel met several times to discuss challenges, work through a tabletop exercise, and worked through one live exercise where members practiced taking calls from roleplayers. In addition, the Call Center staff was activated once to support school incidents.

Threat Assessment Team

The district Threat Assessment Team is a multidisciplinary group comprising of educators, counselors, interventionists, law enforcement, and others, and is led by the Assistant Superintendent of Student Services, Johnny Terrell. The team is responsible for reviewing student safety concerns across the entire district. Furthermore, the team helps support the schools as they establish safety plans and other student support efforts to ensure each and every student has access

to a safe learning environment. During the 23-24 school year, the team met weekly to review threat screens submitted. Of those submitted, 121 moved forward to a full threat assessment.

Key Positions in the District

- **Executive Director of Safety and Security** provides oversight on safety and security issues for the District. The Executive Director serves as a liaison to first responders and community partners. The Executive Director also monitors all the Safe2Tell tips for the district 24 hours a day, 7 days a week. Lastly, the Executive Director assists administrators in responding to situations at all schools, is the liaison to legal counsel, and assists in establishing processes for emergency preparedness, response, and recovery.
- **Safety Preparedness Manager** supports the efforts of the Office of Safety and Security. Functions include monitoring drills, assisting schools with the development of emergency plans, participating in fire safety inspections, and coordinating safety activities with Campus Supervisors, SROs, and Administrators, representing the District with Safety and Emergency Management organizations at the National (InfraGard, DHS, School Safety Task Force), State (CASSLEO, Safe2Tell), County (Weld, Boulder, and Carbon Valley Emergency Management teams), and Local (City of Longmont Office of Emergency Management) levels, and manages the District AED program. During this school year, training was completed for reunification, Standard Response Protocol (SRP), and Faculty/Administrator Safety Training and Emergency Response (FASTER).
- **Campus Supervisors** adhere to a job description from the District in addition to site-specific job duties determined by the secondary school building administration. They function as building security, ensuring that staff and students are in a safe environment that is conducive to learning. Campus Supervisors make recommendations concerning security and safety issues, facilitate compliance around drills and exercises and communicate with students and staff to support all schools' safety efforts. Campus Supervisors provide assistance at after-school functions such as football and basketball games.
- **Mobile Campus Supervisor** is a new position that was added this school year. The duties are largely aligned with that of a site-based Campus Supervisor. However, additional duties include supporting the Office of Safety & Security, helping schools conduct their drills, filling in at schools during the absence of the assigned Campus Supervisor, supporting the District Incident Response Team, and additional duties as assigned.
- **School Resource Officers (SROs)** provide a police presence in secondary schools, interact with staff and students, and let them see that police officers are more than enforcers of the law. SRO's have the authority to arrest, ticket, or refer a student to a restorative justice process. SRO's provide education on sexting, domestic violence, bullying, and teen police academies where students are given an opportunity to see the type of training a police officer receives.
- **School administration and staff** set the climate in their schools. This is done by providing ongoing support to staff, parents, and students. Administrators reach out beyond the student and support families. Administrators and staff maintain resources within their community to

assist families in need. Whether it is a coat for a child, food bank resources, or gas money, staff embrace the belief that it takes a community to raise a child.

- **School Counselors and Interventionists** play a significant role in our schools. Both positions provide students with a safe haven in which they can share their thoughts and concerns. Interventionists and counselors participate and provide valuable feedback in the threat assessment process.

	NAME	POSITION	LOCATION	LEAVE OF ABSENCE	SEPARATION RESIGNATION RETIREMENT
	ADMINISTRATIVE/PROFESSIONAL/TECHNICAL				
1/6/25	Haines, Janette	Assessment Coordinator	Learning Services	X	
1/7/25	Zager, Kaylin	Private Duty Nurse	Student Assistance Services	X	
	LICENSED				
1/7/25	Escarrega, Kelly	4th Grade Teacher	Soaring Heights PK-8	X	
2/14/25	Hill, Danitza	1st Grade Bilingual Teacher	Timberline PK-8		X
1/6/25	Howlett, Katherine	1st Grade Teacher	Thunder Valley PK-8	X	
1/9/25	Leachman, Rebeca	Social Studies Teacher	Trail Ridge MS	X	
1/6/25	Mohr, Elizabeth	Special Education Teacher	Centennial ES	X	
2/3/25	Riddle, Kate	Science Teacher	Altona MS	X	
3/24/25	Whetten, Kathryn	3rd Grade Teacher	Soaring Heights PK-8	X	
3/24/25	Woolaway, Samantha	Preschool Teacher	Eagle Crest ES	X	
	CLASSIFIED				
1/21/25	Alore, Erin	Specialized Program Para	Soaring Heights PK-8		X
2/3/25	Archuleta, Beverley	Principal Secretary	Erie ES		X
1/31/25	Baca, Stephanie	Specialized Program Para	Prairie Ridge ES		X
1/15/25	Baena Vargas, Julio	Custodian	Longs Peak MS		X
1/29/25	Brady, Hollyanne	Nutrition Services Worker	Nutrition Services	X	
1/31/25	Cervantes Torres, Yazmin	Specialized Program Para	Main Street School		X
1/24/25	Chavez Villalobos, Alma	Health Clerk	Thunder Valley K-8		X
3/7/25	Dietz, Irena	Manager - Community Schools	Community Schools	X	
2/7/25	Dotson, Kelly	Department Secretary	Student Assistance Services		X
1/24/25	Drugmand, Zofia	Special Education Para	Red Hawk ES	X	
12/11/24	Esparza, Robin	Secretary-School	Frederick HS		X
1/27/25	Flake, Janet	Nutrition Services Worker	Nutrition Services		X
2/10/25	Frederick, Angelica	Director Child Care	Community Schools	X	
12/19/24	Halimovic, Hana	Child Care Director	Community Schools		X
2/3/25	Hastings, Ashley	Campus Supervisor	Erie ES		X
1/31/25	Howell, Alicia	NS Secondary Manager	Nutrition Services		X
2/5/25	Ladoucer, Jarold	Plumber	Maintenance	X	
12/2/24	Lamutt, Sarah	Special Education Para	Fall River ES	X	
1/9/25	Liao, Yan	Nutrition Services Worker	Nutrition Services		X
1/27/25	Martinez, Erika	School Clerk	Black Rock ES	X	
12/19/24	Martus, Valarie	Specialized Program Para	Soaring Heights PK-8		X
1/15/25	Meza, Rosario	Bus Assistant - Sped	Transportation	X	
1/3/25	Musick, Walter	Plumber	Operations	X	
1/17/25	Nickens, Naeem	Custodian	Skyline HS		X
1/16/25	Paschall, Joel	IT Inventory Specialist	District Technology Services		X
12/12/24	Rossi, Nancy	Switchboard Operator / Secretary	Human Resources		X
12/30/24	Salas, Audra	Community Schools Manager	Community Schools		X
1/28/25	Steege, Brian	Warehouse Delivery	Warehouse	X	
1/31/25	Taylor, Lydia	Bus Assistant - Sped	Transportation		X
1/31/25	Tidwell, Nancy	Crossing Guard	Centennial ES		X
1/28/25	Walters, Dustin	NS Vending Technician	Nutrition Services		X
1/16/25	Zamora, Socorro	Nutrition Services Worker	Nutrition Services	X	

	NAME	POSITION	LOCATION
	ADMINISTRATIVE/PROFESSIONAL/TECHNICAL		
1/13/25	Holt, Sarah	IT Project Manager	District Technology Services
2/17/25	Hooge, Emily	Communications Specialist	Information Community Resource
1/13/25	Sinnett, Robert	IT Project Manager	District Technology Services
	LICENSED		
1/14/25	Botsch, Mallory	4th Grade Teacher	Thunder Valley K-8
1/14/25	Cyr, Robin	Speech/ Language Pathologist	Special Education
1/13/25	Kraus, Jennifer	Art Teacher	Indian Peaks ES
	CLASSIFIED		
1/15/25	Almanza, Solveigh	Preschool Para	Spark Discovery PS
2/11/25	Batrez, Miguel	Campus Supervisor	Erie MS
1/22/25	Crespo, Enedina	Nutrition Services Worker	Nutrition Services
1/28/25	Davis, Josephine	Non-Instructional Para	Highland ES
1/29/25	Fix, Lynette	Specialized Program Para	Mountain View ES
2/5/25	Frizzell, Amber	Nutrition Services Worker	Nutrition Services
2/3/25	Gomez, Nicole	Health Clerk	Thunder Valley K-8
2/3/25	Harper, Brandi	Kitchen Manager Trainee	Nutrition Services
1/7/25	Harrison, Elizabeth	Student Apprentice	Timberline PK-8
1/15/25	Hurtado, Serenity	Preschool Para	Spark Discovery PS
2/3/25	Laurens, Linda	Bus Driver	Transportation
2/5/25	Loesch, Nicholas	Vending Technician	Nutrition Services
2/3/25	Lopez Roybal, Margret	Student Apprentice	Mountain View ES
1/23/25	Lowrey, Linda	Nutrition Services Worker	Nutrition Services
1/21/25	Maravilla, Raul	Preschool Para	Northridge ES
2/3/25	Martinez, Vanessa	Nutrition Services Worker	Nutrition Services
1/30/25	Mayfield, Rosalind	Nutrition Services Worker	Nutrition Services
1/29/25	Nicolaysen, Ashley	Specialized Program Para	Prairie Ridge ES
1/27/25	Nunez Toledo, Jonathan	IT Apprentice	District Technology Services
1/16/25	Rodriguez, Francisca	Nutrition Services Worker	Nutrition Services
2/6/25	Samide, Peggy	Instructional Para	Red Hawk ES
2/4/25	Servold, Kimberly	Nutrition Services Worker	Nutrition Services
1/15/25	Shatzer, Juliane	Nutrition Services Worker	Nutrition Services
1/28/25	Wells, Ella	Bus Driver	Transportation
1/27/25	Winbigler, James	Bus Driver	Transportation
1/23/25	Zavala Zambrano, Nancy	Nutrition Services Worker	Nutrition Services

MEMORANDUM

DATE: February 12, 2025
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 January Board Meetings.

BACKGROUND

The Board will be asked to approve the minutes from the January 8, 2025 Regular Meeting, January 15, 2025 Study Session, January 22, 2025 Study Session and January 22, 2025 Regular Meeting.

MEMORANDUM

DATE: February 12, 2025

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Purchase of Furniture for District Technology Services
Strategic Priority – Strong District Finances/Student and Staff Well-Being

RECOMMENDATION

That the Board of Education approve the purchase of Office Furniture as described below from BC Interiors for a total amount not to exceed \$172,940.55.

BACKGROUND

The Procurement Department has established a pre-qualified list of skilled, professional, and dedicated educational furniture suppliers who, through direct contracting arrangements, can fulfill a majority of the district's furniture, fixture, and equipment (FF&E) needs.

Considering furniture lead times and the anticipated project schedule, the Procurement and District Technology Services (DTS) departments selected two suppliers from the pre-qualified list and issued Request for Proposal (RFP) 2025-010 on December 5, 2024, for the purchase and installation of furniture at the Clover Basin Educational Support Services Center (CBESC). One supplier was deemed non-responsive, while the other submitted a responsive proposal, which was evaluated by a review committee. Based on this evaluation, the District has selected BC Interiors due to their experience, available internal resources, and ability to meet the required delivery and installation deadlines.

After receiving only one qualified response, the District secured discounted pricing from BC Interiors through OMNIA Partners Contract #R191804. The total discount for this purchase ranges from 62.9% to 75.3%, resulting in an estimated savings of at least \$293,206.49.

Funding for this furniture purchase will come from the Capital Reserve. In compliance with Board Policy FEG, which requires Board approval for any expenditures exceeding \$100,000, this item is being presented for approval.

MEMORANDUM

DATE: February 12, 2025

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Contract Award for Commissioning Services for New CTE Building
Strategic Priority - Portfolio of 21st-Century Instructional Focus Schools and Robust Co-Curricular Opportunities

RECOMMENDATION

That the Board of Education approve the execution of a formal agreement with Group 14 Engineering for a maximum amount of \$150,000 and an initial contract award of \$122,625, to perform Commissioning Services for the new CTE Building at the Godding Hollow Site in Frederick. 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

Commissioning Services for the New CTE Building ensure all systems are designed, installed, and turned over in proper working order.

Group 14 Engineering was selected as most qualified based on their experience and capacity to perform Commissioning Services for projects of this magnitude as a Professional Service.

The budget for this project has been established at \$400,000. Funding for the project is available from 2024 Bond funds. This item is being brought forth to comply with Board policy FEG stating any items over \$100,000 must have Board approval.

MEMORANDUM

DATE: February 12, 2025

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Contract Award for Commissioning Services for New High School #9
Strategic Priority - Portfolio of 21st-Century Instructional Focus Schools
and Robust Co-Curricular Opportunities

RECOMMENDATION

That the Board of Education approve the execution of a formal agreement with Group 14 Engineering for a maximum amount of \$200,000 and an initial contract award of \$181,502, to perform Commissioning Services for New High School #9 at the Godding Hollow Site in Frederick. 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

Commissioning Services for the New High School #9 Building ensure all systems are designed, installed, and turned over in proper working order.

Group 14 Engineering was selected as most qualified based on their experience and capacity to perform Commissioning Services for projects of this magnitude as a Professional Service.

The budget for this project has been established at \$400,000. Funding for the project is available from 2024 Bond funds. This item is being brought forth to comply with Board policy FEG stating any items over \$100,000 must have Board approval.

MEMORANDUM

DATE: February 12, 2025

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Change Order to Construction Manager/General Contractor (CM/GC) Contract for the New PK-8 Project
Strategic Priority – Portfolio of 21st-Century Instructional Focus Schools and Robust Co-Curricular Opportunities

RECOMMENDATION

That the Board of Education approve Change Order #02 for \$669,907 to the Construction Manager/General Contractor (CM/GC) Agreement with JHL Constructors, Inc. for the New PK-8 Project for a total contract value of \$78,262,739. Further, that the Board authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents and initiate scope changes in accordance with Board of Education policy.

BACKGROUND

This Change Order includes earthwork, landscaping, and site improvements as designed in the 100% Construction Documents.

The budget for the project has been established at \$81,000,000 as part of the 2024 Bond program. This item is being brought forth to comply with Board policy FEH stating any items over \$99,999 must have Board approval.

Original Agreement Amount (a)	\$ 8,009,697
Previous change orders (b)	\$ 69,583,135
Current change order (c)	\$ 669,907
Total changes (previous + current) (d)	\$ 70,253,042
New contract amount (e)	\$ 78,262,739

MEMORANDUM

DATE: February 12, 2025

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Contract Award for the New Modular Classroom Project at Soaring Heights PK-8
Strategic Priority – Student and Staff Well-Being

RECOMMENDATION

That the Board of Education approve the execution of a formal agreement with Palomar Modular Buildings for a maximum amount of \$275,000 and an initial contract award of \$237,454, for the New Modular Classroom Project at Soaring Heights PK-8. 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 agreement is for the manufacturing, delivery, and setting of a new modular classroom building, including the deck, stairs, and ramps, at Soaring Heights PK-8.

Palomar Modular Buildings was selected for this project through a Cooperative Pricing Agreement, specifically TIPS-USA Contract #24020202.

The budget for this project has been established at \$450,000. 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.

MEMORANDUM

DATE: February 12, 2025

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of Contract Award for the New Modular Classroom Project at
Mead Elementary School
Strategic Priority – Student and Staff Well-Being

RECOMMENDATION

That the Board of Education approve the execution of a formal agreement with Palomar Modular Buildings for a maximum amount of \$275,000 and an initial contract award of \$237,454, for the New Modular Classroom Project at Mead Elementary School. Further, to authorize Brian Lamer, Assistant Superintendent of Operations, to sign contract documents and initiate scope changes up to the approved amounts in accordance with Board of Education policy.

BACKGROUND

This agreement is for the manufacturing, delivery, and setting of a new modular classroom building, including the deck, stairs, and ramps, at Mead Elementary School.

Palomar Modular Buildings was selected for this project through a Cooperative Pricing Agreement, specifically TIPS-USA Contract # 24020202.

The budget for this project has been established at \$450,000. 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.

MEMORANDUM

DATE: February 12, 2025

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approve the Purchase and Implementation of New Routing Software Solution
Strategic Priority – Strong District Finances/Cutting-Edge Technology
and Innovation

RECOMMENDATION

That the Board of Education approve the purchase and implementation of New Routing Software for Student Transportation Routing needs.

BACKGROUND

RFP 2025-001 - Routing Software System Solution was issued on June 18, 2024, to update routing software and add turn by turn navigation, to support our daily transportation services. TransFinder Routing Software Solution along with Zonar Hardware were determined to best meet the District's Student Transportation needs.

The estimated costs include purchase and implementation of the Routing Software as well as the Tablet/Hardware acquisition through Zonar, under the Equalis Cooperative Agreement #COG-2123B which will support all daily operations.

The funding for the purchase of the hardware including; tablets, network and set up fees are estimated to be \$140,000 which will come from the Capital Reserve Fund.

The funding for the Routing Software Solution, licensing, training and support fees are estimated to be \$120,000 and will come from the Transportation General Fund.

Equipment	Total
150 Tablets; Samsung Tab Active5 Certified Kit , Increased GPS logging Service, Wayfinder Certified – 3PA, Mobile Shield, Activation, Shipping and Handling	\$140,000
12 months Software/Training/Support and Software updates	\$120,000
Estimated Total	\$260,000

MEMORANDUM

DATE: February 12, 2025

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Approval of First Reading and Adoption to Board Regulation LBD*-R -
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 Regulation LBD*-R (Relations with District Charter Schools).

BACKGROUND

During the 2023 State of Colorado Legislative Session, House Bill 23-1025 was signed into order updating language pertaining to the timeline for submission of charter school applications. Charter schools shall now submit an application to the district from February 1 through April, eighteen months before the charter school is set to open. The policy update also states that the Board of Education shall make a decision on a completed district charter school application by resolution in a regular or special Board meeting by June 30 of the year the charter application has been received. All negotiations between the Board and the district charter school shall be concluded by and all terms agreed upon by September 30. House Bill 23-1025 states that the policy changes are required no later than February 2025.

Relations with District Charter Schools

(Procedures for Establishment, Review, Renewal, Revocation and Closure)

A. Application requirements

Prerequisite for filing application

A district charter school applicant must demonstrate that a majority of the proposed charter school's pupils will reside in the chartering school district or in contiguous school districts in order to apply for or be granted a charter.

Intent to apply

Potential applicants are encouraged to:

- Contact the district's designated administrator as early as possible in their planning process.
- Attend the Colorado League of Charter Schools' Boot Camp or receive some other training for preparing their application.
- Have their application reviewed by a knowledgeable party before it is submitted to the district.

Timeline for submission of application

In accordance with this regulation, a district charter school applicant shall submit an application to the district during the period beginning February 1 and ending April 1 only on August 1 between the hours of 7:30 a.m. and 4:00 p.m., or by 4:00 p.m., eighteen months before the proposed opening of the Charter School, unless the Board and the applicant jointly waive or extend this deadline. on the first business day following August 1, of the year preceding the proposed opening of the district charter school. This allows time for the district administrator(s) to review the application for completeness and a review by the district accountability committee before the application is officially submitted to the Board. However, the Board and the applicant may jointly waive this deadline.

Contents of the application

The district has adopted the Colorado Charter School Standard Application for all applications submitted after 2009. The application is available at: www.cde.state.co.us/cdechart/download/CommonApp_StandardApp_Final.pdf. All applicants must follow the format of the standard Application and include at a minimum the content required therein and as required by state statute. In accordance with state law, the approved district charter school application will be the basis for negotiating a contract between the district and the district charter school.

Submission procedures

No application fee will be charged by the Board.

~~The application must be submitted during the period beginning February 1 and ending April 1, eighteen months before the proposed opening of the Charter School, unless the Board and the applicant have jointly waived or extended the deadline. Between February 1 and April 1 of the year preceding the proposed opening of the district charter school, the applicant shall submit the application to the district's designated administrator(s). The application must be submitted to the district's designated administrator on August 1 between 7:30 a.m. and 4:00 p.m., or by 4:00 p.m. on the next business day if August 1 falls on a weekend, of the year preceding the proposed opening of the district charter school.~~ The applicant must provide 15 original copies of the completed application printed on white paper, each contained in a 3-ring binder, with continuous page numbering and tabs separating exhibits, and a single electronic file of the application. The district's designated administrator shall review the application to determine whether all components required by law and policy have been addressed within 15 calendar days following submission. The review shall include an analysis of the budget by the finance department.

If the application is deemed complete, the district administrator will indicate the date the applicant filed the initial application and whether it was submitted by hard copy or by electronic means, and forward the application to the district accountability committee. That completed application will become the official application. No additions will be accepted unless specifically requested by the district.

If the application is deemed incomplete, the district administrator will document the application's deficiencies in a written notice to the applicant. Applicants shall be allowed 15 calendar days from the receipt of such notification to provide the missing information. Alternatively, the applicant may elect to withdraw the application.

Review by charter application review committee

The charter application review committee shall review an application before submission to the Board. The charter application review committee shall include the district accountability committee, one person, who need not reside in the district, with knowledge of district charter schools and one parent of a student in a district charter school. The parent must be a district charter school parent if the district has a district charter school. The charter application review committee will review the application at least 15 calendar days, if possible, from the date of the first district accountability committee meeting after the application was deemed complete and forwarded to the charter application review committee. Upon the charter application review committee's completion of its review, the designated district administrator shall forward the application to the Board for review at the next regular Board meeting.

Review by the Board

The Board shall not accept or consider an incomplete application nor shall the Board take action on an application if the information deemed necessary by district administration to complete the application is not received within the 15-day period allowed by state law. Statutory timelines for Board action upon a complete district charter application shall commence when the district's designated administrator(s) receives the initial charter application from the charter applicant. The parties may mutually agree to waive any deadlines during the application process, including extending the deadline for Board consideration of the application.

Once a complete application has been accepted by the Board, the Board will interview the district charter applicant. Interviewing the applicant does not preclude the Board from requiring the applicant to submit additional information or documentation.

Public meetings

After giving reasonable notice, the Board shall schedule and hold community meetings in the affected areas or the entire district to obtain information to assist the Board to make a decision about the district charter school application.

Decision on the district charter application

The Board shall make a decision on a complete district charter school application by resolution in a regular or special Board meeting by June 30 of the year the charter application was received. ~~within 90 days after receiving the initial charter application from the charter applicant or such deadline as may be mutually agreed upon by the Board and the applicant.~~ The Board may approve, approve with conditions, or deny the district charter application.

The Board may unilaterally impose conditions on a district charter school applicant only through adoption of a Board resolution. Such resolution shall, at a minimum, state the Board's reasons for imposing the conditions unilaterally.

If the application is approved with conditions, the applicant must satisfy all conditions before the Board may approve the application. An applicant's failure to satisfy all of the Board's conditions shall result in the Board's denial of the application.

If the application is approved, the district charter shall be granted for a period of at least four academic years.

If the application is denied or if the Board does not review the application, the Board will set forth in writing the grounds for denial or refusal to review. The Board shall notify the Colorado Department of Education of the denial and the reasons within 15 days after it makes this decision. If the application is approved, the Board will send a copy

of the approved district charter to the Department of Education within 15 days after Board approval of the application.

Negotiations

All negotiations between the Board and an approved district charter school on the district charter agreement shall be concluded by and all terms agreed upon by September 30, or no later than 90 days after the Board resolution approving the district charter application whichever is later.

B. Annual performance review of district charter

The district's administration shall create a process for and ensure an annual review of the district charter school's performance.

At a minimum, the review shall include the district charter school's progress toward meeting the objectives of its accreditation plan and the results of the district charter school's most recent annual financial audit.

If the district charter school is required to implement a turnaround plan for a second consecutive school year, it shall also present the turnaround plan, a summary of changes made to improve its performance, and evidence that it is making sufficient improvement to attain a higher accreditation category within two school years or sooner.

The district charter school shall receive written feedback from the annual review and a copy shall be given to the Board for consideration in any decision to renew, revoke, or renegotiate the district charter.

C. Renewal of a district charter

Each district charter shall be provided a copy of these renewal procedures and timelines and receive a copy of any subsequent revisions to the procedures or timelines.

The governing body of a district charter school shall submit a renewal application to the Board no later than December 1 of the year prior to the year in which the district charter expires.

The renewal application shall contain a complete report on the progress of the school in achieving the goals, objectives, student performance standards, academic standards, targets for the measures used to determine the levels of attainment of the accreditation performance indicators, and other terms of the district charter contract and the results achieved by the district charter school students on state assessments.

The renewal application shall also include a financial statement that discloses the costs of administration, instruction and other spending categories for the school; and any information or materials resulting from the district's annual review of the district charter school.

The Board shall rule by resolution on the renewal application no later than February 1 of the year in which the district charter expires or by a mutually agreed upon date.

D. Revocation of a district charter

A district charter may be revoked or not renewed by the Board if the Board determines that the district charter school did any of the following:

1. Committed a material violation of any of the conditions, standards or procedures in the contract;
2. Failed to meet or make adequate progress toward achievement of the goals, objectives, academic standards, pupil performance standards, targets for the measures used to determine the levels of attainment of the student performance indicators, applicable federal requirements, or other terms identified in the contract;
3. Failed to make sufficient improvement to attain an accreditation category higher than turnaround status within two school years or if the district charter school is required to implement a turnaround plan for a third consecutive school year;
4. Failed to meet generally accepted standards of fiscal management; or
5. Violated any provision of law from which the district charter school is not specifically exempt.

The school district administration shall provide the Board and district charter school a written recommendation concerning whether to revoke or renew the district charter, including reasons supporting the recommendation. The recommendation shall be submitted at least 15 days prior to the date the Board will consider action to revoke or renew the district charter.

If the Board revokes or does not renew a district charter, the Board shall state its reasons for doing so in writing.

E. Closure of a district charter school

Following nonrenewal or revocation of a district charter school's charter, the school district shall, when practicable, allow the district charter school to continue to operate through the end of the school year. However, if the Board determines it is necessary

to close the district charter school prior to the end of the school year, the school district shall work with the district charter school to determine an earlier closure date.

The school district shall work with the parents of students enrolled in the district charter school to ensure that students are enrolled in schools that meet their educational needs, whether such enrollment need happen mid-year or at the end of a school year.

The school district shall also work with the district charter school to ensure the district charter school meets its financial, legal, and reporting obligations during the period of time that the district charter school is concluding its operations.

Adopted: May 11, 1994

Revised: August 14, 1996

Revised: August 13, 1997

Revised: August 12, 1998

Revised: October 27, 2004

Revised: January 12, 2011

Revised: April 13, 2011

Revised: April 18, 2012

Revised: November 14, 2012

Revised: October 28, 2015

Revised: November 9, 2022

Revised: February 12, 2025

MEMORANDUM

DATE: February 12, 2025

TO: Board of Education

FROM: Dr. Don Haddad, Superintendent of Schools

SUBJECT: Adoption of Resolution for Approval/Denial of Charter Application
Renewal for Carbon Valley Academy Charter School
Strategic Priority - Portfolio of 21st-Century Instructional Focus Schools and
Robust Co-Curricular Opportunities

RECOMMENDATION

That the Board of Education adopt a Resolution to authorize the Carbon Valley Academy Renewal Term for a period of three years, conditioned upon the District's review of Carbon Valley Academy's financial health and governance annually.

BACKGROUND

On December 1, 2024, Carbon Valley Academy ("CVA") submitted a Charter renewal application to the District. District staff requested additional information after receipt of the application, reviewed materials, and communicated with CVA regarding certain issues relating to financial and governance matters. The parties agreed to bring the matter to the Board at the first meeting in February 2025.

CVA has been a charter school operating in the district for several years, providing education for approximately 250 students in kindergarten through eighth grade. CVA focuses on character education with its motto: "Be nice, work hard." CVA's application has been reviewed by the District Accountability/Accreditation Committee (DAAC), as well as pertinent departments (e.g., Student Services, Special Education, etc.). Based upon the review, the DAAC and district staff recommend that the application for reauthorization be approved for the three-year period requested by CVA.

During the staff review, district staff did identify certain areas with respect to financial and governance practices that it believes can be improved to ensure CVA is following best practices. Recognizing the educational program that CVA offers to district families, the district staff will work with CVA to assist them in addressing these financial and governance items through annual review, as contemplated by the recommended reauthorization.

District staff, as well as representatives of Carbon Valley Academy, will be available at the meeting for discussion and to respond to questions.

**RESOLUTION APPROVING CHARTER RENEWAL
FOR CARBON VALLEY ACADEMY**

WHEREAS, on December 1, 2024, Carbon Valley Academy provided the St. Vrain Valley School District RE-1J (District) with a charter school renewal application for grades served, from kindergarten through eighth grade;

WHEREAS, the renewal application contains all required information and has been reviewed by District staff in accordance with state statute and Board policies;

WHEREAS, the District and Carbon Valley Academy have had communications regarding the substance of the review and agreed to presentment of this renewal to the Board at the February 12, 2025 meeting; and

WHEREAS the Board has considered the renewal application, staff review and recommendation, and additional materials provided by Carbon Valley Academy.

NOW THEREFORE, THE BOARD APPROVES THE RENEWAL APPLICATION FOR CARBON VALLEY ACADEMY FOR A PERIOD OF THREE YEARS, THROUGH JUNE 30, 2028, CONDITIONED UPON SATISFACTORY ANNUAL REVIEW OF CARBON VALLEY'S PERFORMANCE BY DISTRICT FINANCE AND ACCREDITATION STAFF.

APPROVED AND ADOPTED BY THE BOARD OF EDUCATION OF THE ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J ON FEBRUARY 12, 2025

Adopted this __ day of _____, 2025

ST. VRAIN VALLEY SCHOOL DISTRICT RE-1J

Karen Ragland, President, Board of Education

ATTEST:

Sarah Hurianek, Secretary, Board of Education

CARBON VALLEY ACADEMY K- 8





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RENEWAL APPLICATION COVER SHEET

School Name:	Carbon Valley Academy
School Address:	4040 Coriolis Way Frederick, CO 80530
UID:	1284
Telephone Number:	303.774.9555
Website:	www.carbonvalleyacademy.org



Grades Served:	K-8	Current Enrollment:	250
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Head of School Contact Information

Name:	Michele D Saller
Title:	Academic Director
Telephone Number:	303 774 9555
Email Address:	Michele.saller@cvamail.com or saller_michele@svvsd.org

Governing Board Chair Contact Information

Governing Board Chair:	Christa Burger
Telephone Number:	303.570.5217
Email Address:	Christa.burger@cvamail.com

Date Charter School Opened:	August 2005
End of Current Charter Term End Date:	June 30 th , 2025
Number of Years Requested for Charter Renewal:	5



EXECUTIVE SUMMARY

School Name:	Carbon Valley Academy	Name of Legal Entity:	Carbon Valley Academy
School Number (MSID):	1284	Location (School Address):	4040 Coriolis Way
Principal:	Michele D Saller	Board Chair:	Christa Burger
Opening Year:	2005	Current Contract Term:	3 Years
Requested Charter Contract Term:	3 Years	Current Grades Served:	K-8
Current Enrollment:	250	Maximum Enrollment (Contract capacity):	400
Current Performance Score: 54%, Performance School rating			

CVA K-8 Vision Statement:

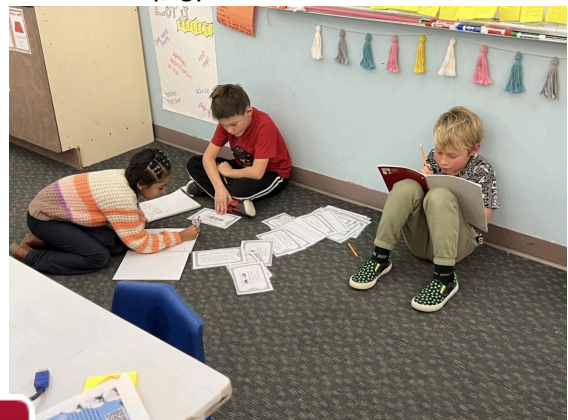
We strive to foster an inclusive COMMUNITY that focuses on individual EMPOWERMENT through INTENTIONAL learning opportunities that INSPIRE academic achievement and character development.

School Motto: Be Nice, Work Hard

Executive Summary

Carbon Valley Academy (CVA) K-8, established in 2005, has continuously evolved to meet the needs of its students and the surrounding community in the St. Vrain Valley School District (SVVSD). Originally founded with a traditional educational model, CVA has since transitioned into a forward-thinking institution focused on innovative teaching practices and personalized learning experiences that emphasize character development and academic achievement.

Carbon Valley Academy K-8 opened its doors to students in the St. Vrain School District, primarily those in the Tri-Town area, in August 2005. The school includes a library, gym, cafe, science lab, art room, music room, and 23 classroom spaces. The school has a spacious playground and large open field as well as a large hard surface area that is used for drop off and pick up. Since its original charter, Carbon Valley Academy K-8 has operated as a Core Knowledge school with an emphasis on character development. For the 2022-2023 school year, CVA K-8 has continued to implement the basic THINKING practices into all core concepts and added additional core curriculum to support students' access to critical content aligned





with grade level standards. In the original charter application, high goals were set, aligned with this mission, with the expectation that high, ambitious goals motivate the school community to excel. CVA K-8 is committed to setting high expectations for students academically and socially. Progress toward these core values has been monitored in a variety of ways. The analysis and insights from the data collected guide the school's work on its journey through continuous improvement.

Community is a unified body of individuals, people with common interests

Character is the combination of traits and qualities distinguishing the individual nature of a person (respect, responsibility, patriotism, compassion, work ethic, friendship, honesty, perseverance, courage).

Over the course of the past nineteen years, Carbon Valley Academy K-8 has developed a population of students with varied ethnicity, socio-economics, special education status, and learning/behavioral needs.

The school has seen an increase in its Free and Reduced lunch population over the past seven years from less than 1% in 2016-17 to 50% in 2024-2025. Each year, the number of families who qualify for Free and Reduced lunches continues to increase and the School is committed to serving those families and meeting their needs. To that end, food services are currently contracted through Michael's of Denver Catering, but the School is considering other options, including a full service cafeteria, that will be more cost effective, and ultimately, offer a better product for the students that the School can manage. Perhaps most importantly, Carbon Valley Academy purchased two School buses and developed depot stops to ensure that there is no barrier to entry for new students into CVA K-8, and to meet the needs of the growing community north of our campus. At this time, Carbon Valley Academy K-8 is the **ONLY** charter school that offers bus transportation to students in all of SVVSD. Providing transportation has been a huge factor in increasing enrollment, and allowing CVA to broaden its community and program offerings for families in the greater SVVSD. Presently, the buses are at capacity and the School has built a small wait-list for new students who will enroll when transportation is available. To that end, CVA K-8 is in the process of identifying additional buses and drivers eligible for licensure in order to service more families from the Northern part of the district as far north as Fort Lupton.



Similar to food service and transportation, Carbon Valley Academy understands that in order to be academically successful, our students also need to have their social and emotional needs met and we feel confident that our focus on character development and the School's focus on a safe and inclusive environment will allow us to develop future leaders.

Innovative Approach and Mission

At CVA K-8, we take pride in being a school that not only adapts but thrives by staying ahead of the



curve in educational practices. Our mission remains to provide rich content and solid skills instruction in an environment that champions character and personal academic achievement. However, we understand that the needs of today's students require more than traditional approaches. Through strategic shifts, such as implementing modern curricula and refining our instructional methodologies, CVA K-8 has become a model of innovation in education.

We are committed to creating a learning environment that fosters the personal growth of every student, regardless of background, learning style, or socio-economic status. This commitment to individualized learning allows us to reach students from all walks of life, including our large Hispanic and neurodivergent populations, ensuring that every child has the opportunity to succeed. For instance, our middle school's Hispanic students now test at levels comparable to the entire middle school population—a strong testament to our ability to close the achievement gap traditionally seen between minority students and their peers. At CVA K-8, we don't see these as gaps, but as opportunities to empower every learner to achieve their fullest potential.

Academic Achievement and Growth

While our current enrollment stands at 250 students, we have seen marked improvement in academic performance and school culture throughout the last several years. Our data-driven approach has allowed us to maintain high standards, with students demonstrating consistent growth across several key performance metrics. In particular, our science proficiency rates rank in the **Top 10% of schools statewide**, and our students continue to perform exceptionally well in subjects where deeper critical thinking is required. Additionally, the small student-teacher ratio—placing us in the **Top 20% of Colorado schools**—allows for differentiated instruction, ensuring that each student receives the attention they need to thrive.

Focus on Inclusivity and Character Development

CVA K-8's inclusive environment is not just a concept; it is woven into the fabric of our educational philosophy. Our focus on character development remains a cornerstone of what we offer, shaping students to be not only academically successful but also responsible and ethical members of the community. We nurture qualities like respect, responsibility, and compassion, ensuring that students are well-rounded individuals prepared for life beyond school.

Through our intentional learning experiences, we develop students who are both academically strong and morally grounded. We recognize that success looks different for every student, and by embracing their individual strengths, we empower them to reach new heights. Our focus on character is not limited to a classroom discussion—it's embedded in our daily interactions, curriculum, and community-building activities.

Community Engagement

Because COMMUNITY is a core value of CVA K-8, we work diligently to include our community into ALL that we do. Families are not only invited to attend all of our events, they are also empowered to bring their talents and skills to the school so others can learn from them. One of our specific COMMUNITY events is our August Welcome Back BBQ. This fun event allows for all of us to reconnect with each other after the summer and/or to begin to build new relationships with our new community members. We schedule the Frederick/Firestone Fire Department to come and spray water from their truck all over our field as a fun family tradition. Having both the F/F Fire Department and the Frederick Police Department invited to ALL events only helps build the sense of small town community that CVA K-8 values. We have several events like this throughout the year, Community Giving Tree, Food for Hope food drive, Popcorn



with the Police, Veterans Day breakfast, K, 5th and 8th grade Continuations, that bring families together under the school's roof. CVA K-8 has also counted on families to help fix, repair and even build items for our school. We've leaned on their expertise in electrical, plumbing, roofing, landscaping, cleaning and even HVAC. What we have learned is that when we include our COMMUNITY throughout ALL areas our school, everyone achieves MORE. We survey our families twice a year to ensure that we are doing all that we can to improve and modify any areas they feel we need to.

When I reach out to CVA K-8 with a question, I receive an answer in a timely manner.



The school does a good job of communicating with the community via emails, newsletters, flyers, and phone calls



I feel like the focus on both academic achievement and character development is obvious at CVA K-8 based on the conversations and communications I have with the school



When I reach out to a teacher, I hear back in a friendly and timely manner.



I believe that CVA K-8 has safety plans in place to keep my child(ren) safe while at school.



CVA K-8 believes that being connected to our COMMUNITY is essential to the success of the students.

Unique difference than most charters: Transportation

In today's educational landscape, equitable access to learning is essential, and transportation plays a pivotal role in this. With our transportation services, students and parents alike can count on dependable options to get to and from school without the daily challenges of arranging alternative transportation. Our buses run on set schedules, and our drivers are committed to maintaining punctuality, so families know they can count on CVA to support their child's education journey every single day.



At CVA, student safety is our top priority. Studies have shown that school buses are among the safest forms of transportation, with students being 70 times more likely to arrive safely when riding a bus rather than a car. Our buses are specifically designed to protect passengers, equipped with high visibility features that make them easily recognizable on the road. Additionally, the structure of our buses is fortified to withstand potential impacts, offering an extra layer of security for our students. Parents can place their trust in our dedicated drivers, who are trained to handle all situations, ensuring that each student reaches their destination safely and promptly.

Beyond the immediate benefits to our students and their families, choosing bus transportation at CVA contributes to a larger cause: environmental sustainability. When students share a ride on the school bus, it helps reduce the number of vehicles on the road, leading to decreased traffic congestion and lower emissions in the community. Each bus route means fewer cars during peak hours, allowing families to play a direct role in making a positive environmental impact.

Through our transportation services, CVA stands committed not only to academic excellence but also to fostering a supportive, sustainable community. Our program represents more than just a ride to school—it's an extension of our mission to serve families, enhance student safety, and encourage responsible environmental practices. We are proud that 49% of our students benefit from this essential service, and we look forward to continuing our dedication to the families of the tri-state area.

Financial Stability and Strategic Planning

Our efforts to stabilize the financial health of the school have also been mirrored in our approach to reducing staff attrition. By restructuring our salary schedules to ensure that we offer competitive pay, CVA K-8 has been able to retain highly qualified teachers and support staff, creating a more stable and enriched learning environment for students. Teacher attrition has been drastically reduced, and the positive impact on student engagement and achievement is evident.

Looking Ahead: A Vision for Innovation and Excellence

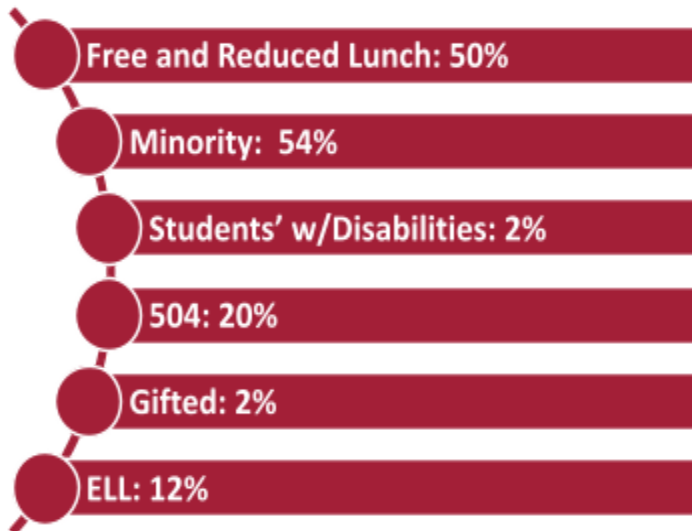
As we look to the future, our vision remains centered on fostering an inclusive community that empowers each student to achieve academic success and strong character development. While our academic performance continues to improve—particularly in reading, math, and science—our primary goal is to innovate continuously, ensuring that our students are not only meeting today's standards but are also prepared to excel in the evolving world of tomorrow.

CVA K-8 is committed to maintaining its forward momentum through initiatives that are data-driven and focused on both academic rigor and social-emotional learning. The use of modern curricula, tools for progress monitoring, and small-group instruction allows us to address student needs with precision, ensuring that all learners—whether gifted, neurodivergent, or requiring additional support—are given the resources and attention they need to succeed.

As we renew our charter, CVA K-8 is prepared to continue evolving, driven by the core belief that every student deserves the opportunity to succeed in an environment where they are supported, challenged, and inspired. We remain dedicated to the principles that have brought us this far, while embracing the innovations that will carry us forward.

Our goal for the next five years is simple: to build on our success, continue to innovate, and ensure that Carbon Valley Academy K-8 remains a beacon of excellence in education within the St. Vrain Valley School District.

Student Demographic Totals





Input summary chart showing enrollment trends

5-year historical	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Kindergarten	29	31	32	24	25
1 st Grade	26	30	34	25	25
2 nd Grade	28	36	31	37	33
3 rd Grade	20	21	37	31	33
4 th Grade	31	32	28	32	32
5 th Grade	20	22	28	24	24
6 th Grade	14	15	28	20	23
7 th Grade	14	15	17	20	24
8 th Grade	11	22	37	32	35
Total	193	224	265	245	254

Demographic table as of the **October 2024 Survey** period:

Grade	Hispanic/ Latino	American Indian/AI askan	Asian	Black/Afri can American	Native Hawaiian or Pacific Islander	White	Two or More Races	Total
K	8			2		15	1	24
1	8					14	1	25
2	20					15	2	37
3	21					10		31
4	16					16		32
5	11					12	1	24
6	11			2		9		20
7	15					5	1	20
8	14					16	5	32



SECTION I - STUDENT ACHIEVEMENT

Each year CVA K-8 will set two overarching goals aligned with the vision of the School and within the context of the Board's policies that govern the School's operations; one in academics and the other in character development.

Goal setting at Carbon Valley Academy is data-driven, and entrenched in the Board's policies.

Goal #1 (Board policy #404)

High expectations of learning for all through strategic and focused professional development on Quality Learning Experiences

CVA K-8 ACADEMIC PHILOSOPHY:

Through our philosophy (or beliefs) of **student learning** and **quality teacher instruction** that includes things like:

- Students are capable of brilliance
- Understanding takes time
- There is more than one way
- creating and facilitating quality learning experiences that invite individuals to construct and negotiate deep conceptual understanding.
- When *Quality Learning Experiences* are done correctly they will build confidence and competence in our students.

We will develop **Quality Learning Experiences** through standards based planning (last few year's focus) implemented through the Workshop Model of Instruction.

Workshop Model Instruction is about cultivating learners' understanding.

Belief in students:

We will put into practice our beliefs (from above) to:

- Let the students do the work of THINKING!
- Draw upon students' intellectual resources as critical thinkers and problem solvers through worthy tasks and important ideas
- Require learners to stretch and think in new ways
- Invite students to think, work and communicate their ideas with others
- Grapple with their own thinking and understanding-Make meaning for themselves

Belief in Quality Teacher Instruction:

We will put into practice our beliefs (from above) by designing and implementing **Quality Learning Experiences that include the following 4 essential components:**



1. worthy tasks that promote understanding
2. Build communities of learners
3. Utilize discourse to promote thinking
4. Require the teacher to confer with the students based on observations and data and that provide opportunities for students to notice and share their own development and progress

Academic Achievement and Performance:

Goal #1 (Board policy #404)

High expectations of learning for all

Carbon Valley Academy K-8 measures student growth with additional assessments, including DIBELS using fall to spring student learning gains to better assess and diagnose student strengths and weaknesses in Reading.

UIP Performance Targets:

Achievement goals:

We will meet or exceed the state results percentage of students that meet or exceed proficiency in MATH in all grade levels tested (3-8) on CMAS.

We will match or exceed the state results percentage of students that meet or exceed proficiency in ELA in all grade levels tested (3-8) on CMAS.

Growth goal:

We will increase our percentage of on grade level or above of our minority students on the MATH iReady assessment by 10%.

2023-2024 Performance:

iReady MATH 2023-2024 by grade level

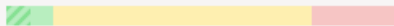
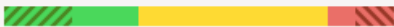

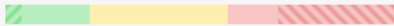
Grade K

Final Diagnostic



Fall (Beginning of Year - November 15)



Grade 1	Final Diagnostic	
	Fall (Beginning of Year - November 15)	
Grade 2	Final Diagnostic	
	Fall (Beginning of Year - November 15)	
Grade 3	Final Diagnostic	
	Fall (Beginning of Year - November 15)	
Grade 4	Final Diagnostic	
	Fall (Beginning of Year - November 15)	
Grade 5	Final Diagnostic	
	Fall (Beginning of Year - November 15)	
Grade 6	Final Diagnostic	
	Fall (Beginning of Year - November 15)	
Grade 7	Final Diagnostic	
	Fall (Beginning of Year - November 15)	



Grade 8

Final Diagnostic



Fall (Beginning of Year -
November 15)



Increase CVA K-8's "on grade level" or above students by 10% on the EOY iReady MATH assessment

Entire school

BOY	EOY
13	43

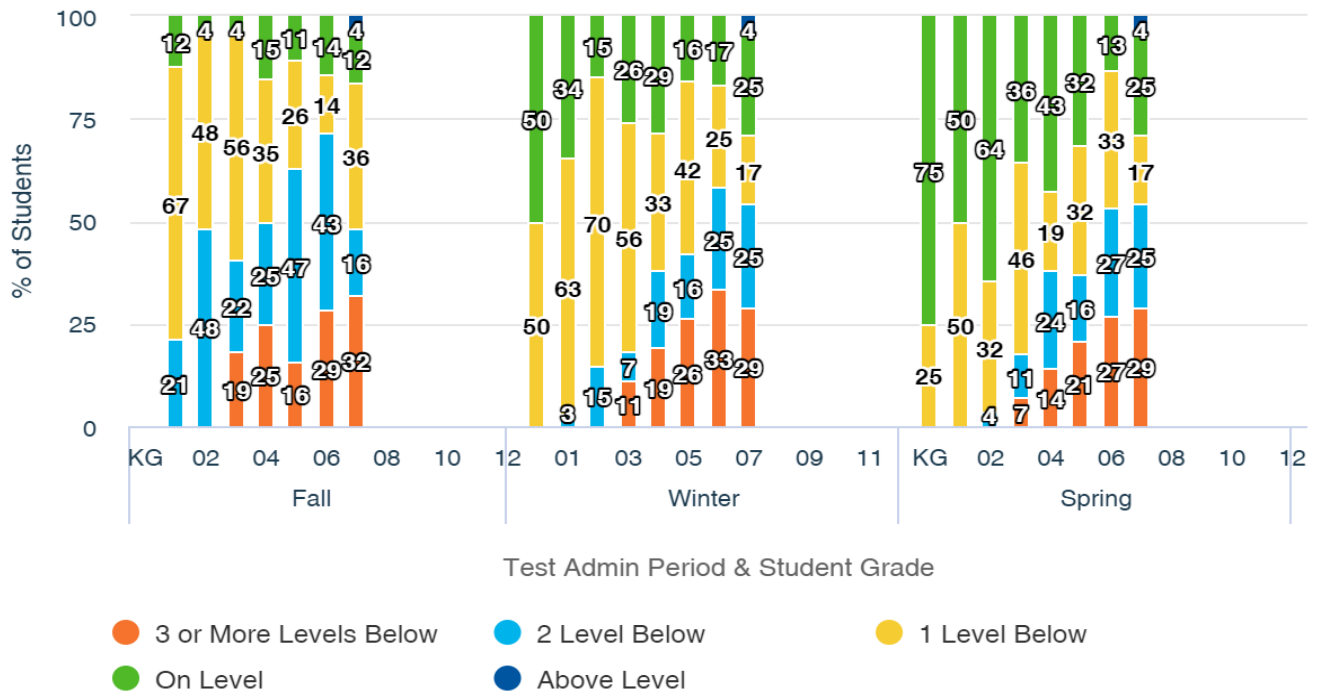
iReady MATH

Grade level

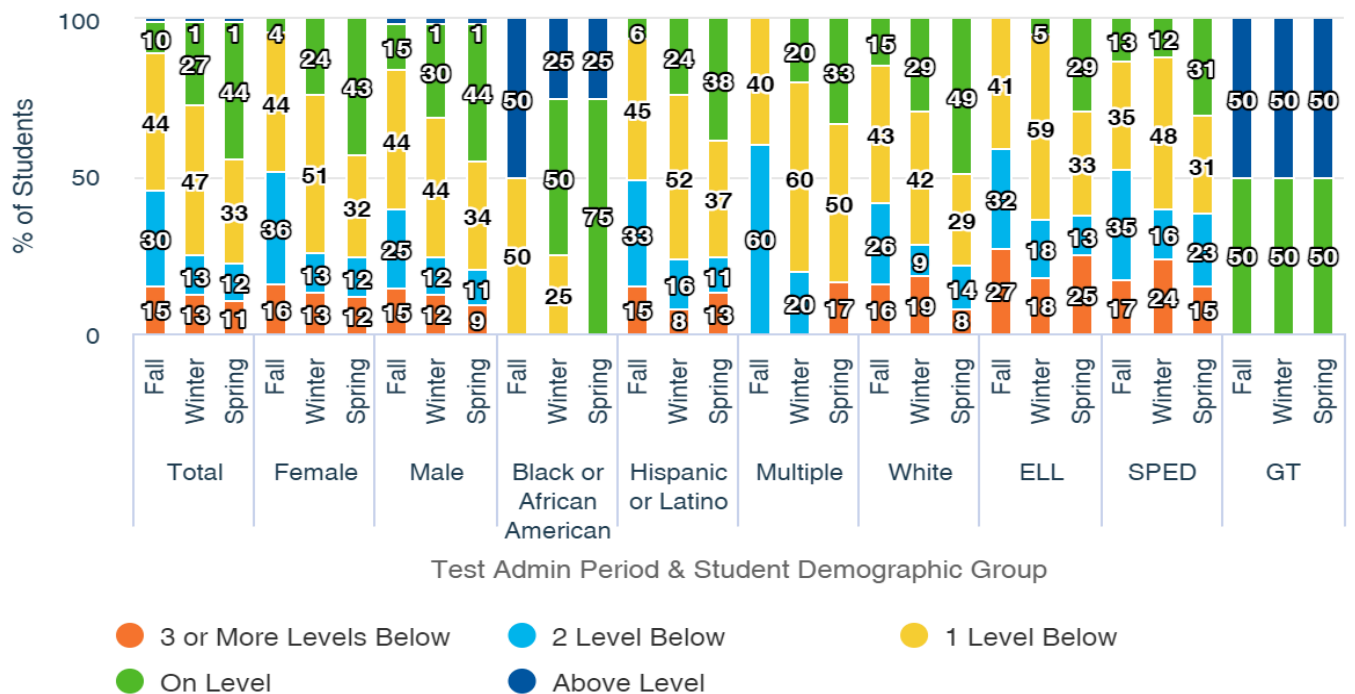
Grade	% to %
K	0% to 100%
1	12% to 50%
2	3% to 65%
3	3% to 24%
4	16% to 46%
5	17% to 46%
6	29% to 36%
7	21% to 35%
8	10% to 16%



I-Ready Math Overall Score



I-Ready Math Overall Score by Student Group





iReady Reading 2023-2024 by grade level

Grade K	Final Diagnostic	
	Fall (Beginning of Year - November 15)	
Grade 1	Final Diagnostic	
	Fall (Beginning of Year - November 15)	
Grade 2	Final Diagnostic	
	Fall (Beginning of Year - November 15)	
Grade 3	Final Diagnostic	
	Fall (Beginning of Year - November 15)	
Grade 4	Final Diagnostic	
	Fall (Beginning of Year - November 15)	
Grade 5	Final Diagnostic	
	Fall (Beginning of Year - November 15)	



Grade 6

Final Diagnostic

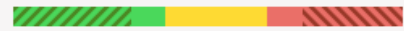


Fall (Beginning of Year - November 15)

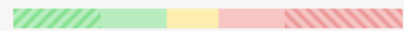


Grade 7

Final Diagnostic



Fall (Beginning of Year - November 15)



Grade 8

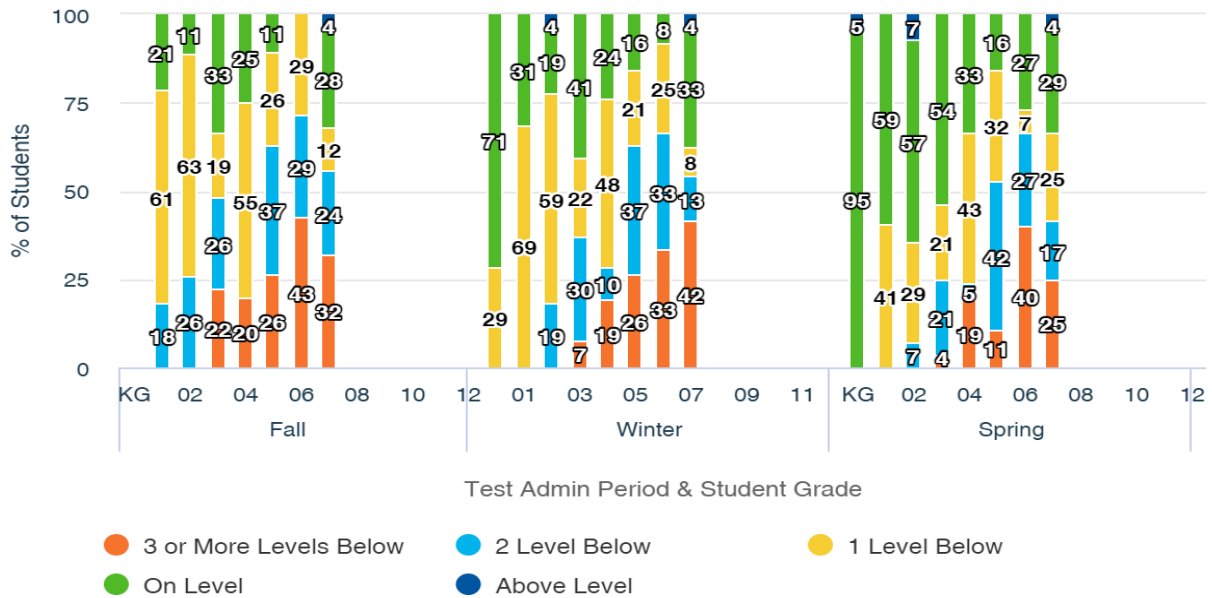
Final Diagnostic



Fall (Beginning of Year - November 15)

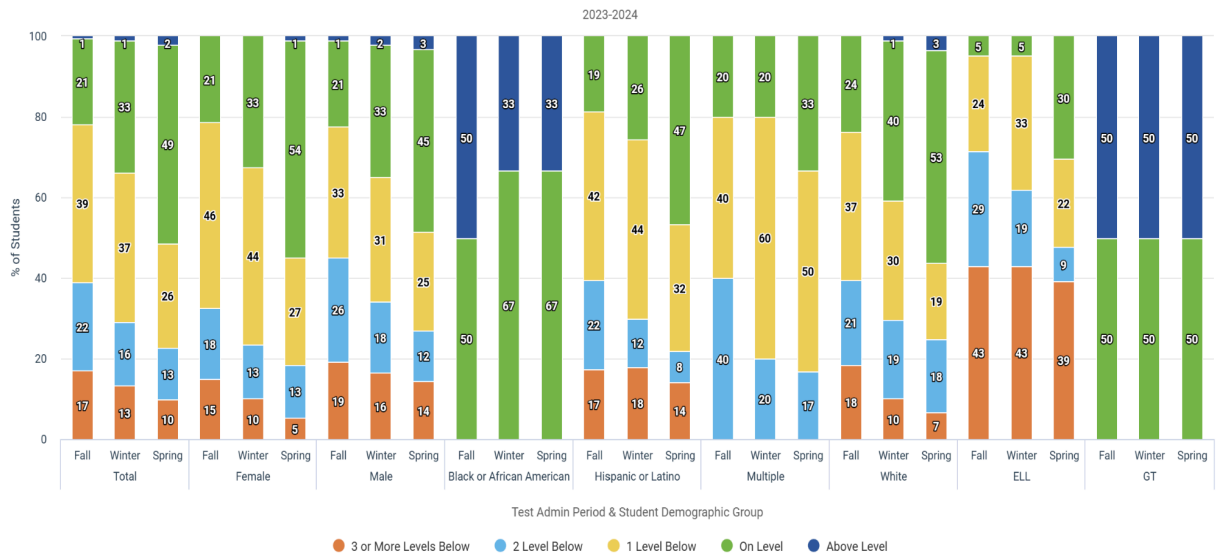


I-Ready ELA Overall Score



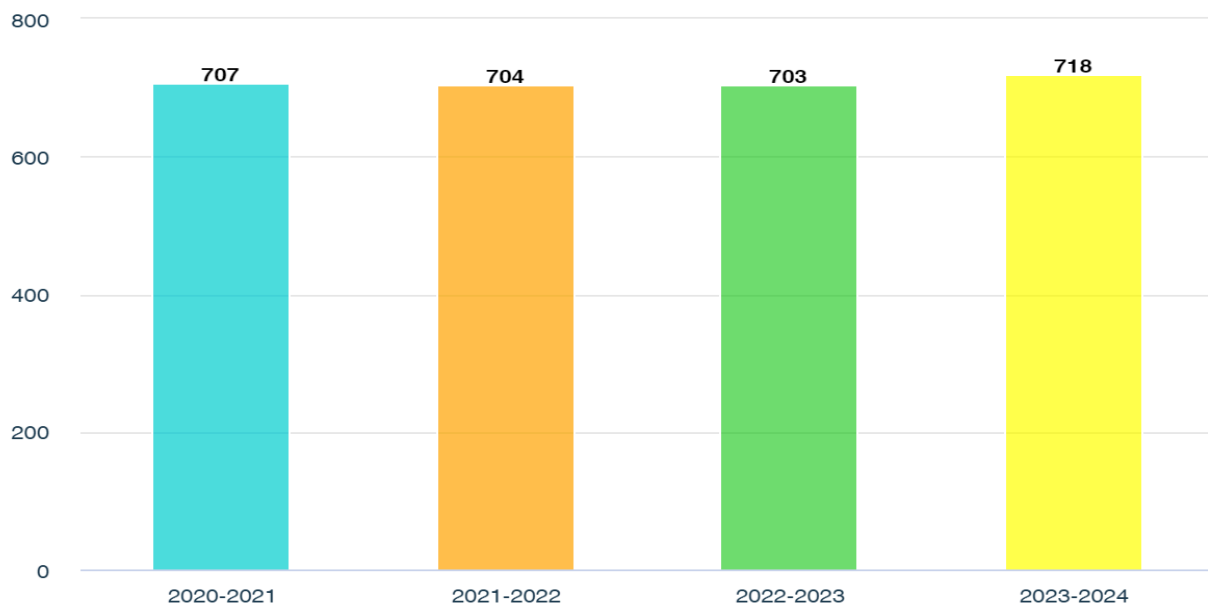


I-Ready ELA Overall Score by Student Group

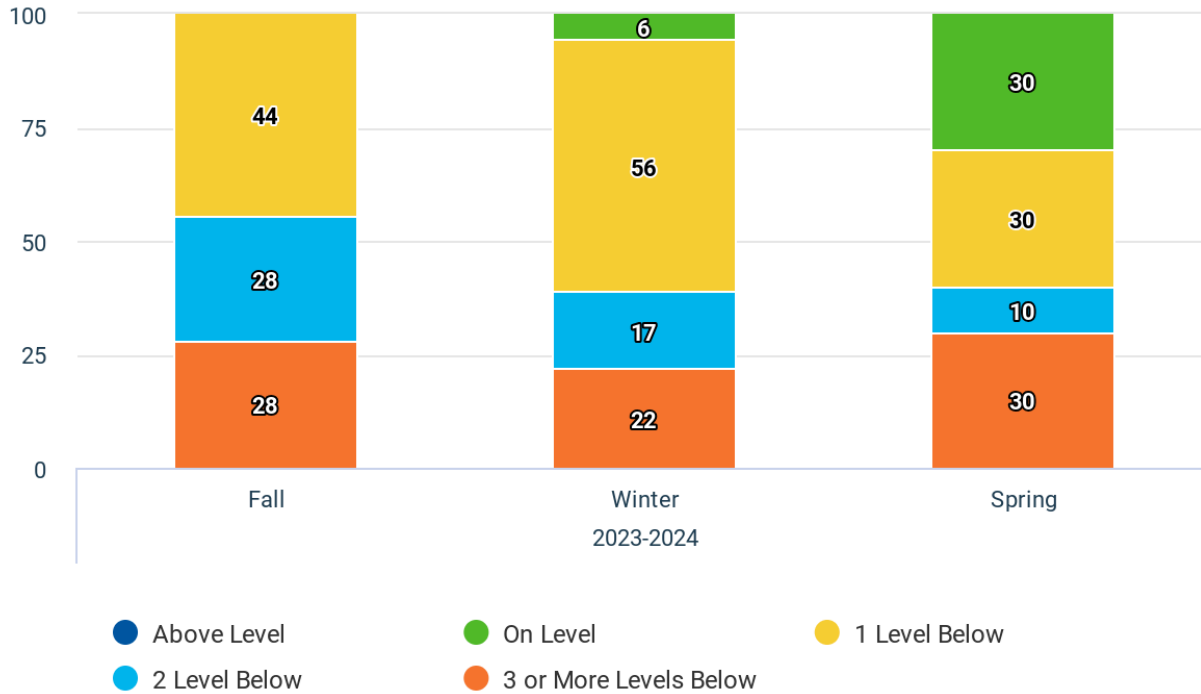


Minority Student data 2023-2024

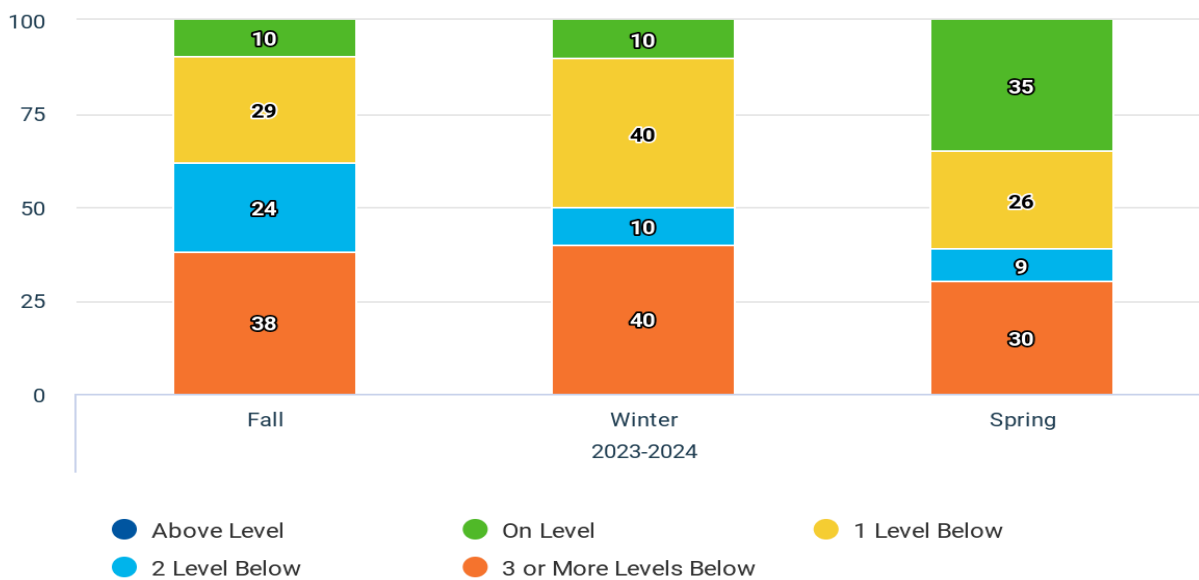
State Achievement: Mathematics - Average Test Score by Year



I-Ready: Mathematics



I-Ready: Reading & Literature



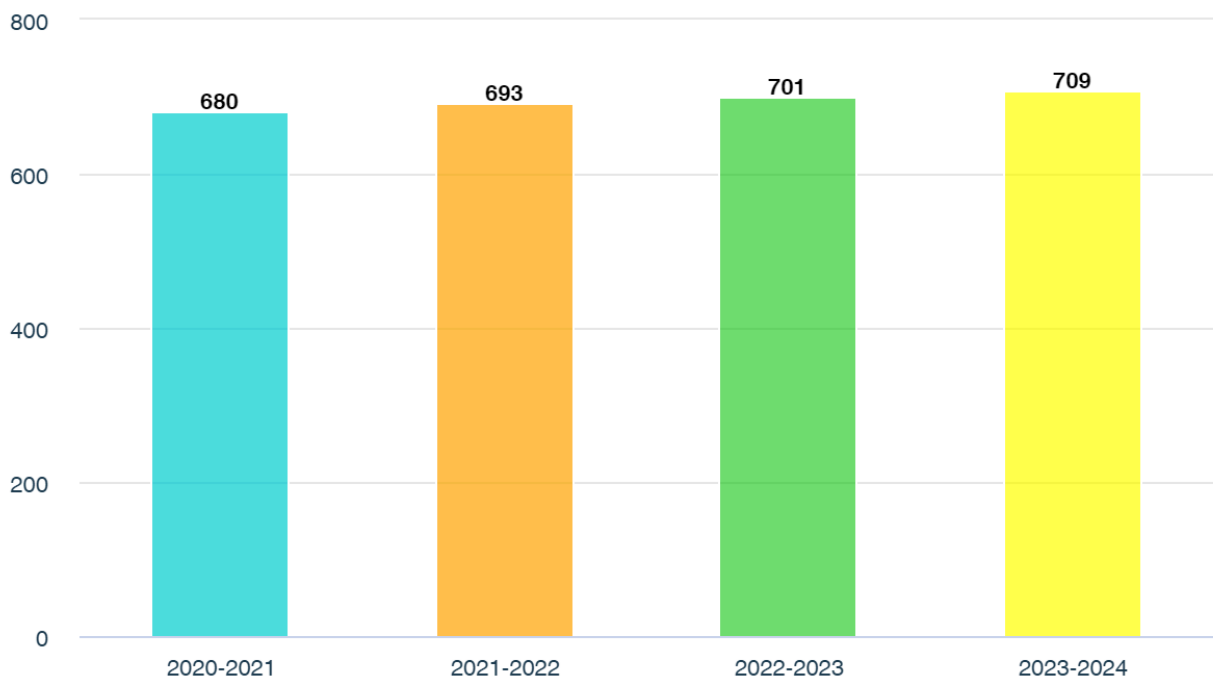


Minority student data CMAS MGP grades 6-8

MATH	ALL	Minority	Fr/R	Non elig
2024	55	54	54	56

ELA	ALL	Minority	F/R	Non elig
2024	57.5	57	57.5	57

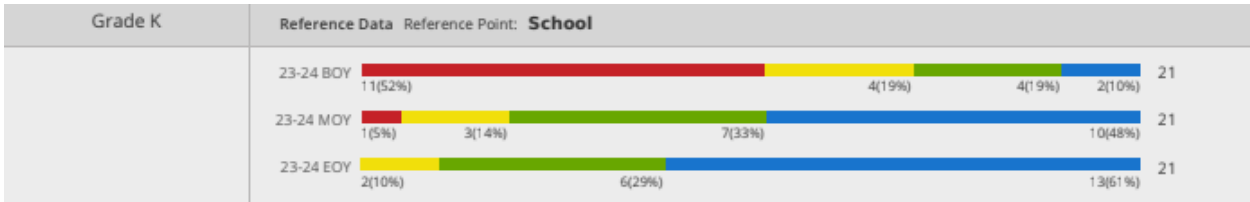
State Achievement: English Language Arts - Average Test Score by Year



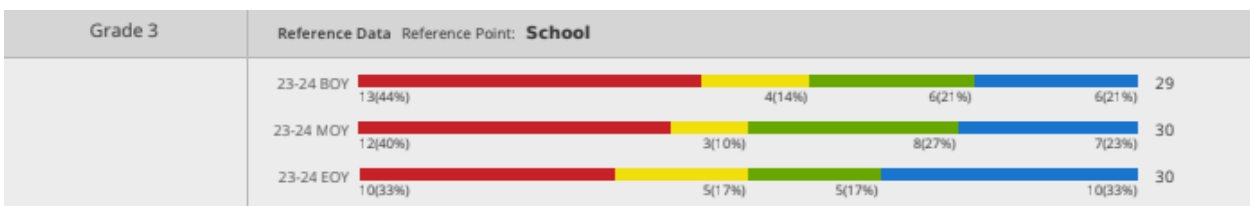
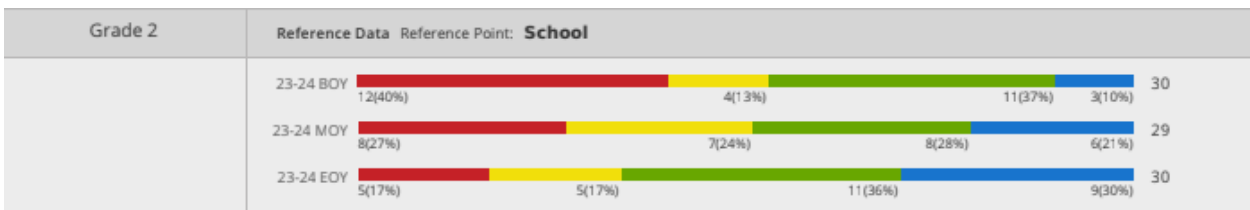
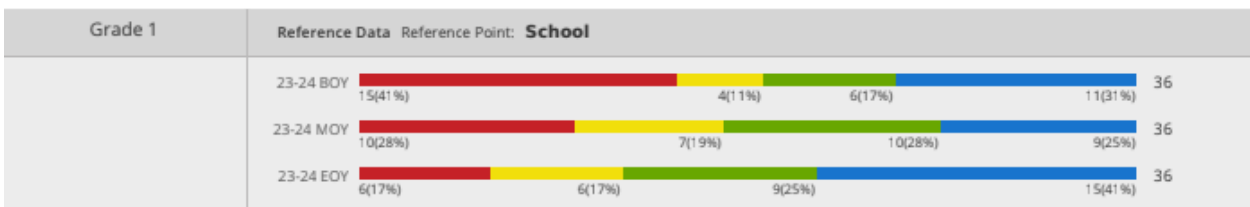


Primary data:

Dibels 2023-2024 data



•



READING

K EOY



Grade 1 EOY



Grade 2





MATH

K EOY

100%

Grade 1 EOY

50%

50%

Grade 2

65%

31%

3%

Please provide a brief narrative highlighting those areas that you feel reflect the most significant student achievement accomplishments for your school.

Current Performance Observations:

- ELL made great improvement in MATH!
- Our ELL students that scored on or above grade level on the BOY iReady MATH test increased by 30% on the EOY this year. We started the school year with 6% of our ELL students and ended the year with 36% of them on or above grade level.
- **Our PRIMARY data is IMPRESSIVE! 100% of our kinder students tested at grade level or above on BOTH the iReady MATH and Reading EOY assessment**
- ELL and SPED students are moving out of red and moving upwards on the scale
- **ELL students that scored in the At Risk categories on iReady ELA decreased from 62% to 30%**
- **Students on grade level in MATH for ELL increased by 30% in one year**
- **From Fall 23-Spring 24 all grades except 7th and 8th increased between 20%-100% in Math**
- All but 1 grade level trended positive..less red, more yellow, more green in iREADY MATH from BOY to EOY
- Average student score on both ELA and MATH is trending up from BOY-EOY
- All grade levels of iREADY ELA trended positive from BOY to EOY
- **Our middle school MGP showed that our minority and F/R students are growing at the SAME rate as the rest of our student population.**



Prior Year Targets:

2023-2024

Achievement goals:

- We will meet or exceed the state results percentage of students that meet or exceed proficiency in MATH in all grade levels tested (3-8) on CMAS.
- We will match or exceed the state results percentage of students that meet or exceed proficiency in ELA in all grade levels tested (3-8) on CMAS.

Growth goal:

- We will increase our percentage of on grade level or above students on the MATH iReady assessment by 10% across K-8.

CVA did not achieve either of the achievement goals that we set forth for ourselves for the 22-23 school year. Our scores are significantly lower than both state and district. We plan to continue with this goal until we achieve it. Through our Professional Development plan, we believe we will soon.

We met our MATH growth goal: increasing the percentage of students at our above grade level by 10% on the iReady MATH assessment.

We started the year as a school with 13% of our students scoring on or above grade level and by the end of the year, we had 43% of them at or above grade level.

Every single grade level except one (that means 7 grade levels) increased their percentage of on grade level or higher by 10%. (see previous data chart)

Summary of the adjustments that you will make for this year's plan:

Major Improvement Strategies:

We plan to continue on the path of improved instruction through our multi-year Professional Development plan that we have in place. Teachers having a clear understanding of their grade level standards is essential to intentional planning, learning and instruction. Teachers MUST plan a clear path for students to follow while on their journey from not knowing to knowing. This learning and clear understanding for the adults in our building takes TIME, and we must be patient with them. Mastery takes more than just a one time PD but multiple PDs, consistently focused on the same learning in order for mastery to happen. This can be frustrating to the leader however it is reality and good practice. We will continue our philosophy of "going slow to go fast" and work to build MASTERY rather than surface level learning.

Teachers must also build their skill set of instructing through the Workshop Model. We believe that with this structure we offer a large percentage of the learning time to STUDENT work time--where students engage and interact with the learning. We are purposefully collecting data on the number of



staff instructing via the workshop model through classroom observations with a specific data collection for each component of the workshop model. Boxes are checked and feedback is given to strengthen understanding.

Please describe any discrepancies in goals between the 2023-2024 Improvement Plan (UIP) or internally established educational goals.

Lack of experience/time with new math curriculum

CVA K-8 has only had this curriculum for 3 years--and only 2 years has been truly focused on quality instruction. Throughout our multi-year strategic plan for MATH specifically, we will be working on creating learning opportunities that promote and develop THINKING. As a part of our Professional Development plan, we are focusing on creating a shared vision for what defines a quality learning experience at CVA K-8. As a component of that plan, during weekly PLC time, we will define and develop plans that implement thinking practices into our math instruction. Both evaluative and peer observations will gather data on the thinking practices observed during instruction.

Lack of experience/time with strategic, focused Professional Development

Teachers have only received two years of focused and targeted professional development on quality instruction which requires multiple years to develop the vertical strength that it can offer. . They are still new to seeing themselves as a part of a larger plan of Professional Development and understanding that there are specific components to quality planning and instruction. Our multi-year strategic plan has started with teachers developing a clear understanding of their grade level standards and quality ways of assessing the learning. This helps teachers focus on “their piece of the pie” only so that children can do more than just “explore” learning but digging deeper into concepts to develop the ability to master the learning. Accountability is through weekly PLC data, conversations and planning. The next step is our plan is learning and living the purpose of the Workshop Model as a lesson delivery method where teachers will do less talking and more facilitating and conferring with students. Data is collected during every classroom observation as to what component of the WSM the classroom is in and specific feedback is given. Data is shared with teachers and teams. An emphasis on one component of the Workshop Model delivery method--specifically Student Work Time- is what we will focus on for the next two years. The 4 components of a Quality Learning Experience-Rigorous Tasks; sense of Community, Opportunity for Discourse and Conferring. Staff has been broken into groups focusing on each individual component where a shared vision, vocabulary and expectation are being created. Both evaluating and peer observations will collect data on each specific component and shared with both teachers and staff. We have only recently purchased a brand new SEL curriculum and it takes time for a staff to unwrap it all and determine a scope and sequence for the learning that we want students to achieve. More time is needed for them to develop their Instructional SEL tool kit.



More current Literacy Program throughout the school

We purchased 2021 CKLA in the fall of 2022 after consistently utilizing the 2007 version. This new curriculum has offered new and more modern way of learning that supports thinking in new and more rigorous ways. We need more time with this new curriculum to see the achievement we are looking for. With it being a comprehensive program, we are using PD and planning time to unwrap the program and teach to the standards only! Teachers were often used to "turning the page" and teaching many more lessons that don't directly tie to the learning standards. We are spending time again this year digging into the ELA curriculum so we can spend our limited instructional time on teaching to the grade level standards rather than turning the page.

In any area in which there is needed improvement, please highlight the strategies in place to remediate problems or strengthen achievement.

CVA K-8 now has a strong vision in place with a set of values and beliefs that drive all decisions.

We know that we need to be focused in order for improvement to happen. We feel "young" as we truly have not had a lot of time together to actualize the shared vision that we have created together.

Major Improvement Strategies:

Strategic and Focused professional development on quality learning experiences

ALL instructional staff will be purposeful and strategic in their intentional planning through the strategic Workshop Model of Instruction so they can consistently offer Quality Learning Experiences to all students. Our theory of Action: We believe that INTENTIONAL PLANNING created by teachers, leads to INTENTIONAL INSTRUCTION which leads to INTENTIONAL LEARNING by students. This CLARITY for structured lesson delivery will result in deeper thinking and ability to transfer learning to new/other situations. We will see: intentionally planned daily instruction and assessment, delivered through the workshop model structure where students will be given the majority of time to interact and get their hands dirty through intentional learning experiences based on their ability to understand the concept. The Workshop Model of Instruction has 4 main sections and the one that is the most powerful for student learning and mastery is when the students are given the opportunity to interact with the task. Workshop calls this section: Student Work Time. A quality learning experience includes 4 main components. Challenging tasks, Opportunities for discourse. A strong sense of COMMUNITY and time for conferring. Challenging tasks provide cognitive demand for our high achieving students giving them the opportunity to grow their mathematical skills. Other components such as conferring, collaboration/discourse, and community provide a structure for high achieving students to feel supported and challenged.

Healthy, Safe, Supportive and Inclusive learning environments:



Theory of Action: If we cultivate healthy, safe, inclusive learning environments for all stakeholders, then we believe that there will be an increased capacity of all staff to build relationships and purposeful connections between stakeholders within the CVA K-8 community. We believe that when students feel a sense of belonging to a community, then they are more willing and able to take risks in their learning, work through their struggles and learn to persevere when academics and learning get tough. In the last 3 years we have created both a PBIS (positive behavior support) and SEL (social emotional learning) system throughout Carbon Valley Academy K-8 we will see: Shared understanding, vision and purpose of the school-wide PBIS system Teachers will consistently implement the school-wide PBIS system: Carbon Cash, Positive postcards; A Few of My Favorite Things, Essential Piece PBIS team will collect data and present learning at monthly PD meetings Intentional agendas for each meeting that drive purposeful conversations that lead towards the vision of the team and values of the building. Shared understanding, vision and purpose of the school-wide SEL Team Teachers will consistently implement SEL lessons that support the school-wide SEL focus during Morning Meetings and End of Day check ins

Specifically for MATH, they are outlined as follows:

- Procure research-based, standards-aligned math curriculum; K-8 Math: Engage NY
- Provide daily math interventions in small groups based on iReady data and formative classroom data
- Provide after school tutoring offered to students in need of additional academic interventions (2nd semester)
- Provide focused and intentional professional development in math instruction during weekly PLCs
- Utilize iReady instruction so students can practice individualized skills in school or at home at their own pace and performance level
- Utilize an online program titled Mountain Math to achieve long term skill retention of learning
- Conduct weekly walkthroughs and observations by the building principal for coaching to offer feedback to improve practice that directly leads to increased student achievement
- Provide Math interventions during the school day for at-risk students (middle school)
- Professional development in Workshop method for instruction that creates a built in structure for small group reteaching and differentiated instruction within the class period

Specifically for ELA, they are outlined below:

- Procure updated elements of the core curriculum for full Implementation of CKLA (Core Knowledge Language Arts) to increase cross curricular connections from ELA to history/geography and science in grades K-8



- Provide after school tutoring offered to students in need of additional academic interventions in Reading/ELA (2nd semester)
- Utilize iReady instruction so students can practice individualized skills in school or at home
- Utilize DIBELS assessment and instructional data for students in grades K-3
- Conduct weekly walkthroughs and observations by the building principal for coaching to offer feedback to improve practice that directly leads to student achievement
- and to guide instruction
- Provide Reading interventions for at-risk students during the school day
- Professional development in Workshop method for instruction that creates a built in structure for small group reteaching and differentiated instruction within the class period

Additional Middle School Curriculum to support learning in Humanities and Science:

- 6-8 HUMANITIES: SVVSD instructional standards-based pacing frames which includes individual units/modules of instruction; History Alive curriculum (TCI)
- 6-8 SCIENCE: SVVSD instructional pacing frames which includes individual units/modules of instruction; Science Alive curriculum (TCI)

Additional Elementary School Curriculum:

- Grades 3-8 use Mountain Math and Rocket Math for concept mastery and long-term retention of math facts
- Grades K-3 also utilize Orton Gillingham (Read ACT) requirements from the CDE
- Grades K-3 are using MClass data and instructional support from Amplify

CVA K-8 earned the distinction of being a Performance School in the Fall of 2022 and due to our strong and clear vision for Professional Development, CVA K-8 continues to rate high enough per CDE to earn the rating of a Performance School both in 2023 and again in 2024. Three years in a row—something that is new for CVA K-8.

PROFESSIONAL DEVELOPMENT:

Carbon Valley Academy K-8's Professional Development Program is committed to accelerating the professional growth of educators and positively impacting student achievement. The guiding principles of: Community, Belief, and Character where educators focus on continuous improvement and reflection support the growth of educators at CVA K-8. All professional Development training takes place in house due to our core belief that the "best PD happens in the classroom down the hall." We have experts in their field and we highlight and celebrate them through our PD plan. Peer observations are the norm here at CVA K-8 because we are a school FULL of learners and growers, especially our adults.

At CVA K-8, the faculty are expected to hold high academic expectations for students, to provide them with the explicit instruction and a variety of opportunities to practice with new material to master grade level standards. Professional development is critical to build teacher capacity and ensure that the teaching and learning process is aligned with the grade level expectations for students. In the past three years, the School leader has brought new staff on board and procured a new core math curriculum which requires specific and explicit professional development. In addition to building a positive culture, the Professional Development team has developed coaching cycles to phase in skills and learning expectations for staff in an effort to build capacity without putting too much pressure on teachers. Staff received professional development during pre-planning with the following vision: INTENTIONAL planning leads to INTENTIONAL instruction and that leads to INTENTIONAL learning. Learning should not be a surprise inside a classroom; unless it is organic and collective. Teachers need to BEGIN with a clear understanding of their grade level standards because a teacher MUST know “where they are



going” BEFORE they begin their instruction. Teachers MUST plan a clear path for students to follow while they are leading the children on their journey from not knowing to knowing. This learning and clear understanding for the adults in our building takes TIME, and we must be patient with the pace of implementation. Mastery takes more than just a one time PD but multiple

PDs, consistently focused on the same learning in order for true understanding and repeated implementation to happen. We will continue our philosophy of "going slow to go fast" and work to build MASTERY rather than surface level learning.

Teachers must also build their skill set of instructing through the Workshop Model. We believe that with this structure we offer a large percentage of the learning time to STUDENT work time--where students engage and interact with the learning. Building admin and coach are purposefully collecting data on the number of staff instructing via the workshop model through classroom observations. Specific data collection for each component of the workshop model where boxes are checked and feedback is given to strengthen understanding.

A multi-year Professional Development plan has been created and implemented including a coaching cycle to build upon teaching practices and is expected to culminate with teachers confidently implementing multiple strategies to embed within their instruction to ensure that they are consistently offering quality learning experiences to students. . The process includes:

Phase 1 goals:

- Implement standards-based planning.
- Identify literacy components within the standards.
- Analyze DOK of the standard to gain clarity of the task (Bloom's Taxonomy).
- Increase vertical alignment.
- Have a clear vision of what students should be able to say and do.
- Peer observations/videos and feedback

Phase 2 goals:

- Implement new strategies to help students achieve content goals through literacy. (Safe Practice)
- Analyze specific student data (during PLC's) to assess the implementation of the standard.
- Peer observations/videos and feedback conversations
- Reading Comprehension strategies that will be explicitly taught this year are:
 - Identify and summarize key ideas
 - Use visual aids that implement thinking strategies
 - Develop vocabulary skills

Phase 3 goals:

Key components of QUALITY LEARNING EXPERIENCES via WORKSHOP MODEL

4 essential components of a QUALITY LEARNING EXPERIENCE:

- 1: **Worthy tasks** that **promote UNDERSTANDING**
2. **Building COMMUNITY** within your classroom learning environment
3. Promoting **DISCOURSE** to **promote THINKING**
4. **CONFERRING** and **collecting DATA**
 - Teaching staff chooses one strategy of a quality learning experience to focus on.
 - Creation of a shared vision and understanding of component of the workshop model.
 - Confidently implement one component of the workshop model and use student data to inform instruction.

Confidently implement multiple strategies to grow students in areas of content through literacy instruction using the workshop model.

All PD will model the Workshop Model incorporating the QLE's. PD team leads will co-teach in classrooms to promote understanding and mastery.

Peer observations/videos and feedback and coaching conversations

SECTION II - ACADEMIC PROGRAM

At Carbon Valley Academy K-8, we implement a Core Knowledge ELA curricular and instructional program that champions academic achievement and virtue. All CVA K-8 teachers and students will have access to new, research-based, relevant curriculum at each grade level and content area to ensure that students have the ability to meet or exceed grade level expectations and demonstrate mastery via the CMAS exams, and other progress monitoring tools (iReady, Deibels) that measure student learning and growth each year. Each year, as student report cards and benchmark assessments are reviewed quarterly, the MTSS team helps identify those students in need of support and changes to the interventions and small groups are made to accommodate students.

In order to support teachers, a comprehensive Professional Development plan has been developed and implemented to build efficacy and capacity in the classroom. Additional support for struggling learners include daily interventions, supplemental diagnostics and instructional programs, and an MTSS structure that moves struggling students through a multi-tiered system of supports to scaffold them to achieve grade level proficiency. Students who continue to show deficiencies will receive additional support by way of intervention from expert teachers, remediation classes or after school and academic summer camps.

The CVA K-8 Technology instructor has implemented a middle school coding course and is supporting the Robotics club that is held after school for grades 4-8. The number of students participating in this club has grown to its highest membership yet.





SECTION III - SERVICES FOR SPED AND ELL STUDENTS

Students who require additional support and services such as SPED, ELL and remedial support (MTSS) are seen by our licensed specialists and contracted vendors for services.

At this time, Carbon Valley Academy is developing its own Gifted and Talented program. This program includes a sweeping assessment for all students in grade 2. In subsequent years, we hope to include students in grade 6. The program also includes a recommendation process where parents and teachers can recommend a student to be considered for GT. The program includes its very own ALP team (which includes the student and parents) to develop appropriate goals and measures of progress for all students identified as Gifted. The Gifted and Talented coordinator works with classroom teachers to ensure that we are challenging GT students at their appropriate individual needs. Some of the strategies used by classroom teachers include having special program enrichment to maximize their potential and explore their special talents or areas of interest. The GT Coordinator also meets with GT students regularly to get their feedback and check on their progress towards their goals.

Describe how your program has met the needs of students with disabilities enrolled in your school. Documentation should include an overview of your ESE services and compliance documentation, as well as a summary of any state program review audits that have been performed at your school, and/or any complaints which have been filed against the school regarding ESE and their findings.

Our Special Education Program is designed to provide individualized support to students with disabilities to ensure they have equitable access to education and can achieve their full academic potential. The program follows the guidelines set by the **Individuals with Disabilities Education Act (IDEA)** and ensures compliance with federal and state regulations. Our goal is to meet the diverse needs of students by offering a wide range of specialized services tailored to each student's unique needs.

Key Components

-Individualized Education Plans (IEPs): Every student receiving special education services has an IEP, a legally binding document that outlines their specific learning needs, goals, and the services they will receive. The IEP is developed collaboratively by a team that includes the student's parents, teachers, special education staff, and other professionals, and is reviewed annually to ensure the goals are being met.

-Inclusive Education: Our program emphasizes inclusion, where students with disabilities are integrated into general education classrooms as much as possible. We provide supports such as paraprofessionals, accommodations (e.g., extended time on tests, preferential seating), and differentiated instruction to ensure that students with disabilities can participate fully in general education activities.

-Specialized Instruction: For students who require more individualized instruction, we provide specialized teaching services either in resource rooms, self-contained classrooms, or in smaller pull-out



settings. These services are designed to address specific academic, behavioral, or social-emotional needs and are delivered by trained special education teachers.

-Related Services: To support the holistic needs of students, we offer related services, which may include:

- **Speech-language therapy**
- **Occupational therapy**
- **Physical therapy**
- **Counseling and psychological services**

Compliance and Documentation

Our program follows strict documentation and compliance protocols to meet all federal, state, and district regulations:

-IEP Documentation: Each student's IEP is carefully documented and stored in a secure system, ensuring that it is accessible to all relevant staff and reviewed regularly. The IEP includes measurable goals, instructional accommodations, related services, and specific modifications required to support the student's progress.

-Progress Monitoring: Teachers and special education staff regularly monitor and document students' progress toward IEP goals. This progress is tracked through ongoing assessments, teacher observations, and data collection. Parents and guardians are kept informed of their child's progress through regular communication and meetings.

-Annual Reviews and Reevaluations: As required by IDEA, each student's IEP is reviewed at least annually, and a reevaluation of the student's eligibility for services is conducted every three years, or sooner if necessary. These reviews involve the IEP team, including parents, teachers, and other professionals.

-Compliance with Legal and Ethical Standards: We ensure that our program adheres to the guidelines set by IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). This includes providing appropriate accommodations, maintaining confidentiality of student information, and ensuring that students with disabilities are not discriminated against in any aspect of their education.

-Documentation of Services: All special education services are documented meticulously, including the frequency and type of services provided, the names of service providers, and any modifications made to instruction or assessments. This ensures that services are delivered as outlined in the IEP and are compliant with legal requirements.

Summary



Our Special Education Program is built on a foundation of **inclusivity, individualized support, and compliance with legal standards**. We aim to create a learning environment where students with disabilities can thrive academically, socially, and emotionally. By providing tailored services, related therapies, and ongoing progress monitoring, we ensure that each student's unique needs are met. Our program also emphasizes the importance of family involvement and collaboration with all stakeholders to create a supportive and effective educational experience.

Through continuous professional development for staff, regular review of student progress, and strict adherence to legal requirements, we strive to ensure that our special education services provide students with disabilities the best possible opportunities for success in school and beyond.

Describe what steps your school has undertaken to provide support to English Language Learner students.

At CVA K-8, we are committed to ensuring that our ELL students improve their English language proficiency and succeed in their overall academic pursuits.

CVA K-8's Spanish teacher actively using the ESL program to provide targeted language instruction. She utilizes pull-out sessions, where she works with small groups of ELL students outside the general classroom to focus on foundational language skills, such as vocabulary acquisition, grammar, and comprehension strategies.

We recognize the importance of involving families in the learning process. To that end, we regularly communicate with parents using translated materials to keep them informed of their child's progress and suggest ways they can support learning at home.

CVA K-8 continuously monitors student progress through formative assessments, classroom observations, and teacher feedback. This allows staff to adjust support strategies and instructional approaches to better meet each student's evolving needs.

CVA K-8 also supports the Spanish teacher in attending online seminars and professional development to learn new ways to help English Language Learner (ELL) students. These sessions offer new strategies to the teacher, along with tools, and resources so she can better support our students in improving their English skills and overall academic success.



SECTION IV - HUMAN RESOURCES, STAFFING AND TEACHER QUALIFICATIONS

Carbon Valley Academy K-8 has been successful in hiring a highly qualified teaching staff throughout its years of operation. We have been in compliance with highly qualified regulations each year based on the yearly audit by St. Vrain HR staff. Carbon Valley Academy runs job postings on the most professional platforms. While actively recruiting we constantly monitor for people who are highly qualified and capable to educate our students. Once an individual's qualifications and references have been verified we request that they come for an in person, in depth interview.

CVA K-8 is 97% highly qualified currently. Our middle school Science teacher is in the process of earning the credit hours required to be highly qualified in secondary Science. He currently holds an K-6 elementary certificate.

100% of our primary grades teachers along with our Literacy Interventionist are endorsed in Early Literacy.

Our Spanish teacher is currently working on her CLD endorsement.

Provide the rate of administrative and staff turnover for the last five years. Describe your procedures for recruiting and retaining highly qualified staff.

2021: 47% retention rate
2022: 83% retention rate
2023: 91% retention rate
2024: 83% retention rate

With COMMUNITY as a core value, CVA K-8 MUST pay attention and place focus on the culture within the school building amongst the staff. CVA K-8 school staff works long hours, is both dedicated and determined to provide the safest and rigorous learning environments they can. A strong sense of collective efficacy is alive and well at CVA K-8 and TOGETHER we know that we are on a winning team. Every new staff member that joins our community shares that they "feel" the difference at CVA K-8. They feel empowered to share their voice, and are given multitudes of opportunities to stretch their leadership and decision making muscles at CVA K-8. A place that stands behind the belief that it's not MY school, it's OUR school.

Every applicant is interviewed by the Principal, and/or the Dean of Students, Business Manager, and all stakeholders closest to the position. (grade level team, Elective department, etc.) Each applicant is given 30 minutes to prepare a presentation of themselves and how their strengths could connect to the culture of CVA K-8 and how they specifically would help improve the school. Upon completion of their presentation each person is asked to present to the hiring panel. Each person is able to ask the interviewer questions and that concludes the interviewing process.



Since the interview is so extensive and includes so many different people it's easy to see after discussing it amongst the panel if the person will fit into Carbon Valley Academy's Community. Teachers that fit well into our community are those who are willing to learn and teach not just students but their colleagues as well.

Collaboration and Coaching are keys to Carbon Valley Academy Staff's success. This occurs at our monthly full day Professional Development Days. Our success comes from the support that is consistently offered to our staff. We give our teachers free planning days as well as group planning days. This gives them a chance to help and guide each other. All teachers are monitored and coached as needed. Support is what makes Carbon Valley Academy the best place for teachers to work and grow. In addition to being highly qualified and licensed, all staff have completed the additional requirements of CDE and 100% of K-3 teachers have even received the additional Reading endorsement aligned with the READ Act. At this time, nearly all teachers are identified as highly effective or effective.

Professional development and support continue to be a high priority at Carbon Valley Academy K-8. Teachers participate in professional development in-service before school begins as well as throughout the year. Teachers participate in monthly team and data meetings which provide opportunity for supportive conversations with colleagues around curriculum implementation, vertical and horizontal curriculum alignment, and other academic focus areas. The school operates a state approved mentoring/induction program for new teachers who participate in monthly mentoring meetings, individual coaching, conversations with a mentor, and collaborative book studies in areas integral to the educational program.

As part of the strategic plan to improve all measurable outcomes for the school, the Board reviewed the School's compensation plan and as part of a multi-faceted investment into the program itself made the decision to adjust the School's entire compensation schedule to match that of SVVSD. This resulted in substantial wage increases for all employees while at the same time increased the need to utilize short term available cash and grow enrollment to meet current and future staffing costs. As a result, the lowest CVA teacher salary is \$57,000 and the average teacher salary is \$68,404. Carbon Valley Academy teachers participate in PERA and PERA payments are current for all staff. Teachers also have medical, dental, life, and disability insurance through benefits provided by Carbon Valley Academy that are extremely competitive and attractive to teachers.

Mentor and Induction Program: CVA K-8 leadership understands the importance of supporting new teachers and developing their instructional capacity.

Mentor Selection:

Mentors for the CVA induction program are selected based on the following criteria:

1. Teaching Experience: Mentors must have at least 3 years of successful teaching experience.
2. Credential: Mentors must hold a Professional Teachers License



3. Approval: Principal must approve mentor status

The mentors are working through a book study called, "The Art of Coaching " to build their own capacity as classroom teacher coaches and develop their own skill set in raising up others. These coaches are supporting the new teachers and implementing as they learn the effective strategies for school transformation.

On-going Professional Development:

Program works in conjunction with the CVA K-8 professional development program which leverages the mentor program, professional reading program as well as the professional development program for all CVA K-8 faculty which includes but is not limited to:

- Monthly Instructional Professional Development: Quality Learning Experience components
- iReady/Dibels Assessment data analysis and daily instructional grouping
- Weekly PLC meetings which emphasize strategies to support workshop model instruction
- Opportunity to enroll in St. Vrain Valley School District/or CDE supported Professional Development courses

Teacher Induction Program

Teachers who hold Colorado Initial Teaching License must complete a teacher induction program in order to advance to a Colorado Professional Teaching License. Carbon Valley Academy's Teacher Induction Program serves as the conduit through which faculty members build sufficient professional capacity that embodies the Professional level license. This program takes one academic year to complete.

The program includes the following major aspects:

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• Goal Setting• Peer Observation | <ul style="list-style-type: none">• Literary Review• Mentorship | <ul style="list-style-type: none">• Mentoring Log• Principal Approval. |
|---|--|---|

Goal Setting (both years)

During both years of the induction process, the candidate will receive assistance from their mentor with goal setting. Each year, teachers will create a professional goal that is to be submitted to the Principal and specifically what their evaluation will be based on. Mentor offers guidance to ensure this goal is connected directly to one of the The Colorado Teacher Quality Standards

Peer Observation (first year)

In his or her first year of the induction program, an initially licensed teacher completes peer observations. In these peer observations, the candidate reflects upon best practices used by the observed teacher. Teachers are provided with a reflection form (Appendix C) to be discussed with his or



her mentor post observation. Candidates and mentors can set up additional peer observations in the second year of the induction program if desired or deemed necessary.

Mentor Observations (second year)

The candidate is assigned a mentor to guide and coach them through the induction program. The mentor's chief goal is to infuse proven educational practices into the candidate's daily instructional practice so as to increase their capacities as a professional educator. Mentors provide direct observation of the candidate's instruction, engage in the literary review process by discussing content and infusion into daily practice, and general support. The mentor qualifications are as follows:

Mentors provide the candidate with 3-5 observations and feedback based on the candidates identified goals. The following format guides the observation process: (Appendix D)

Literary Review (second year)

Candidates are asked to engage in professional readings. Carbon Valley Academy is on a constant learning journey. Inductees are provided with opportunities to expand their learning. As each inductee is unique, these readings is based on their current skill set coupled with their personal learning journey and tied directly to the Professional Development topic focused on during that school year.

Final report (end of second year)

Finally, at the end of the second year, each candidate submits a final checklist / report to Principal with the following components:

- Attendance at New Teacher Orientation
- Meetings with a Mentor / Learning Coach
- (Teachers meet with an Instructional Mentor / Learning Coach for 20-24 hours
- Video or In-Person observations and reflections completed with the Teaching & Learning Coach
- Completion of the Induction Program
- Completion of an online End-of-Year Induction Survey

Upon submission of evidence of completion for the following assignments, state and district requirements for induction will be satisfied. The Principal of Carbon Valley Academy will issue you an induction certificate that may be used to move from an initial to a professional license.

The final phase of the program is the Principal review. The principal will review the final report, consult the candidate's mentor and render a final signature of approval provided that the candidate has sufficiently completed all tasks, gained the approval of mentor and demonstrated in practice the appropriate level of professionalism.



SECTION V - ADMISSIONS AND ENROLLMENT POLICIES

Please submit the following information to document your admission and enrollment practices:

- Briefly describe your student admissions policy.

Purpose: This policy is in place to address the process for handling admissions at Carbon Valley Academy. The goal of this admissions policy is to declare the process and methods that will be used to admit students in a fair and consistent way that does not offer priority to any student except those specifically noted or allowed by Colorado law. (22-36-101) Colorado's Public Schools of Choice law allows resident pupils to enroll at schools in Colorado districts for which they are not zoned. This is also known as Open Enrollment. Carbon Valley Academy's annual Open Enrollment window will run from December 15th until October 1st or until all seats are filled, whichever comes first.

Carbon Valley Academy is a nonprofit, tuition-free charter school authorized by the St. Vrain Valley School District. As a charter school, CVA is open to all students who would otherwise qualify for enrollment in SVVSD Public Schools. The school will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. CVA will open enrollment on December 15th each year. CVA reserves the right to refuse to enroll any student currently under a term of expulsion or suspension by his or her school until that term is over under the Safe Schools Act. Student applications are processed through Infinite Campus and directed to the Registrar for review. The Registrar works directly with SVVSD to review student applications for approval.

If enrollment requests exceed the capacity of the school, the following criteria will be used to establish priority for admissions:

- Currently enrolled students in good standing
- Children of all staff
- Siblings of enrolled students

Any students applying after October 1st period may be placed in their respective grade if there is still space available. Otherwise, they will be placed directly after any other wait-listed students in the order the application was received.



- Describe the school's enrollment practices and any student/parent requirements for continued enrollment.

Parents who wish to enroll their children in Carbon Valley Academy apply for a seat through Infinite Campus. Once the application and information has been completed, the School's registrar receives the student application from IC for review.

The student admission process includes a comprehensive application and a Safe Schools Check for grades 4-8 to ensure alignment with the school's safety and conduct standards. Parents must provide proof of vaccinations or a valid opt-out form, a birth certificate, and academic records if applicable to ensure that the student meets the School's criteria for enrollment. The Registrar will work with the SVVSD coordinator to ensure that a student with special needs can be served appropriately at Carbon Valley Academy.

Once approved, students are warmly welcomed into the school community, fostering a safe, supportive environment conducive to academic and social success. Parents and eligible students are asked to review the Parent and Student Handbooks to understand school policies and expectations.

Current students enrolled in Carbon Valley Academy will not be required to re-enroll. They will be asked to sign a letter of intent to re-enroll for the coming year during January to allow the school to plan appropriately.

- Please provide a copy of your student and parent contract, if applicable, and describe any planned revisions or modifications.

The CVA Way

Carbon Valley Academy K-8 has set forth expectations to ensure students success. These include: Responsibility, Respect, Safety, and Resourcefulness. This is the SCSA Way. Parents and Students must read and adhere to the Student Handbook. The handbook can be found on the school website.

- ☐ I have read and agree to follow the guidelines and expectations set forth in the Student Handbook.
(please initial)
- ☐ I understand that students enrolled at CVA K8 must wear a school uniform and adhere to all uniform guidelines.
(please initial)

I, _____ (parent/guardian- printed name) hereby swear or affirm that the above information is true and accurate. I understand that failure to provide accurate information may result in forfeiture of acceptance.

Parent/Guardian Signature



Carbon Valley Academy
EST. 2005



SECTION VI - SCHOOL CULTURE AND DISCIPLINE

Carbon Valley Academy's second annual overarching goal is always mission driven and aligned with our board policies focused on the School environment and character development.

Goal #2 (Board policy 403)

Cultivate and nurture healthy, safe, supportive, and inclusive learning environments for the entire Carbon Valley community.

At Carbon Valley Academy, we believe in our Core Values:

- Carbon Valley Academy provides a classroom and school culture that creates the best learning environment for students through high expectations of student discipline and character.
- Carbon Valley Academy believes that parents are their children's first teachers and those parents delegate to us, in a cooperative spirit, the responsibility of their child's education.
- Carbon Valley Academy believes that students thrive on challenge and learning at their "resistance level" and strives to develop individualized and rigorous learning goals for students in the areas of language arts and mathematics.

The Carbon Valley Board of Directors believes that leadership occurs throughout the organization.

Leadership is formal, through positions with formal authority including:

- Board of directors
- Principal
- Staff
- Volunteers
- Student leaders

Leadership is also informal, through the contributions of influential members of the Carbon Valley Academy community. Leadership is the responsibility of both formal and informal leaders to promote the vision and mission of Carbon Valley Academy. Such leadership develops and sustains a positive, student-centered organization and culture through communication and decision making which is uncompromisingly truthful, transparent, and respectful. It ensures that students feel safe and respected by staff and other students. It holds individuals and groups accountable for actions consistent with core values and goals. Such leadership sustains high morale and motivation by sharing decision making

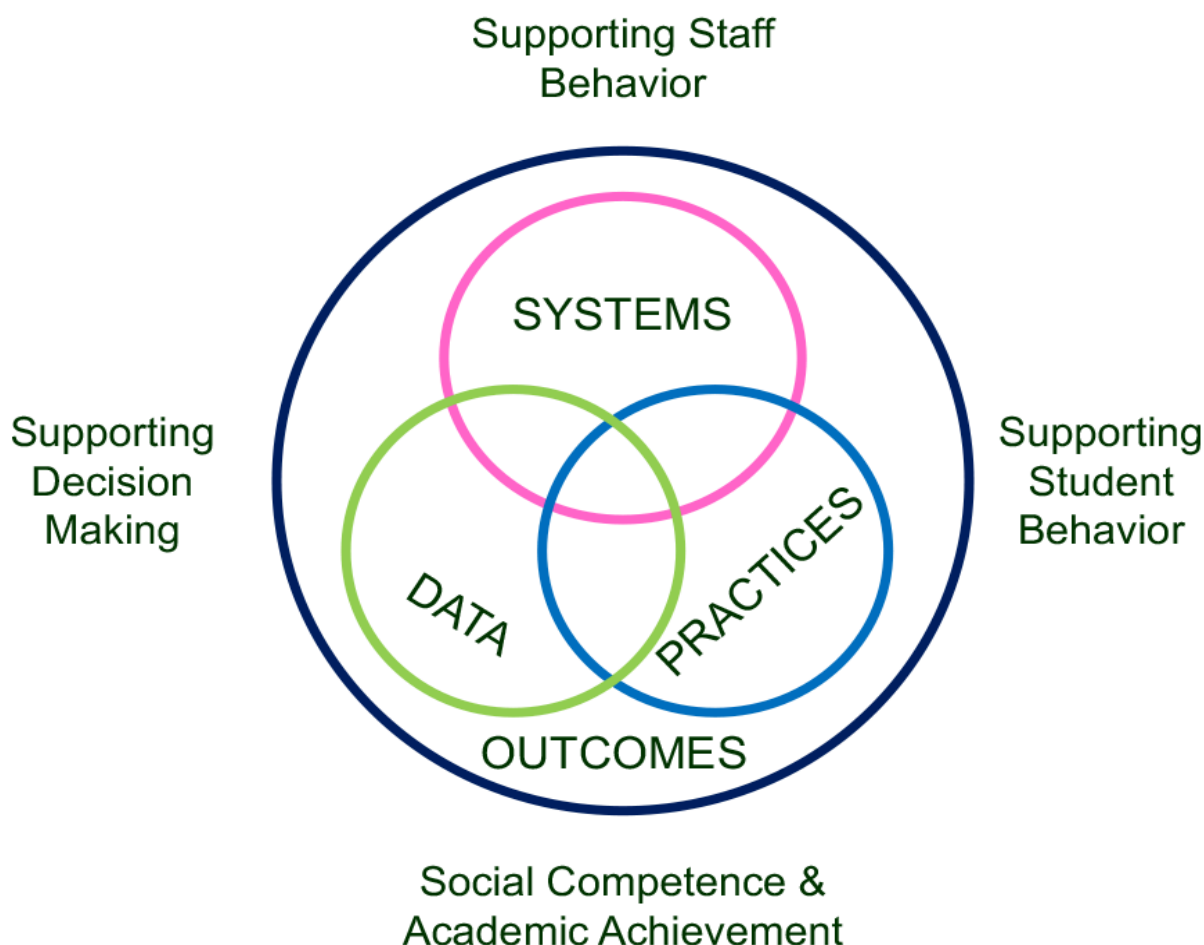
authority within boundaries and with those who are accountable for results. It develops understanding and earns the loyalty of students, their families, and staff through consistent and constant telling and retelling of the Carbon Valley Academy story. It always focuses on the execution of decisions and the results achieved. It is grounded in trust, caring, and positive relationships.

Carbon Valley Academy has implemented a research-based PBIS program to encourage and reward positive behavior and celebrate the character and leadership development of our students. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful.

PBIS isn't a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behavior through systems change. When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective.



PBIS Curriculum



Systems

The way schools operate are their foundational systems. In PBIS, these systems support accurate, durable implementation of practices and the effective use of data to achieve better outcomes. When it comes to systems, ask yourself: What can we do to sustain this over the long haul?

Data

Schools generate multiple pieces of data about students every day. Within the PBIS framework, schools use data to select, monitor and evaluate outcomes, practices, and systems across all three tiers. When it comes to data, ask yourself: What information do we need to make effective decisions?

Practices

Key to improving outcomes are the strategies to support students at every level. In PBIS, these interventions and strategies are backed by research to target the outcomes schools want to see. When it comes to practices, ask yourself: How will we reach our goals?



Outcomes

The outcomes from PBIS are what schools achieve through the data, systems, and practices they put in place. Families, students, and school personnel set goals and work together to see them through. In PBIS, outcomes might be improved student behavior, or fewer office discipline referrals. At Carbon Valley Academy, we are working hard to support students' growth and development in character and leadership, but making mistakes and learning from them are part of growing up. The new PBIS implementation is helping students find a balance in their behavior, and helping staff redirect inappropriate behaviors. Ultimately, the goal is to instill a safe and effective learning environment for all students throughout the school and mitigate disruptive and unsafe behavior. The full implementation of the PBIS plan is working and the discipline data chart shows a decrease in the number of students with serious behavioral referrals and distractions.

- Please describe the school's dismissal procedures including the appeals process.

Before Carbon Valley Academy K-8 would consider dismissing a student from our school we believe that teachers and administrators know that discipline is an essential component of academic achievement. The ultimate goal of CVA's discipline plan is to help you become a person who behaves well on your own – not just when under the direct supervision of adults. All situations requiring a disciplinary consequence will be seen as a learning opportunity for you with the goal of not making the same mistake again. Restorative Practices will be a part of any consequence given to you where you learn to fix the harm that was created.

With COMMUNITY being one of the core values at CVA K-8, we value the role that students play within our community. We are depending on students to play the specific role, a student who is empowered to use their voice to support and follow the expectations/guidelines created within our community. Communities depend on members to support the big picture and goals of the community. When students make the choice to go against the community we request that you "fix the harm" that was created to allow the community to move forward.

The management structure that CVA follows when addressing student misbehavior starts in the classroom first.

Classroom level guidelines:

- Multiple redirections from teacher (often 1st, 2nd and 3rd chances)
- Final redirection of teacher (this is your last chance)
- Written refocus form--personal reflection of choice made
- Teacher/student conversation about your choice and reflection form
- Removal from class to refocus/time out area-- SEL room/buddy classroom
- Parent phone call/conversation
- Loss of privilege/extra duty during the day
- Lunch or After school detention
- Restorative Practice consequences

If the classroom behavior management does not help to fix the misbehavior, the student is then referred to administration.

Administration level:

- Restorative Practice



- Community Service during/before or after school
- In School Suspension (ISS)
- Out of School Suspension (OSS)
- Individualized Behavior/Safety Plan
- Modified class schedule (shortened days)

A thorough and complete investigation will happen for every occurrence to ensure due process to every student/person involved in any inappropriate situation that comes to the front office.

At CVA K-8 before a student is dismissed from our school, we believe that due process is an important step to follow. Multiple chances will be given to students with the opportunity to change or fix their behavior before walking down a disciplinary path (sometimes we just don't realize what we are doing and we need it brought to our attention). If the student's behavior indicates that disciplinary steps need to happen, due process will be followed. During this step of the disciplinary step names will be gathered from the students involved, and conversations with all students involved will happen in order to offer due process. Students will be questioned and often asked to write a written statement that will be discussed. Consequences will be handed out based on the results of the investigation.

Dismissal from CVA K-8 will not happen until a student's behavior shows that they have repeated infractions of the CVA K-8 discipline policy.

Grounds for Suspension or dismissal from CVA K-8:

- Repeated conduct or a pattern of behavior, which substantially or materially disrupts or interferes with school programs or activities, or otherwise interferes with the school's ability to provide educational opportunities to other students.
- Theft, willful, or grossly negligent damage, vandalism or destruction of school property or private property on school grounds or at a school activity. Threat of physical harm to another student or staff member
- Assault, physical or verbal abuse, or any form of intimidation or hazing of another student on school grounds or at a school activity.
- Behavior off school property which is detrimental to the welfare of other students or school personnel, including behavior which creates a threat of physical harm to the student or to other students (i.e. Facebook, Instagram, X, TikTok, Snapchat)
- Knowingly making a false accusation of, or intentionally, giving false information regarding child abuse, sexual harassment, sexual misconduct; and/or allegedly committing an offense referenced in the Colorado Criminal Code when on school grounds; at a school activity, or under circumstances having a substantial effect on school programs or activities.
- Carrying, bringing, using or possessing a dangerous or deadly weapon, or using any other objects so as to render them dangerous to the user or to others, without authorization from the school or the school district on school grounds or at a school activity or under any other circumstance that has a substantial effect on school programs or activities.
- Activities and actions reasonably considered to be gang related which occur in the school on, school grounds, or at a school activity. "Gang" is defined in Colorado school law 22-25-103



(3.5) “a group of three or more individuals with a common interest, bond or activity characterized by criminal or delinquent conduct, engaged in either collectively or individually.” Any cult or gang related symbols or materials will result in a phone call to parents and an infraction of dress code and may result in a seizure of said contraband and at the administration’s discretion be used in a suspension hearing.

- Manufacture, use, possession, sale, transfer, or distribution of alcoholic substances or illegal drugs, or being in an impaired state apparently caused by the use of alcohol or illegal drugs at the school.
- Cheating, forgery, or any student manipulation of any assessment system will result in a recommendation for suspension

- Please submit the following suspension/dismissal data for previous five school years.

School Year	Behavior Referrals	Total Suspensions	% of suspensions
2023-2024	79	32	40.5%
2022-2023	13	7	53.8%
2021-2022	19	3	15%
2020-2021	6	0	0%
2019-2020	12	0	0%

2023-2024 School Year	
Behavior Code for Suspension	Number of Incidents
Tobacco Violation	12
Physical Aggression	3
Disruptive	13
Profanity	1
Theft	1
Destruction/Vandalism of School Property	1



Alcohol Violation	1
2023-2024 School Year	
Behavior Code for Suspension	Number of Incidents
Marijuana Violation	2
Tobacco Violation	7
Detrimental Behavior	1
Physical Aggression	1
Fight/Disorderly Conduct	2

SECTION VII - STUDENT SERVICES, MENTAL HEALTH, AND SAFETY/SECURITY

Please submit the following information regarding student services, mental health services, and school safety/security procedures.

- Demonstrate school-wide character education program/initiatives and/or evidence of social/emotional/behavioral instruction. Include evidence

In an effort to implement a school-wide character education program, we employ a curriculum called **Character Counts**. The program focuses on 4 aspects of character:

Moral Character The qualities that help us be our best self, including trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Performance Character The qualities that help us do our best work, including self-discipline, diligence, organization, and confidence.

Intellectual Character The skills and traits needed to be a motivated and committed learner, critical thinker, and creative problem-solver, including curiosity, intellectual autonomy, humility, and open-mindedness.

Civic Character The skills and traits needed to be an ethical, engaged citizen who demonstrates leadership, teamwork, civility, and creates positive change in their community.

In addition, we teach, model, and promote 10 various character traits. (labeled **Carbon Valley Academy K-8 Character traits**) The traits run in alignment and concurrently with the **Character Counts** traits. Each month, students are recognized in a Character Trait assembly where staff, students and parents convene to honor the recipients that are recognized as exhibitors of those traits amongst their peers. (pictured below) The chart below demonstrates the scope and sequence of the implementation and the melding of the two sets of traits and the particular time frame involved.





<u>CVA Character traits</u>	<u>Character Counts</u>	<u>Month</u>
COMMUNITY	fairness	August
Respect	respect	September
Responsibility	responsibility	October
Patriotism	citizenship	November
Compassion	caring	December
Work ethic		January
Friendship		February
Honesty	trustworthiness	March
Perseverance		April
Courage		May

The **Character Counts** curriculum is divided into grade level components that are adapted for the various grade levels.

For the entire range of students, K-12, there is an element called **Today Counts**.

We use the **Today Counts** daily activities to teach good character in just 5-10 minutes a day. **Today Counts** engages students in interesting conversations about values, mindsets, and beliefs through daily quotes and discussion prompts.

Furthermore, students reflect on questions individually, as a think-pair-share, or as part of a small or whole group discussion. The prompts get students thinking, interacting, and embracing multiple perspectives.

To further support the entirety of the curriculum, K-12, there is a **Good Ideas** supplemental piece that has 320 lesson plans to support the various topics and needs in the classroom.

The Good Ideas lesson book is designed to infuse character development and SEL skills into the classroom. The variety of lessons allows teachers to customize and select lessons based on the learning needs of their classroom.

Each lesson can be used as a stand-alone activity, with other lessons, or in addition to other character development or SEL materials.

Way To Go Journals

Starting in 3rd grade, the **Way To Go Journal** engages students in personal reflection, small group discussions, and whole-group conversations about character and leadership. Each page includes colorful, appealing images to engage the learners, and includes inspiring character quotes and thought-provoking



questions. We give students a choice to answer any prompt on a page or use one question as a journal reflection and the others as a discussion topic. The multiple uses make this a useful resource for infusing social and emotional learning (SEL) into the curriculum.

The lessons promote the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring, and citizenship) and performance and intellectual character skills such as self-discipline, positivity, perseverance, relationships, expressing emotions, resilience, and problem-solving to support critical thinking and enhance academic skills.

For fourth through eighth grade, the **Way To Go Journal** is available as a digital resource.

The Essentials

To further expound on the development of the middle schoolers, there are additional materials called The ESSENTIALS. The ESSENTIALS is a research-based character development and leadership enhancement program designed for educators working with middle and high school-aged youth. The ten focus areas in The ESSENTIALS series represent critical competencies for developing character and culture skills needed for success in school, extra-curricular activities, work, and beyond.

The teachers can introduce each ESSENTIALS module as a single experience or break it into several 15-minute lessons. Students can use the module's core tool or strategies repeatedly to master the competency over time. In addition, each module includes several extension activities and teaching ideas, allowing for extra practice throughout a course, semester, or year.

There is a module that introduces strategies for developing the growth mindset that helps students overcome adversity and manage stress. In all aspects of life, including athletics, school, and work, students experience countless challenges, setbacks, and failures. If they have the right mindset, they learn and grow from the challenges life presents; if they do not, they are often plagued by stress, doubt, and despair. Developing the ability "to grow and let go" is therefore essential. Students are introduced to the Grow-and-Let-Go Strategies and take an Optimal Performance Self-Assessment.

Goal Achievement – Mastering Goal Achievement (Digital)

This module focuses on the key elements of the goal achievement process. The process begins by the participants figuring out their starting point and their desired end goal. Then, they identify the action steps to get them from their starting point to their end goal, breaking them into small steps. Once the plan is put into action, they continuously measure and monitor their progress and make changes as needed. Finally, they seek out support and challenge from individuals who are able to provide them with expertise, accountability, and encouragement.

The CVA staff shares responsibilities of reinforcing social learning to the community

Here are some examples:

- **Weekly newsletter**—educate families on the curriculum

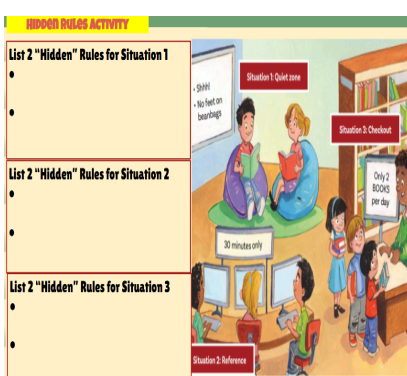
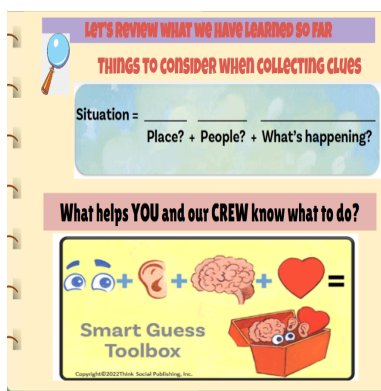
- **Classroom newsletters**—a section that speaks to the focus of the month
- Invite families in/to share their own stories
- Character trait docs to hang on the wall in classrooms (also in spanish)
- Focus and emphasize one specific character trait per month

You Are a Social Detective

In an effort to provide Tier 1 Social Skills instruction to the entire student body, we have implemented the ***You Are a Social Detective*** program curriculum. In this program students:

- Learn formulas for gathering clues by observing a situation, the people, the place, and what's happening. They will use their **Smart Guess Toolbox** while using their eyes, ears, mind and heart to guide their behaviors.
- Learn to identify feelings and emotions and connect them to behaviors.
- Be empowered to figure out how the social world works through their own detective lens.
- Understand that all feelings are okay, even uncomfortable ones, and we can still learn and grow.
- Find social thinking core vocabulary words highlighted throughout to reinforce key learning concepts.
- Have numerous opportunities to make smart guesses about various situations.
- See examples and tips for school, home, and community life.

The school counselor has taken portions of the books, slides, and handouts and has created slide show presentations that are taught every morning during the Advisory / Morning Meeting time in all classrooms K-8.



Prior to the implementation of the ***You Are a Social Detective***

curriculum, a survey was administered to establish a baseline of understanding about social strategies with a follow-up survey planned to measure students' understanding as a post-assessment near the end of the year. (example below)

Social Detective Survey

B *I* U  

Form description

1) We all have different "smarts" (things that we know or are good at). What kind of "smarts" show how well we get along with each other? *

☐ Math smarts

☐ Art smarts

☐ Social smarts

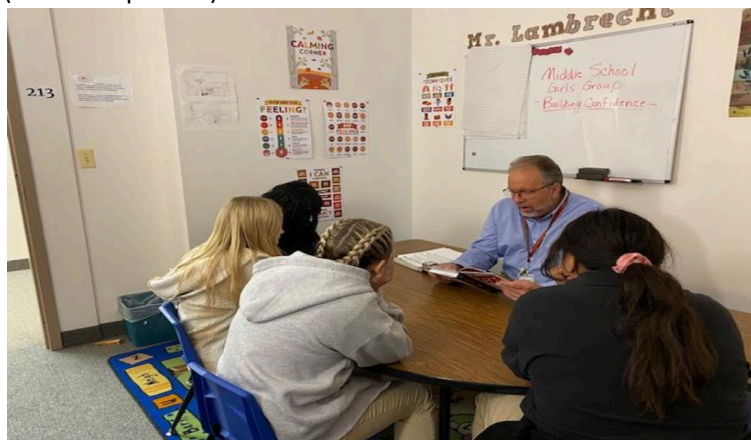
☐ Life smarts

2) There are rules and appropriate behaviors that are "expected" in certain social situations. *
There are 3 things that help us determine "expected" behaviors in a given situation. What are they? Put a check mark on the correct 3 things.

☐ Place - where you are at

Small Group SEL Instruction

In addition to the Tier 1 instruction provided by the counselor, teachers identify students that need extra support in a variety of social skills. These students then receive additional support in a small group setting to promote a litany of skill development such as: conflict resolution, coping skills, physical boundaries, emotional regulation, making good choices, and even building confidence with a middle school girls group (shown in picture).



There are students from every grade level, K-8, that participate in one of these groups. Student participants number from 3 to 8 in any one group, and each group has areas of concern that have been identified by teachers and staff that recognize specific areas of concern regarding social/emotional development. For

example, a group of 4 kindergartners need help with peer relationships, physical boundaries, and making good choices. The counselor utilizes various tools, such as, videos, games - purchased with topics of instruction embedded in a game like application - handouts, manipulatives, and role playing. During each session there is a topic of delineation, and the counselor has discussions with the students about working towards a goal of behavior modification related to their goal. In turn, the counselor makes an attempt to visit their various classrooms to observe the students' involvement in the classroom community and records his observations that will later be discussed in the next small group meeting.

The counselor is collecting anecdotal evidence along the way, and then will formally conduct surveys, as the year progresses, to measure the efficacy of the small group instruction. The goal is to grow respectful and contributing members of the community.

- Provide evidence of mental health intervention and referrals.

There are a multiplicity of ways that the school counselor receives and responds to mental health needs and concerns.

Here is a synopsis of the formal avenues available:

- Teacher referral
- Parent referral
- Parent to teacher then teacher to counselor

To streamline the conveyance of mental health needs within the building, we established a digital request form that is the teacher's responsibility to initiate. We did this for efficiency purposes and to reduce the incidences of students bombarding the counselor throughout the day which was interrupting other activities. Below is a sample of the survey.

Mr. Lambrecht Sign up

B *I* U  

Form description

This form is automatically collecting emails from all respondents. [Change settings](#)

First and Last Name of Student *

Short answer text

Which Grade Level *

1. Kinder
2. 1st
3. 2nd- Powell
4. 2nd- Johnson
5. 3rd

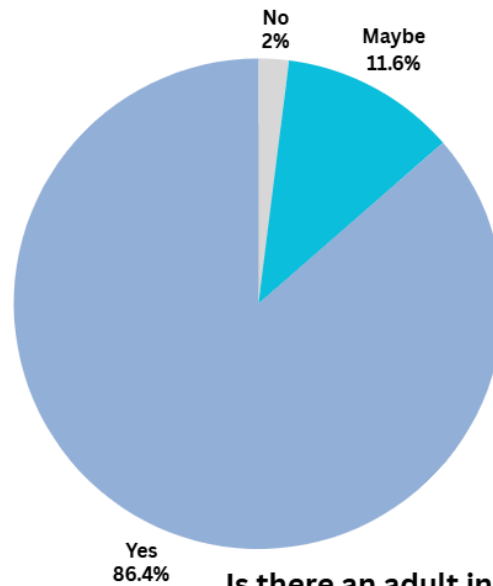
Another avenue for receiving referrals involves the parents directly emailing the counselor. At various times, parents will alert the counselor, and often the teachers, that there has been a tragedy in the family, or concerns at home that might be transferred to the school setting. When this happens, the counselor will check in with the student and consult the teacher for observational input.

The last example puts the teacher as the first person of contact, and the teacher will share those concerns with the counselor.

Outside of the list of formal methods of contact and intervention, the school counselor is constantly working throughout the building and discovering, through interactions with the students, problems and areas of angst. The counselor will intervene, be supportive, and help alleviate the issue at hand.

Much of what serves as a pillar of mental health is the caring and feeling of acceptance in a school community. Research shows that having a strong relationship with a caring adult, like a teacher, mentor, or parent, significantly contributes to a child's academic success by promoting positive social-emotional development, increasing engagement, and fostering motivation to learn, especially when they feel supported and valued in their school environment.

Last year, we conducted a survey to measure this perception among the students. Our goal is to have every student feel that there is an adult in the building that cares about them. The following data shows that we have made inroads towards this goal.



**Is there an adult in the building
that you feel cares about you?**

We continue to foster relationships with our students and work diligently to make them feel safe and valued.

- Provide an overview of your school safety and security preparedness and statutory compliance.

CVA K-8 follows the **STANDARD RESPONSE PROTOCOL 2025** created through the “I Love You Guys” foundation. We have monthly drills for ALL hazardous situations that can happen at a school. Communication goes home every time we run a drill. A Reunification program has been created by the school administration in conjunction with the Frederick Police Department and SVVSD Risk Management.

Easy to understand.

Easy to implement.

STANDARD RESPONSE PROTOCOL 2025

A uniform, planned, and practiced response to any incident is the foundation of a safe school. Safe business. Safe community. The SRP is action-based, flexible, and easy to learn. It rationally organizes tactics for response to weather events, fires, accidents, intruders and other threats to personal safety.

The SRP’s development is ever-evolving, created with extensive collaboration between experts such as first responders, public safety, school, districts, and communities. Its tactics are data-driven, researched and based on experience and contemporary practices.

On the Same Page. Everyone.

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can



understand the response and status of the event.

For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For communities, it leverages the growing adoption of the protocols from residents of all ages. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident.

People easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

SRP is Action Based

The Standard Response Protocol (SRP) is based on the response to any given situation not on individual scenarios. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple - these five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants.

See below as an example of a sign hanging in every classroom throughout the school. "Go-Kits" are located next to this document and with a map for evacuation. Class rosters, attendance sheets, relocation maps and all protocols are located within the "Go-Kit" so that once in a safe location, staff and review the next steps to ensure safety for everyone!



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





SECTION VIII - GOVERNANCE STRUCTURE AND PROCEDURES (2)

The following information is to be submitted to document Charter School compliance with statutory requirements.

- Provide a current organizational chart.

Carbon Valley Academy's Board of Directors has decided to implement a hybrid of John and Miriam Carver's Policy Governance approach to governance. It has done so primarily for four reasons. The hybrid Policy Governance framework is the best mechanism available to small to medium sized board-governed organizations to:

1. Establish an emphasis on achieving results through financially responsible practices;
2. Establish clear expectations of the top administration in critical roles and performance;
3. Establish clear boundaries between board members in their governance and oversight roles and the role of the top administration for operations decisions and actions; and
4. Establish high expectations for the board's performance and continuous improvement in the governance and oversight of the organization.

In the hybrid of Policy Governance, the board accomplishes its work through establishing and monitoring the implementation of policies. These policies set the results to be achieved by the school and set the limits on the use of resources and the practices in critical function areas for the board and for the top administration.

This is different from most board policy manuals in that traditional policies tell the administration everything they are to do and how they are to do it. This makes for a huge policy manual and a great deal of bureaucracy guiding most every action of the administration. This may work in large organizations which want stability more than creativity and market flexibility.

However, in a small to medium sized charter school environment, these traditional policies tend to create barriers to both the focus on results and to the flexibility and creativity needed to resolve problems and to innovate.

In contrast, the Policy Governance approach used by Carbon Valley Academy identifies the major areas in which the board has expectations of the top administrator and sets the parameters, or limits, within



which his or her actions will be considered acceptable. As long as the Executive Director stays within the limitations of actions defined in policy, the administration's performance will be considered as meeting the board's expectations. This approach encourages great flexibility, innovation, and accountability...hallmarks of a good charter school.

A major element of the hybrid of Policy Governance approach to governance used at Carbon Valley Academy is the clarity and differentiation established regarding the board's role and the administration's role. In Chapter One: Internal Board Operations Policies, the board clarifies its functions and the parameters within which it will do its work.

In Chapter Two: Operational Limitations Policies, the board clarifies its expectations of the Executive Director in operating the school. This includes identifying the parameters within which his or her actions

Carbon Valley Academy Governance Policies will be considered acceptable in the major operational areas for which the board holds expectations of the Executive Director. In Policy Governance, the board hires the top administrator as its only official link to the operation of the school. The policies clarify the board's delegation of responsibility and commensurate authority solely to the top administrator.

This is the content of Chapter Three, Board – Executive Director Linkage. This chapter also defines the Board's role of oversight and monitoring of the Executive Director. The priority results for CVA are outlined in Chapter Four, Results Policies. The oversight and monitoring outlined in Chapter Three are always done in the context of achieving priority results in a financially responsible manner. Results Policies are usually updated annually.

Please note that in the original Carver Policy framework, these policies are called "Ends" policies. They identify the priority of key ends to be achieved, who is to benefit from these ends, and at what costs these ends are to be accomplished. In the educational organization hybrid of Policy Governance, ends have been renamed "Results." This has been done to keep the primary focus on achieving results for the students. However, this does not preclude priority results to be identified for other people served by the school or for the good of the organization's viability and stability.

Also note that federal and state law and regulations require some policies beyond those found in Policy Governance. At Carbon Valley Academy, these additional policies are found in staff and student-family handbooks and in procedure manuals. Through the annual contract with the Executive Director and in the policies of Chapter Three, Board – Executive Director and Staff Linkage, decisions and actions of the Executive Director are considered to have the weight of policy and meet the requirements of board policies being established in these areas.

- Attach or list all the governing board members, their contact information, and a brief description of each person's background.



The Board of Directors of an Educational institution such as Carbon Valley Academy K-8 will have as part of their many goals and responsibilities an oversight of the school's educational goals, including determining policies, hiring a superintendent, and setting budgets. These responsibilities are essential to the school's success, and they are a part of the Board's mission that they must fulfill through a broad array of duties. Each school board member plays their function as a team member, an advocate for public education, and a liaison to the public.

Board of Directors

Christa (Burger) Hafemann **(President / Treasurer) Email**

Wayne Reyburn **(Board Member) Email**

Severin Bartmess **(Board Member) Email**

- Provide evidence that governance has been responsible and effective, that it has handled organizational challenges competently, that it has implemented a clear and fair procedure for evaluating teacher performance, and that it has responded effectively to complaints. It should provide evidence that the school's board has performed capably and independently.

Carbon Valley Academy's governance structure, rooted in the Carver Policy Governance model, has consistently ensured responsible and effective oversight. The Board of Directors maintains a clear focus on strategic leadership, setting policies that guide the school's mission while delegating operational management to the administration. This framework allows the Board to remain independent, focused, and accountable, ensuring it capably addresses organizational challenges and maintains alignment with the school's goals.

The Board has demonstrated competence in navigating challenges such as enrollment fluctuations and financial pressures, implementing strategic initiatives to stabilize enrollment and strengthen fiscal health. Evidence of this effectiveness includes improved student outcomes, enhanced teacher retention, and increased community trust. Additionally, the Board has adopted a transparent and equitable teacher evaluation system that incorporates multiple measures, including classroom observations, professional goals, and student outcomes, ensuring that teacher performance aligns with high standards of instructional excellence. Complaints are addressed through a well-defined process, starting with school leadership and escalating to the Board if necessary, ensuring fairness, thoroughness, and timely resolution. Through these practices, the Board has upheld its responsibility to govern capably and independently, fostering a culture of accountability and continuous improvement at Carbon Valley Academy K-8.

- Describe changes, if any, to the school's governance and/or changes in Board policies that have occurred within the past 5 years or which are planned for the new term of the charter.



No changes

- If applicable, please describe any pending and threatened legal actions against the school.

None



SECTION IX - FINANCIAL SUSTAINABILITY (3)

Please provide the following information to document the school's financial sustainability:

- Provide documentation that the school has competently and effectively managed its finances.

Carbon Valley Academy is meeting all financial requirements from the state and the St. Vrain Valley School District. The School, as part of a sale and lease-back transaction has updated TABOR language embedded into the lease document that is both legal and current.

The Board has set aside an additional reserve to deal with emergencies, curriculum and technology replacement costs, and scheduled maintenance requirements. The School currently has an unrestricted cash balance of approximately \$1 million dollars as a reserve against unforeseen expenses and is in the process of developing a capital expenditure strategic plan that will cover a 5 year period.

Additionally, the School holds a capital reserve account where it makes monthly deposits in anticipation of future capital needs that will be determined by the capital expenditure plan. All financial transparency requirements are met, and all pertinent information is posted on the school website.

The past four years of Carbon Valley Academy's financials depict a complete turnaround, with the downward trend from 2018-2020 directly resultant from declining enrollment and compounded by the school's decision to bring their financial accounting in house, which in hindsight was not in the best interests of the school, particularly from a financial reporting perspective. In 2021, the school board resolved to turnaround the school's financial position and undertook a complete overhaul of the school leadership team and their roles/responsibilities related to financial accounting and oversight, including reversing the earlier decision for school staff to complete the financial accounting operations of the school. By engaging an outside financial accountant and the school's financial partner who held the facility debt as well as the school depository account, the board began a yearlong process to access short term cash through a reserve account to shore up cash needs through 2021 and early 2022.

Additionally, the board began the process of accessing the accumulated equity in the school's facility through a sale and lease back of the property-a transaction that took the second half of the 2021-2022 school year to complete. This transaction was completed in June of 2022 and accomplished three major components of securing the long term financial stability of the program: the school netted over one million dollars in unrestricted cash to their balance sheet, resolved almost four million dollars in long term debt, and avoided their impending facility debt balloon payment. The timing of the transaction itself was serendipitous as the agency that ultimately purchased the school and leased it back to the school was able to lock in a base financing rate in early 2022, prior to the beginning of what was to be several interest rate increases in 2022, yielding a leaseback rate that inevitably became substantially lower than what the market would have provided had they ended up refinancing the facility bond at the point of their balloon payment.

By 2023, the School posted its largest enrollment in recent history, thanks in part to the introduction of a bus transportation program. Over the past term of the most recent charter, the school's enrollment has stabilized, allowing the School to improve all aspects of operations, including management of the school's operating budget. As a result, Carbon Valley Academy K-8 is meeting all financial requirements



from the state and the St. Vrain Valley School District. The School, as part of the sale and lease-back transaction has updated TABOR language embedded into the lease document that is both legal and current. As an ongoing part of the school's efforts to meet any and all financial goals and expectations, the School intends to continue the detailed marketing and outreach plan for the next 3-5 years to continue enrollment growth.

In addition to increased student enrollment, the School will participate in any Federal State and local funding opportunities, including but not limited to; the capital outlay distribution, competitive grants, and increased community fundraising activities. Carbon Valley Academy K-8 has and will continue to provide financial reports and information as outlined in the school's contract with the St Vrain Valley School District, as well as any other reports requested by the District, or Carbon Valley Academy K-8 Schools, Inc. In addition to district required reports, the Business Manager in conjunction with the accounting firm prepares a report of year to date revenue and expenditures and includes projections for the remainder of the fiscal year and a year-over-year analysis so that the School and Board have a multiyear view of the financial position of the school by month in order to better make decisions when managing the finances of the program at large.

- If there have been any financial deficiencies or audit findings in the last five years, provide a detailed list and description of how each was corrected/addressed.

2023-2024 Audit: No Findings

2022-2023 Audit: Carbon Valley Academy's Board of Directors approved a resolution regarding how much money CVA K-8 was allowed to spend during the 23SY, but inadvertently excluded the building lease funds. This oversight caused our spending to be greater than the amount budgeted for SY23. Moving forward, CVA K-8 will consider all aspects that need to be included in our budget, and approval from the Board will match the anticipated expenditures.

2021-2022 Audit: While CVA K-8 spent in excess of appropriations during fiscal year 2021-2022, this spending was surrounding a thoughtful process to intentionally improve the quality of program utilized by CVA to attract students, as well as retain teachers, therefore helping CVA in terms of a long-term situation. The outcome from our planned spending in excess of appropriations during 2021-2022 has resulted in the desired outcomes: our student count has increased to 265 for 2022 October count (from 205 for 2021-2022), and teacher retention improved significantly compared to 2021-2022; spending has been budgeted to not exceed amounts appropriated for each fund.

The 21-22 school budget was thoughtfully developed as part of a 5 year plan to increase all outcomes of school performance, including academics, enrollment and financial net position. To that end, the school negotiated a sale and lease back of their facility, resulting in an additional revenue of \$1,135,437.25 to the school's 21-22 budget in addition to its governmental and business revenue sources. As a result, the school's cash position increased substantially, long term debt was drastically reduced and no fund balance was required to meet the ongoing obligations of the school. Because of using those negotiated funds, CVA has been able to recover financially as planned, and our budget is not structured to spend



future beginning fund balances. The outcome from utilizing our beginning fund balance in 2021-2022 has resulted in the anticipated outcomes: our student count has increased to 265 for 2022 (October count '21 was at 205), teacher retention improved significantly compared to 2021-2022, spending has been budgeted accordingly without utilizing beginning fund balances

- If enrollment has been trending downwards, provide a plan for how the charter plans to address enrollment to remain financially stable.

CVA has been intentional in its marketing efforts to rebuild enrollment in a more typical pyramidal shape by increasing enrollment in the K5 and matriculating our own students through the middle school. In order to decrease student attrition, CVA has been intentional with surveying parents in order to improve areas identified as concerns or challenges. In example, CVA has increased after-school activities and clubs. CVA has also increased the number of opportunities for parents to engage with the school and in the community. In order to increase new student applications, the school has deployed a wide reaching SEO and SEM campaign with a national firm to drive traffic to our website. Our website offers tours and information in English and Spanish to connect with our student population. CVA has also continued to increase its reach into new markets by expanding the bus transportation program. CVA has also engaged in an intentional social media marketing campaign to gain new traffic by advertising organically growing posts/reels that showcase our program and students. Lastly, CVA will be publishing and sending out a new targeted direct mail campaign to build interest and enrollment through the Spring for enrollment the following school year.

SECTION X – FACILITIES (1.5)

The following information is to be submitted related to the existing instructional facilities used by the school:

- Please describe your facility including location(s), the square footage of the building(s) and grounds and any unique features you would like to highlight.



Located in Frederick, Colorado, Carbon Valley Academy has been a dedicated learning environment for students in the St. Vrain School District since August 2005. Situated at 4040 Coriolis Way, the school primarily served families in the Tri-Town area, fostering a supportive community atmosphere. Since 2023 we have expanded our community and are now reaching families as far east as Fort Lupton Colorado.

Our 40,000 square foot building sits on a 6.63 acre campus and features a variety of specialized learning spaces, including a fully equipped library, a spacious gymnasium, a STEAM room to encourage exploration in science, technology, and math, and an inspiring art room. With twenty-three classrooms, each equipped for dynamic teaching and learning, we aim to provide an inclusive environment that supports all students' growth.

Outside, students enjoy a spacious playground, a large open field for recreational activities. Along with a baseball field and an extensive hard surface area ideal for physical education and community gatherings. Carbon Valley Academy remains committed to cultivating curiosity, creativity, and a lifelong love of learning in every student.

- Please address findings or stated concerns, if any, related to your latest facility health and safety reports, including fire inspections.

At Carbon Valley Academy, we are committed to the highest standards of safety for our students, staff, and visitors. Our facility undergoes regular health and safety inspections, including comprehensive fire safety evaluations, to ensure that we remain compliant with all state and local regulations.

Annual Fire Safety Inspection Our most recent fire inspection was conducted on 11/2/2024.

- **Ongoing Monitoring:** We have instituted regular checks on these areas to prevent future issues and maintain compliance with fire safety standards.

Health and Safety Compliance Review Our general health and safety compliance review found that we are up to date and in compliance.

- **Enhanced Training:** Staff members received updated training on new safety procedures as needed to maintain a safe environment for all.

Ongoing Improvements Our leadership team continually reviews these reports and actively works to improve safety and compliance measures beyond required standards. By



incorporating the latest safety protocols and technology, we aim to proactively address any emerging concerns.

- Please provide a brief description of your technology, access to the internet, and any other technology resources used for administrative and instructional purposes.

CVA K-8 believes in a proper balance between screen time and face time during quality instruction. We plan for this differentiation by first intentionally planning activities that promote discourse, collaboration and communication as these skills are KEY to student achievement. In Professional Development we spend a lot of our time planning and developing face-to-face communication experiences so students have opportunities to manage conflict and miscommunication. A true life skill.

CVA K-8 understands that students need the essential technology skills for the future so here is what we offer:

At Carbon Valley Academy we have various technologies around the building for instructional purposes. First, we have three different WiFi sources to help support the bandwidth to support our entire school. We have WiFi for students, WiFi for staff, and wifi for any guests that come in. This helps us keep a fast and efficient internet connection throughout the day to prevent potential slow internet speeds.

In addition to different WiFi sources, we also have different chromebooks for different areas of the school. First, our staff is provided a HP Chromebook 14 G7 which has a large touch screen to help with planning and instruction. Teachers are also provided an additional HP Chromebook 11 G6 EE for projection purposes during instruction time. To further help with instruction, teachers are provided an Epson projector and Lumens document camera. Our middle school students are provided with HP Chromebooks 11 MK G9. These have a higher processing system and longer battery life with additional durability to help maintain the work and lifestyle of a middle schooler.

Our 3rd-5th grade students are provided a Samsung Chromebook 4 which helps them with their day to day school assignments and testing. Our kindergarten through 2nd grade classrooms have 5 chromebooks in a station for students to be able to rotate through to get additional learning. In addition, we have a school chromebook cart full of 30 chromebooks for teachers to check out whenever it is needed throughout the day.



WAIVERS

District waivers:

BB - School Board Legal Status

BC - School Board Member Conduct

BCB - Conflict of Interest

BDF - Committee Policy

BGB - Policy Adoption

CA - Administration Goals/Priority Objectives

CFBA - Evaluation of Evaluators

CH - Policy Implementation

CHCA - Handbooks and Directives

DB - Annual Budget

DBD - Determination of Budget Priorities

DD - Grants Management DG - Banking Services

DGA/DGB - Authorized Signatures/Check-Writing Services DJB/DJB-R - Purchasing Procedures

DJC - Petty Cash

DKC - Employee/Expense Authorization/Reimbursement DLB/DLB-R - Retirement Plans

DN/DN-R - School Properties Disposition

ECF - Energy Conservation (and Energy Management) EEA - Student Transportation

EEAA - Walkers and Riders EEAC - Bus Scheduling and Routing EEBA - School-Owned Vehicles

EF/EFAA/EFC - Food Services

All F - Facilities Planning and Development

All G except GBA, GBAA, GBEA, GBEC, GBEF

All H - Negotiations

IC/ICA/ICA-R - School Year/School Calendar IF/IF-R - Use of Instructional Time: Elementary IFC - Multiculturalism

All IG Curriculum Development IHA - Basic Instructional Program

IHAM/IHAMB - Health Education

IHBEA - English Language Learners

IHBF - Homebound Instruction

IHCA/IHCA-R - Summer School IIB Class Size

IJ - Instructional Resources and Materials

IJJ/IJJ-R/IJJ-E - Curriculum Review and Textbook or Materials Adoption

IKA/IKAB - Grading/Assessment Systems

IKE - Promotion, Retention and Acceleration of Students ILB/ILBA - District Program of Assessments

JC - School Attendance Areas

JF - Admissions and Denial of Admissions

JH/JH-R - Student Absences and Excuses

JICA - Student Dress

JJ-1/JJ-2/JJ-R - Student Activities (Student Groups, Intramural and Extracurricular) All JK - Student Discipline



JQ/JQ-E/JQ-R - Student Fees, Fines and Charges KEC/KEF/KEC-R/KEC-E - Public Concerns/Complaints about Instructional Resources KF/KF-E/KF-R - Community Use of School Facilities

KH - Public Gifts to Schools

KHA - Public Solicitations in Schools

LDA/LDA-R - Student Teaching and Internships

Carbon Valley Academy is requesting the following additional District waivers:

BBBB - Board Member Oath of Office

BBBG - Board Elections

BE/BEA/BEB - School Board Meetings

BEDH - Meeting Sign-Up Form

BGD - Regulations, Exhibits and Procedures

CBA/CBC - Qualifications, Powers, and Responsibilities of Superintendent (Job Description)

CC - Administrative Organization

DBE/DBF - Communication of Proposed Budget Recommendations/Budget Hearings &Reviews

DBG - Budget Adoption

DBH - Use of One-time Revenues

DBJ - Contingency Reserve/Budget Transfers and Borrowing DD-R - Grants Applications

DEB - Funds from State Tax Sources (Loan Programs) DH - Bonded Employees and Officers

DIE - Audits/Financial Monitoring DJ - Purchasing Authorization All FE Construction

FF - Naming of Facilities

IJK - Supplementary Materials Selection and Adoption IJK-R - Supplementary Materials Selection and Adoption JI - Student Rights and Responsibilities

JIC - Student Conduct

JICDE - Bullying Prevention and Education

JIH - Student Interrogations, Searches and Arrests JJF - Student Activities Funds

JLI - Student Safety

Automatic state waivers:

State Statute Citation 22-32-109(1)(b), C.R.S.	Local board duties concerning competitive bidding
22-32-109(1)(f), C.R.S.	Local board duties concerning selection of staff and pay
22-32-109(1)(n)(II)(A), C.R.S.	Determine teacher-pupil contact hours
22-32-109(1)(t), C.R.S.	Determine educational program and prescribe textbooks



Local board powers-Terminate employment of personnel	Local board powers-Terminate employment of personnel
22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses
22-32-110(1)(j), C.R.S.	Local board powers-Procure life, health, or accident insurance
22-32-110(1)(k), C.R.S.	Local board powers-Policies relating the in-service training and official conduct
22-32-110(1)(y), C.R.S.	Local board powers-Accepting gifts, donations, and grants
22-32-110(1) (ee),	Local board powers-Employ teachers' aides and other non
C.R.S.	certificated personnel
22-32-126, C.R.S	. Employment and authority of principals
22-33-104(4)	Compulsory school attendance-Attendance policies and excused absences
22-63-302, C.R.S.	. Teacher Employment Act- Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401, C.R.S	. Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S	School Year-National Holidays



Non-automatic state waivers:

C.R.S. SS 22-9-106

Local Board of Education - Duties

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

C.R.S. SS 22-2-112(1)(q)(I)

Educator Preparation Program Reporting

Rationale: Carbon Valley Academy conducts their own personnel performance evaluations. Therefore, Carbon Valley Academy should not be required to report their teacher evaluation ratings as a part of the commissioner's report as required by C.R.S. 22-2-112(1)(q)(I).

Replacement Plan:

Carbon Valley Academy K-8 utilizes its own personnel performance evaluation systems as agreed to in the charter school contract with St. Vrain Valley School District. The evaluation system will continue to meet the intent of the law and comply with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 191. The methods used for the evaluation system include quality standards that are clear and relevant to the administrators' and teacher's roles and responsibilities and have the goal of improving student academic achievement. Carbon Valley Academy K-8 will not be required to report their teacher evaluation data; however, teacher performance data will be reviewed by the school and used to inform hiring practices and professional development.

Duration of the Waivers: Carbon Valley Academy K-8 requests that the waiver be for the duration of its contract with the district.

Financial Impact:

Carbon Valley Academy anticipates that the requested waiver will have no financial impact upon the budget of either the District or Carbon Valley Academy.

How the Impact of the Waivers will be Evaluated: The impact of the waiver will be evaluated based on student achievement results and the attainment of teacher quality standards.

Expected Outcome: As a result of this waiver, Carbon Valley Academy will be able to implement its program and evaluate its teachers in a manner that produces greater accountability to the school.

C.R.S. SS 22-32-109(1)(n)(1)



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

C.R.S. SS 22-32-109 (1)(n) (II)(B)

Adopt District Calendar

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

Replacement Plan: The final calendar and school day of Carbon Valley Academy will be approved each year by the Governing Board.

Duration of the Waivers: Carbon Valley Academy requests that the waiver be for the duration of its contract with the district.

Financial Impact: Carbon Valley Academy anticipates that the requested waiver will have no financial impact upon the budget of either the District or Carbon Valley Academy.

How the Impact of the Waivers will be Evaluated: The impact of the waivers will be measured by the same performance criteria and assessments that apply to the Charter School, as set forth in the approved Application and the Contract.

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

C.R.S. SS 22-32-119

Permits Board of Education to establish and maintain kindergarten and prescribe courses of training, study, discipline and rules and regulations governing the program. Rationale: Carbon Valley Academy will operate its own kindergarten program in accordance with the approved Application and the Contract. Carbon Valley Academy should be authorized to develop, adopt, and implement the training, study, discipline and rules and regulations governing its kindergarten program, subject to the limitations in the approved Application and the Contract.

Replacement Plan: Carbon Valley Academy will provide its own curriculum for kindergarten students as part of its design.

Duration of the Waivers: Carbon Valley Academy requests that the waiver be for the duration of its contract with the district.

Financial Impact: Carbon Valley Academy anticipates that the requested waiver will have no financial impact upon the budget of either the District or Carbon Valley Academy.



How the Impact of the Waivers will be Evaluated: The use of the funds to accomplish the objectives will be assessed, as well as the effectiveness of the policy based on the annual review of the school's effectiveness and student achievement.

Expected Outcome: Carbon Valley Academy expects that as a result of this waiver it will be able to operate its kindergarten program to the benefit of the students, teachers and community and ensure that students have the time to achieve the curricular standards of the school.

C.R.S. SS 22-32-120 A

Board of Education may establish, maintain, equip, and operate a food service facility.

Rationale: Carbon Valley Academy is requesting the authority to provide food service independently from other schools in the district.

Replacement Plan: The Board at Carbon Valley Academy, will make the determination as to the food service program as well as provide for students qualifying for the free or reduced lunch program.

Duration of the Waivers: Carbon Valley Academy requests that the waiver be for the duration of its contract with the district.

Financial Impact: Carbon Valley Academy anticipates that the requested waiver will have no financial impact upon the budget of either the District or Carbon Valley Academy.

How the Impact of the Waivers will be Evaluated: The use of the funds to accomplish the objectives will be assessed, as well as the effectiveness of the policy through the school's annual review.

Expected Outcome: As a result of this waiver Carbon Valley Academy will be able to address the food service that best meets the needs of the students as well as the facilities' limitations.

C.R.S. SS 22-63-201

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

Rationale: Carbon Valley Academy's contract with the St. Vrain Valley School District provides that Carbon Valley Academy is solely responsible for selecting, supervising, disciplining, determining compensation for and terminating its' employees. Selection of personnel is subject to compliance with all federal and state rules and regulations including regulations of highly qualified staff as defined in NCLB.

Replacement Plan: Carbon Valley Academy will, where possible, hire certified teachers and principals. However, in some instances it may be beneficial for Carbon Valley Academy to be able to hire teachers



without a certificate who possess unique background and/or skills or fill a need for the school. All staff teaching core content will be Highly Qualified. Carbon Valley Academy will require such people to obtain a certificate within a designated period of time.

Duration of the Waivers: Carbon Valley Academy requests that the waiver be for the duration of its contract with the district.

Financial Impact: Carbon Valley Academy anticipates that the requested waiver will have no financial impact upon the budget of either the District or Carbon Valley Academy.

How the Impact of the Waiver will be Evaluated: The impact of these waivers will be measured by the evaluation system that apply to Carbon Valley Academy including its financial reporting arrangements, as set forth in the approved application and the contract.

Expected Outcome: As a result of these waivers, Carbon Valley Academy will be able to employ professional staff possessing unique skills, and/or backgrounds, or filling needed positions.

C.R.S. SS 22-63-202

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

C.R.S. SS 22-63-203

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

Rationale: Carbon Valley Academy should be granted the authority to develop its own employment contracts and terms and conditions of employment. Given the limited duration of the contract, Carbon Valley Academy should not be required to give non-probationary status and probationary periods to its teachers. Carbon Valley Academy will be operating differently from other schools with a unique curriculum for which having the proper teachers is essential. Not every teacher who is successful in the regular public school will be successful in Carbon Valley Academy.

Replacement Plan: The contract between Carbon Valley Academy and the St. Vrain Valley School District requires staff to be employed on a year-to-year basis as "at-will" employees.

Duration of the Waivers: Carbon Valley Academy requests that the waiver be for the duration of its contract with the district.

Financial Impact: Carbon Valley Academy anticipates that the requested waiver will have no financial impact upon the budget of either the District or Carbon Valley Academy

How the Impact of the Waiver will be Evaluated: The impact of these waivers will be measured by the performance criteria and assessments that apply to Carbon Valley Academy including its financial reporting arrangements, as set forth in the approved application and the contract.



Expected Outcome: Carbon Valley Academy expects that as a result of these waivers, it will be able to operate its educational program in a more efficient and productive manner and will be accountable for the performance of teachers and students in Carbon Valley Academy.

C.R.S. SS 22-63-206

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

Rationale: The Charter Schools Act allows a charter school to be responsible for its own personnel matters. It is inconsistent with this statute for St. Vrain Valley School District to make transfers with/or for Carbon Valley Academy.

Replacement Plan: Carbon Valley Academy will make staff assignments based on its needs and educational goals. No staff will be assigned to positions for which they are not qualified. St. Vrain Valley School District administrators will not assign administrators or teachers to Carbon Valley Academy without said teacher/administrators voluntarily proceeding through the application and employment process of Carbon Valley Academy.

Duration of the Waivers: Carbon Valley Academy requests that the waiver be for the duration of its contract with the district.

Financial Impact: Carbon Valley Academy anticipates that the requested waiver will have no financial impact upon the budget of either the District or Carbon Valley Academy.

How the Impact of the Waiver will be Evaluated: The impact of these waivers will be measured by the performance criteria and assessments that apply to Carbon Valley Academy including its financial reporting arrangements, as set forth in the approved Application and the contract.

Expected Outcome: Carbon Valley Academy expects that, because of this waiver, it will be able to manage its own personnel affairs. Consistent with the terms of the approved Application, the Contract and the Colorado Charter Schools Act, Carbon Valley Academy will provide the opportunity for teachers to transfer back into the district if they choose.

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

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

Rationale: Carbon Valley Academy Charter School should have the authority to implement relevant curriculum and assessments that ensure students success in higher learning. The domains of physical well-being, motor development, social-emotional development, language, and comprehension development; and cognition and general knowledge are assessed daily due to the present curriculum and assessments. Support is readily available through numerous avenues throughout the program.



Replacement Plan: Carbon Valley Academy K-8 Charter School has a full day Kindergarten program utilizing the Core Knowledge curriculum in addition to the Common Core/State Standards.

1. Physical well-being and motor development:

- Full day students participate every 5 days in a structured physical education class meeting or exceeding state standards. Students are assessed on motor-development skills acquired throughout the year. In addition, students participate in recess daily, and GoNoodle activities that further encourage gross motor development.
- Students participate every 5 days in Art education outside of the classroom and participate daily in art education meetings or exceeding state standards. Development of fine motor skills is achieved through drawing, painting, and making objects. Students are assessed on fine motor skills acquired throughout the year.
- Students participate every 5 days in music education daily, meeting, or exceeding state standards. Students participate in a variety of movement and rhythm exercises. Students are assessed throughout the year
- Students participate every 5 days in tech classes that teach the basics of functions of a computer coding and keyboarding but in addition we emphasize thinking strategies like: Computational Thinking (Learner), Equity Leader (Leader), Collaborating Around Computing (Collaborator), Creativity & Design (Designer) and Integrating Computational Thinking (Facilitator)
- Assessment information is gathered by observation protocols based on appropriate developmental guidelines and State Standards in the area of physical well-being and motor development.

2. Social-emotional development (based on Colorado Academic Standards)

- Students are instructed in character education lessons throughout the day. This includes classroom, assembly, recess, and hallway expectations as well as manners and conflict resolution protocols. Students are recognized for demonstrating positive and appropriate behavior.
- Various classroom positive behavior techniques are implemented. These include positive affirmations, positive behavior referrals, individual behavior charts, and whole class rewards. This is to strengthen self-regulation and executive-function that help them pay attention, remember directions, and control their behavior.
- Students are instructed in Character Traits every day in the classroom with a new trait highlighted each month and children receive awards for demonstrating the trait. This program helps students develop social-emotional skills such as making friends, managing emotions, and solving problems to set them on the path for social success and academic readiness as well as learn how to be part of a community.
- Assessment information is gathered by observation protocols by the classroom teacher based on appropriate developmental guidelines and Colorado Academic Standards.

3. Language and comprehension development (based on State Standards)

- Students receive instruction 90 minutes each day using CKLA reading program. This program works on reading, writing, listening, and speaking and builds vocabulary and knowledge. Students master sounds and letters for fluent decoding and encoding to build knowledge, language and vocabulary that are essential for comprehension. Assessments are administered biweekly to monitor growth.



- Dibels assessment is administered three times per year. All kindergarten students are progress monitored every two or three weeks to note progress. If the student is far below benchmark on two consecutive administrations, the student is placed on a READ plan and given an additional 30 minutes of small group instruction.

4. Cognition and general knowledge (based on State Standards)

- Students receive a minimum of 80 minutes in middle school and 90 minutes in K-5 of math instruction using Engage NY. This curriculum is based on the common core/state standards for math. Assessment is given every 5 lessons to monitor progress. Students who fall behind are given additional time in small groups or a 1:1 session with the teacher in the area of need.

- Science – Students are instructed on various topics based on the Colorado Academic Standards including Plants and Animals; Animals and Their Needs; Human Body (including taking care of their body with exercise, cleanliness, healthy foods, and rest); Introduction to Magnetism; Seasons and Weather; and Taking care of the Earth. Assessment is given regularly to monitor progress.

- History/Social Studies which includes Geography – Students are instructed on various topics based on the Colorado Academic Standards including: Geography – Spatial Sense (working with maps and globe students recognize rivers, lakes, mountains, Atlantic and Pacific Oceans and North and South Pole.); an overview of the seven continents; Native American Peoples, Past and Present; Early Exploration and Settlement (including the voyage of Columbus, the Pilgrims, and Independence Day), Presidents, Past and Present (including Washington, Jefferson, Lincoln, Theodore Roosevelt, and current United States President), and symbols and Figures (including the American Flag, Statue of Liberty, Mount Rushmore, and The White House). Assessments are given regularly to monitor progress.

- Assessments information is gathered from formal curriculum assessments and classroom teacher observations based on appropriate developmental guidelines and State Standards.

Any student not making adequate growth in any of the above areas receives MTSS (Multi-Tiered System of Support) strategies in small groups or 1:1 instruction. MTSS plans are to develop a team of teachers that includes guardians and classroom teachers. The information includes results of formal assessments, informal assessments, and developmental checklists. This information is housed in Unified Insight, which is an internet-based achievement data management system. The 'warehouse' function of this program brings together achievement data from many sources, generates student and summary reports and allows for distribution to appropriate MTSS personnel. If students do not respond with adequate growth following this intervention, they may be referred to a Physical/Occupational Therapist; Psychologist; Speech/Language Therapist, SPED Teacher; Counselor or Mental Health Therapist for further assessment. These assessment results are held in EDUclimber.

Methods and assessments used are clear and relevant and have the goal of improving student academic growth and meeting the intent of the quality standards established in State Statute 22-7-1014(2)(a).

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

Financial Impact: Carbon Valley Academy Charter School anticipates that the requested waiver will have no financial impact upon St. Vrain Valley School District or Carbon Valley Academy. How the Impact of



the Waiver will be evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to Carbon Valley Academy's curriculum and the overall program design.

Expected Outcomes: Carbon Valley Academy K-8 Public Charter School expects that as a result of this waiver, we will be able to continue to provide appropriate assessments and support that ensure student success in higher levels of learning in all academic content areas.

I have included the information that I have just received from the District DAC pertaining to our charter renewal.

They have a couple of areas that they would like more information about.

1. Enrollment Projections & Marketing Strategies:

Your application projects significant enrollment growth in the future. Please provide a detailed description

of your marketing and outreach strategies to attract students.

○ *Specifically, we are interested in understanding:*

■ *Target Student Population: From which areas do you anticipate drawing the majority of your student population (within the St. Vrain Valley School District or from other districts)?*

CVA will continue to target SVVSD students as its primary market. Currently, 70% of student enrollment resides inside the SVVSD. CVA serves a secondary student population (30% or less) that resides outside the SVVSD.

■ *Marketing Channels: What specific marketing channels will you utilize to reach your target audience (e.g., community events, social media campaigns, school fairs, etc.)?*

CVA has been intentional in its marketing efforts to rebuild enrollment in a more typical pyramidal shape by increasing enrollment in the K5 and matriculating our own students through middle school. In effort to increase community engagement and drive traffic to the School's Website, CVA has contracted with a marketing firm that specializes in digital marketing campaigns that include a comprehensive SEO (Google Optimization) and SEM (Paid Advertisements) campaign. The targeted outreach has significantly expanded our audience by attracting prospective families within a 15-mile radius by driving their organic searches to our website. Data analysis shows a marked increase in traffic and new users with a higher than average click through rate that result in phone calls and emails to our School. When a user accesses our website, a landing page pop up notice provides families to request attendance for a tour or to access additional information in English and Spanish. CVA staff then personally reach out to each parent to invite them to one of the monthly tours or set an appointment for a personal tour at their convenience. Families interested in enrolling are directed to the IC parent portal and provided with support as appropriate to complete the enrollment process.

Second, CVA has developed an intentional social media marketing campaign to engage our current community and expand our reach to new prospective families by uploading daily posts/reels that highlight our program and students. These social media posts help broaden the School's reach through a more organic means of social media access targeted at our immediate community and demographically similar audiences.

Third, CVA has developed a [24-25 Calendar](#) of Events to strengthen family engagement and increase opportunities for prospective families to meet our staff at local events or tour our building and learn about our program by attending onsite events open to the public. The 2024-2025 calendar is attached for your reference. Some of these opportunities include summer

camp days provided onsite, spaghetti dinners for new families, special events at the Colorado Rockies Stadium, and the Annual Holiday parade as recent examples. These events are heavily advertised on the School's social media platform.

Fourth, CVA has also continued to increase access for students by developing and expanding the transportation program. CVA has increased its reach to serve students both within the SVVSD and other districts by providing free transportation, which has been extremely successful and has supported enrollment growth. The bus transportation program ensures that there is no barrier to enrollment for families who choose to attend Carbon Valley Academy.

Finally, CVA has also printed several brochures and flyers for hand-delivery through our community and business partnerships and will continue to deploy targeted direct mail campaigns to build awareness and interest each Spring/Summer to increase enrollment for the following school year.

○ Please provide data or projections on the anticipated percentage of student enrollment from within the St. Vrain Valley School District and from other districts.

Currently, SVVSD students comprise approximately 70% of total student enrollment. CVA is considering an additional bus to increase student enrollment next year. Currently, a potential 4th bus route is planned to serve students west of I-25 between Erie and Mead which is 100% SVVSD students. There is also the possibility of a future bus route to be added toward the northeast of the school, which could include students from outside of SVVSD. It is anticipated that future enrollment will remain at an approximate 70/30 ratio.

○ Please provide the current percentage of your school's enrollment that comes from outside the St. Vrain Valley School District.

Thirty percent of the student population currently resides outside the SVVSD.

2. Unique Programming & Student Choice:

○ Please describe the specific academic and extracurricular programs offered at your school that differentiate it from other St. Vrain Valley schools.

○ How will these unique offerings attract students and support the projected enrollment growth?

Running a school on a much smaller scale than the average school has several big advantages.

One of the largest advantages is that we are able to know everyone within our small school community. All staff is able to connect with students and families in a way that is much tougher in larger schools. We are able to support and lean on each other in a special way due to all of us knowing each other so well. Parents feel welcome calling, emailing and even dropping in at any time knowing that we will be available for them and what they need. Our relationships are open, honest and healthy and families are always so kind and supportive knowing that we are here for them.

We have also worked hard to build a strong, healthy student COMMUNITY as well. Due to us being small, we have developed ways for students across the K-8 to know and feel safe with each other. We have created a program that we call Buddy time that connects older and younger students TOGETHER a minimum of two times a month. Students connect through games, learning, creating and problem solving. Younger students are excited to see their buddies throughout the hallways and are always talking about how much the older students mean to them. They often see each other throughout each day as some of our elective classes are located directly across from our middle school classrooms and students often stop on their way to say hi to each other. This program has really helped ALL students feel safe and connected in the building and with each other. Teachers plan the lessons and seem to enjoy the time just as much as the students.

School service projects are common and held throughout the school year here at CVA K-8 because we can. Different grades lead different projects that not only impact those within the community but those outside of our school walls as well. Students have planned and implemented a Veteran's Day breakfast, a Giving Tree where students bring in items for needy families, a CVA K-8 playground weekly clean-up, a Food for Hope field trip to help organize and deliver bags of food for members of our community, and so many more. It is up to the students and teachers.

CVA K-8 has partnered with several sports agencies within the Tri-Town area to offer skill clinics, practice time and tournaments for our K-8 students. Carbon Valley Rec Center and REAL Weld County are only a couple of the outside organizations that have come into our CVA K-8 community to support sports and athletics for our students. Offering these types of sports activities are common here at CVA K-8. We have also built a school-run Flag Football camp for grades K-2 and 3-5 here at the school.

Another advantage of being smaller is that it allows us to offer more student voice in school wide decisions for our older students. We all know how important it is to include student voice in our schools and CVA K-8 is no different. Our middle schoolers join a club called WEB-Welcome EveryBody who has helped us develop and implement fun school wide events and activities. Students meet multiple times a month and help the administration of our Scholastic Book Fairs, school-wide Talent Show, our annual Fall Festival and Sweetheart Dance, and our final day of school, Field Day. Students create budgets for the events and then organize and implement everything needed to ensure a successful evening for all. Students also schedule and lead middle school nights which are always a great success.