



**Special Board Agenda**  
January 22, 2018 from 1:00 – 4:00 p.m.  
3850 Pony Tracks Drive, Colorado Springs, CO 80922

I. Preliminaries

- A. Call to order
- B. Roll call
- C. Welcome to guests
- D. Pledge of Allegiance
- E. Public Comment
- F. Approval of agenda

II. Consent Agenda

- A. Meeting Minutes from December 19, 2017 Board Meeting

III. Action Items

- A. Acceptance of Letter of Resignation from Andy Franko –
- B. Appointment of D49 Superintendent Designee to Board of Directors -
- C. Board Officer Election -
- D. Approval of the Budget – Brett Ridgway
- E. Approval of the By-Laws – Ken Witt, Brad Miller
- F. Mission and Vision Statement – Ken Witt

IV. Discussion Items

- A. K12 Verbal Update – Todd Thorpe
- B. School RFP and Potential Proposals – Ken Witt
- C. Executive Director Job Description -



*4035 Tutt Boulevard  
Colorado Springs, CO 80922*



V. Information

- A. CPA and PPOS Q2 Action Plan Reviews – Kindra Whitmyre
- B. Data Walk – Phillip Williams

VI. Other Business

- A.

VII. Reports, in writing unless there are questions

- A. Education and Operations Director Board Report
- B. Assessment and Data Coordinator Board Report
- C. Business Director Board Report
- D. K-12 Board Report (CPA and PPOS)
- E. STEMsCO Board Report

VIII. Adjourn

*Board Meeting Notes for  
December 19, 2017 at 4:04 p.m.*

*Guests/Staff: Maria Walker, Kindra Whitmyre, Brett Ridgway, Brad Miller, Amy Attwood, Nicole Tiley, Ken witt*

*Guests on Conference Call: Board Member Chelsy Harris*

*Via Skype and Google Hangout: none*

*Note:*

*Role Call:*

	Drosendahl	Franko	Harris	Holloman	Lavere-Wright
Here	x	x	x	x	x
NOT Here					

*Approval for the Agenda:*

*Motion: Holloman*

*Second: Franko*

*Motion Passed: 5-0*

	Drosendahl	Franko	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

*Approval for Consent Agenda.*

*Motion: Holloman*

*Second: Franko*

*Motion Passed: 5-0*

	Drosendahl	Franko	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

*Approval for Action Item IV-A: Data Privacy Policy*

*Motion: Franko*

*Second: Holloman*

*Motion Passed: 5-0*

	Drosendahl	Franko	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

*Approval for Action Item IV-B Executive Assistant Employment Status*

*Motion: Franko*

*Second: Holloman*

*Motion Passed: 5-0*

	Drosendahl	Franko	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

*Approval for Action Item IV -C. **No Action Needed***

*Motion:*

*Second:*

*Motion Passed:*

	Drosendahl	Franko	Harris	Holloman	Lavere-Wright
Voted AYE					
Voted NAY					
Not at mtg.					

*Approval to Amend the Resolution to add “and students”.*

*Motion: Franko*

*Second: Holloman*

*Motion Passed: 5-0*

	Drosendahl	Franko	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

*Approval for Action Item IV-D. Amended Resolution as presented*

*Motion: Franko*

*Second: Holloman*

*Motion Passed: 5-0*

	Drosendahl	Franko	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

*Approval for Action Item IV-E. Extend the current Aabren Group, Ken Witt contract with the same terms for 90 days*

*Motion: Franko*

*Second: Holloman*

*Motion Passed: 5-0*

	Drosendahl	Franko	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

*Approval to Adjourn at 5:39 p.m.*

*Motion: Franko*

*Second: Holloman*

*Motion Passed: 5-0*

	Drosendahl	Franko	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

January 9, 2018



To President Marie LaVere-Wright,

I am writing to inform the Colorado Digital Board of Cooperative Educational Services of my intention to resign as the District 49-member representative. With the board's approval, I ask this to be effective at the January 22<sup>nd</sup>, 2018 regular scheduled meeting.

It has been a pleasure to serve the CDBOCES. This has been a tremendous learning opportunity. I hope my contribution has helped the organization grow and progress. I look forward to continuing a relationship with CDBOCES as a member school district partner.

Sincerely,

A handwritten signature in black ink, appearing to read "Andy Franko".

Andy Franko  
iConnect Zone Superintendent  
District 49  
[afranko@d49.org](mailto:afranko@d49.org) | 719-494-8910

To the Board of Directors, and other Leaders at the Colorado Digital BOCES,

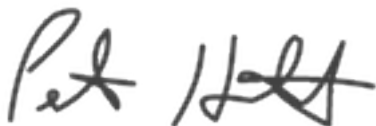
As a founding member of the Colorado Digital BOCES, District 49 is committed to excellent governance and administration. The CD BOCES is an innovative model with significant potential to redefine how school leaders can contract and authorize schools to serve Colorado's students.

To represent District 49's commitment to the CD BOCES, and to our own culture and strategy of continuous improvement, I am pleased to recommend Dr. Don Griffin for appointment as District 49's representative to the CD BOCES Board of Directors.

Dr. Griffin has a stellar reputation in Colorado Springs and the greater educational community around Colorado and the nation. As the senior executive at Monument Academy, he has demonstrated courageous and innovative leadership on behalf of the students of our community. His previous service on the board of the Colorado League of Charter Schools and at Parents Challenge as well as the Shuck Corporation have given Dr. Griffin deep and significant insights about the best way to modernize education to meet the changing needs of future students and the communities they will inhabit.

Please accept my unqualified recommendation to name Dr. Don Griffin as District 49's representative to the CD BOCES Board of Directors effective as soon as practicable.

Respectfully

A handwritten signature in black ink, appearing to read "Peter Hilts". The signature is written in a cursive, slightly slanted style.

Peter Hilts  
Chief Education Officer  
Falcon School District 49



**COLORADO DIGITAL BOCES**

**BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET III-e**

**Board Meeting Date:** January 22, 2018

**Prepared by:** Brett Ridgway, Business Director Consultant

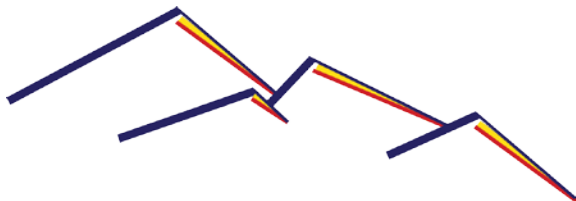
**Title of Agenda Item:** Proposed Amended 2017-2018 Fiscal Year Budget

**Item Type:**  Action       Information       Discussion  
(Report)

**Background Information, Description of Need:** Colorado Revised Statute 22-44-110(5) indicates that “After the adoption of the budget, the board may review and change the budget, with respect to both revenues and expenditures at any time prior to January 31 of the fiscal year for which the budget was adopted.”. This action item is presented in compliance with statutory guidance.

The normal annual cycle of determining State Funding allotments fits with this statute by using the official ‘October Count’ student counts from every school district in the state and using that information to provide a final determination as to what each district’s Total Program Funding will be. For CDBOCES, Total Program Funding is now targeted at \$ 15,228,843, on a funded pupil count of 2,170.00 sFTE (Student Full Time Equivalents).

Beyond the General Fund, this budget does reflect adjustments from 2016/17 in the discontinued participation in the Colorado Expanded Learning (CEL) grant that has been a collaboration between Colorado Digital Learning Solutions (CDLS), the iLearn Collaborative (iLC) and the Mountain BOCES. Those three entities have determined to pursue a course that includes them opening a new BOCES to oversee the grant. With that development, as well as our concerns over the allocation of funds to administration costs of the grant entities this past year, we actually embrace the separation.



*4035 Tutt Boulevard  
Colorado Springs, CO 80922*





**Relevant Data and Expected Outcomes** CDBOCES is still a small entity in terms of complexity to its financial operations despite the fact that its student count ranks it as the 54<sup>th</sup> largest school district in Colorado of 179 total (including CSI). The topical changes to the amended budget compared to the adopted budget include the program formula revenue change, staff changes at the CDBOCES, increased cost to education service providers, increased funding for 'HB 1345' monies and decreased funding for STEMsCO.

It is expected that this budget provides an accurate quantification of an operating plan for each component of CDBOCES to use as a guide for managing the business for the fiscal year beginning July 1, 2017. It is also expected that the strategies used to develop this budget will be appropriate to react to any change in assumptions that come as the fiscal year unfolds. This budget projects that fund balance will increase approximately \$87k. The expense projection is intended to be conservative in that while the budget indicates an increase in fund balance of \$87k, the expectation would be for the fund balance increase to be slightly better than that.

**Recommended Course of Action/Motion Requested:**

I move to approve the Amended Budget for fiscal year 2017-18 as presented by the Administration.

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# Colorado Digital Board of Cooperative Education Services

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FINANCIAL REPORT AS OF NOVEMBER 30, 2017

**Colorado Digital BOCES**

High-Level Financial Trend

General Fund - Fund 10

November 30, 2017

41.7% of year completed

(All Dollars in 000's)



	2013/14	2014/15	2015/16	2016/17	42% of year complete			2017/18 Change Wkgn v 1st Am	H/(L) Change	
					2017/18 1st Amend Budget	2017/18 YTD Results	2017/18 Wkg Amnd Budget		2017/18 Adopted Proposed	2017/18 1st Amend 17/18 Adopt
Funded Students (sFTE)	348.4	1,649.2	2,309.0	2,050.5	2,010.0	2,010.0	2,170.0	160.0	2,215.5	205.5
Contract Schools	348.4	1,649.2	2,110.5	1,845.0	2,010.0	2,010.0	2,170.0	160.0	2,010.0	0.0
Internal Schools	0.0	0.0	198.5	205.5	0.0	0.0	0.0	0.0	205.5	205.5
Per-Pupil Revenue (PPR)	6,070.28	6,423.90	6,690.32	6,794.63	7,017.87	7,017.90	7,017.90	0.03	7,017.87	-
		5.825%	4.147%	0.000%	4.896%		4.896%	0.000%	3.32%	-1.58%
Program Revenue	\$2,114.6	\$10,594.3	\$15,448.1	\$13,932.4	\$14,105.9	\$5,877.5	\$15,228.8	\$1,122.9	\$15,548.1	\$1,442.2
Contract Schools	2,114.6	10,594.3	14,120.1	12,536.1	14,105.9	5,877.5	15,228.8	1,122.9	14,105.9	0.0
Internal Schools	0.0	0.0	1,328.1	1,396.3	0.0	0.0	0.0	0.0	1,442.2	1,442.2
Other Revenue	82.6	312.6	242.8	357.1	320.0	278.3	359.6	39.6	320.0	-
Revenue Transfers			(81.7)	(14.8)	(8.6)	-	(8.6)	-	(5.0)	3.6
Net Revenue	2,197.3	10,906.9	15,609.2	14,274.7	14,417.4	6,155.8	15,579.9	1,162.5	15,863.1	1,445.7
Fund Balance Chg	(128.1)	(261.7)	(301.7)	(158.8)	(28.3)	(146.1)	(87.3)	(59.0)	(157.0)	(128.7)
Fund Balance (+TABOR)	(128.1)	(389.9)	(550.8)	(480.5)	(447.2)	(513.7)	(567.8)	(120.6)	(575.9)	(128.7)
Fund Bal % of Gross Rev	5.83%	3.57%	3.51%	3.36%	3.10%	3.48%	3.64%	0.54%	3.6%	0.5%
	(62)	(63)	(80)	(52)	(14)	(329)	(100)	(86)	(100)	
Net Resource Available	2,069.1	10,645.2	15,307.5	14,115.8	14,389.1	6,009.7	15,492.6	1,103.5	15,706.1	1,317.0
						38.8%				
Administrative Fee Spend:	0.0	(289.7)	(474.0)	(325.1)	(341.3)	(135.4)	(411.3)	(70.00)	(334.5)	6.9
as % of Contract Prog Rev	0.0%	2.7%	3.1%	2.3%	2.4%	2.3%	2.7%	0.3%	2.2%	-0.3%
School Shared Cost Spen	(820.0)	(526.5)	(892.4)	(964.2)	(828.5)	(314.6)	(756.8)	71.79	(946.3)	(117.8)
per pupil amount	2,354	319.23	386.48	470.24	412.21	156.52	375.00	(37.21)	427.14	14.93
Entity Cost Spends	0.0	(30.0)	(60.0)	(59.2)	(30.0)	(30.0)	(30.0)	0.0	(60.0)	(30.0)
Contract School Svcs	(1,249.1)	(9,799.0)	(12,662.9)	(10,909.2)	(13,114.2)	(5,605.9)	(14,218.2)	(1,104.0)	(13,057.3)	56.9
	3,586	5,942	6,000	5,913	6,524	6,694	6,552	28	6,496	(28.3)
Internal School Spends	0.0	0.0	(1,218.2)	(1,858.1)	(75.0)	76.3	(76.3)	(1.3)	(1,308.0)	(1,233.0)
			6,137	9,042					6,365	
Total Expenses	(2,069.1)	(10,645.2)	(15,307.5)	(14,115.8)	(14,389.1)	(6,009.7)	(15,492.6)	(1,103.5)	(15,706.1)	(1,317.0)
						38.8%				
Net Resources in Progres:	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Colorado Digital BOCES**

High-Level Financials

Non-General Funds - Fund 12, 13, 14, 22

November 30, 2017



		2017/18 1st Amend Budget	2017/18 YTD Results	2017/18 Wkg Amnd Budget	2016/17 Change Suppl v Apprv
<b>Fund 22</b>	<b>CDBOCES - Fund 22 HB1345 Grant</b>				
	Revenue	153.0	100.0	100.0	-
	Expense	(153.0)	(100.0)	(100.0)	-
	<b>Net Revenue / (Expense)</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>Fund 22</b>	<b>CDBOCES - Fund 22 CEL Grant</b>				
	Revenue	37.5	-	-	-
	Expense	(37.5)	-	-	-
	<b>Net Revenue / (Expense)</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
	<b>STEMsCO - Fund 13 general</b>				
	Revenue	192.7	193.5	153.9	65.8
	Expense	(206.6)	(193.5)	(84.9)	(21.6)
	<b>Net Revenue / (Expense)</b>	<b>(13.9)</b>	<b>0.0</b>	<b>69.0</b>	<b>44.2</b>
<b>Fund 22</b>	<b>STEMsCO - F22 GenCyber</b>				
	Revenue	69.2	102.0	102.0	-
	Expense	(69.2)	(102.0)	(102.0)	-
	<b>Net Revenue / (Expense)</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
	<b>iLC - Fund 12 general</b>				
	Revenue	(32.6)	-	-	-
	Expense	38.0	-	-	-
	<b>Net Revenue / (Expense)</b>	<b>5.4</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>Fund 22</b>	<b>iLC - Fund 22 CEL Grant</b>				
	Revenue	275.3	-	0.0	0.02
	Expense	(275.3)	-	(0.0)	(0.02)
	<b>Net Revenue / (Expense)</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
	<b>CDLS - Fund 14 general</b>				
	Revenue	171.8	-	-	-
	Expense	(163.6)	-	-	-
	<b>Net Revenue / (Expense)</b>	<b>8.3</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>Fund 22</b>	<b>CDLS - Fund 22 CEL Grant</b>				
	Revenue	397.4	-	46.1	46.13
	Expense	(397.4)	-	(46.1)	(46.13)
	<b>Net Revenue / (Expense)</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>Fund 22 Consolidated</b>					
	Revenue	932.4	202.0	248.2	46.15
	Expense	(932.4)	(202.0)	(248.2)	(46.15)
	<b>Net Revenue / (Expense)</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

*STEMsCO membership fee structure*

	2016/17			2017/18 proposed		
	entity	per pupil	Total	entity	per pupil	Total
D49	3,000	144,256	147,256	3,500	148,584	152,084
Widefield	3,000	21,085	24,085	3,500	21,718	25,218
Peyton	3,000	1,311	4,311	3,500	1,350	4,850
CDBOCES	3,000	4,912	7,912	3,500	5,059	8,559
CDBOCES extra		6,888	6,888			-
	12,000	178,453	190,453	14,000	176,711	190,711



**BALANCE SHEET**  
November 30, 2017

	General Funds					Grant Funds					
	CDBOCES-10	ILC - 12	STEMSCO-13	CDLS - 14	CDBOCES Gen Funds	CDBOCES-600	CDLS - 601	ILC - 602	STEMsCO-613	CDBOCES Grant Funds	CDBOCES Total
<b>ASSETS</b>											
First Bank - Main Checking	\$ 130,481.58		(87,545.94)		42,935.64	17,512.49	4500 -	4497 (17,397.79)	2450	114.70	43,050.34
First Bank - Additional Checking Accts	40,033.52		134,906.04		174,939.56		0.05	15.82	25,651.44	25,667.31	200,606.87
Colostrust	401,259.88		-		401,259.88					-	401,259.88
Subtotal Cash Deposits	571,774.98	-	47,360.10	-	619,135.08	17,512.49	0.05	(17,381.97)	25,651.44	25,782.01	644,917.09
Interfund Receivables	-	-	-	-	-					-	-
Petty Cash	161.92				161.92					-	161.92
Deposits	435.00				435.00					-	435.00
Other Assets	-	-	-	-	-					-	-
<b>Total Assets</b>	<b>572,371.90</b>	<b>-</b>	<b>47,360.10</b>	<b>-</b>	<b>619,732.00</b>	<b>17,512.49</b>	<b>0.05</b>	<b>(17,381.97)</b>	<b>25,651.44</b>	<b>25,782.01</b>	<b>645,514.01</b>
<b>LIABILITIES</b>											
Accounts Payable	27,293.16				27,293.16					-	27,293.16
Accrued Salary and Benefits	31,386.03		15,560.88		46,946.91					-	46,946.91
PR Health Insurance Deductions											
Def Rev HB 1345						17,512.49				17,512.49	17,512.49
Def Rev CEL-CDBOCES											
Def Rev CEL-CDLS							0.05			0.05	0.05
Def Rev CEL-iLC								(17,381.97)		(17,381.97)	(17,381.97)
Def Rev STEMsCO Gen Cyber									25,651.44	25,651.44	25,651.44
Other Liabilities							(0.00)			(0.00)	(0.00)
<b>Total Liabilities</b>	<b>58,679.19</b>	<b>-</b>	<b>15,560.88</b>	<b>-</b>	<b>74,240.07</b>	<b>17,512.49</b>	<b>0.05</b>	<b>(17,381.97)</b>	<b>25,651.44</b>	<b>25,782.01</b>	<b>100,022.08</b>
<b>FUND BALANCE</b>											
Fund Bal - BoY Unrestricted	52,514.94	-	(44,203.98)	-	8,310.96					-	8,310.96
TABOR Reserve - CDBOCES gen	40,000.00		7,000.00		47,000.00					-	47,000.00
TABOR Reserve - MVV	29,000.00				29,000.00					-	29,000.00
TABOR Reserve - RMDA	31,000.00				31,000.00					-	31,000.00
TABOR Reserve - PPOS	92,000.00				92,000.00					-	92,000.00
TABOR Reserve - CPA	236,000.00				236,000.00					-	236,000.00
Current Year Net Results	33,177.77	-	69,003.20	-	102,180.97					-	102,180.97
Other Net Change to Fund Balance	(0.00)	-	-	-	(0.00)					-	(0.00)
<b>Total Fund Balance</b>	<b>513,692.71</b>	<b>-</b>	<b>31,799.22</b>	<b>-</b>	<b>545,491.93</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>545,491.93</b>
<b>Total Liabilities and Fund Balance</b>	<b>572,371.90</b>	<b>-</b>	<b>47,360.10</b>	<b>-</b>	<b>619,732.00</b>	<b>17,512.49</b>	<b>0.05</b>	<b>(17,381.97)</b>	<b>25,651.44</b>	<b>25,782.01</b>	<b>645,514.01</b>
<b>Aggregated Fund Balance Categories</b>											
TABOR Reserve	428,000.00	-	-	-	388,000.00	-	-	-	-	-	388,000.00
Unrestricted	85,692.71	-	31,799.22	-	157,491.93	-	-	-	-	-	157,491.93

√ = balance agrees to bank statement  
½ = sum of two item balances agrees to bank statement

**COLORADO DIGITAL BOCES**  
**Statement of Financial Activity**  
**November 30, 2017**

2017/18 actual sFTE 602.00 1,568.00 2,170.00  
 2017/18 budget sFTE 611.00 1,399.00 2,010.00 41.7% 2,010.00

CD BOCES	CD BOCES- Location 600 Fund 10	CD BOCES- Location 610 Fund 10	PPOS Location 330 Fund 10	CPA Location - 530 Fund 10	YTD Actual Locs 600,610, 330,530	YTD	2017/18 1st Amend Budget	2017/18		
								1st Amended	1st Amended	1st Amended
<b>CD BOCES Revenue</b>	<i>Admin Svcs</i>	<i>Entity+OSSC</i>					6,794.83	2,010.00	2,010.00	2,010.00
Program Revenue			1,786,640	4,090,851	5,877,491	42%	14,105,919	-	-	14,105,918.70
Admin Services (w/ contract schools)	176,325		(53,599)	(122,726)	0		423,178	423,177.56	-	(423,177.56)
School Shared Services (w/ contract schools)		357,730	(108,743)	(248,987)	(0)	(0)	828,542	-	828,542.10	(828,542.10)
Entity Services		12,500	(6,250)	(6,250)	-		30,000	-	30,000.00	(30,000.00)
External Service Contracts	-				-		20,000	20,000.00	-	-
Interest	11,557				11,557	116%	10,000	10,000.00	-	-
<b>Total General Fund</b>	<b>187,882</b>	<b>370,230</b>	<b>1,618,048</b>	<b>3,712,888</b>	<b>5,889,048</b>	<b>38%</b>	<b>15,417,638</b>	<b>453,177.56</b>	<b>858,542.10</b>	<b>12,824,199.04</b>
Internal Transfers - Special Project Invest	(36,675)				(36,675)	44%	(83,559)	(83,559.00)	-	-
Internal Transfers - TABOR release	-				-		-	-	-	-
Internal Transfers - K12 add'l svcs					-		-	-	-	-
Internal Transfers - K12 SPED subcontract					-		-	-	-	-
Federal Impact Aid	264				264	5%	5,000	-	-	5,000.00
ECEA Revenue		239,625			239,625		250,000	-	-	250,000.00
Read Act Revenue	26,861				26,861	77%	35,000	-	-	35,000.00
<b>Total CD BOCES Revenue</b>	<b>\$ 178,332</b>	<b>\$ 609,855</b>	<b>\$ 1,618,048</b>	<b>\$ 3,712,888</b>	<b>\$ 6,119,124</b>	<b>39%</b>	<b>\$ 15,624,079</b>	<b>369,618.56</b>	<b>858,542.10</b>	<b>13,114,199.04</b>
	36,675		25,000	32,000	6,195,395		15,699,079			-
<b>Expenditures</b>	<i>EoY Min.</i>	<i>Fund Balance Projection</i>	<i>117,000.00</i>	<i>268,000.00</i>	<i>447,000.00</i>					
<b>Instructional Program</b>										
Educational Purchased Services	4,411	1,500	1,623,334	3,698,327	5,327,573	41%	13,074,199	-	-	12,789,199.04
SPED Program Purchased Services			73,120	165,109	238,228	-				
SPED Oversight Purchased Services			6,360	14,561	20,921	52%	40,000	-	-	290,000.00
Contract School Costs			-	25,100.90	25,101	2%	1,281,720	-	-	35,000.00
<b>Total Instructional Expenses</b>	<b>4,411</b>	<b>1,500</b>	<b>1,702,813</b>	<b>3,903,098</b>	<b>5,611,823</b>	<b>39%</b>	<b>14,395,919</b>	<b>-</b>	<b>-</b>	<b>13,114,199.04</b>
<b>Student Support Services - 2100</b>										
Assessment and Data Salary	-	66,150			66,150	48%	138,789	-	138,789.00	-
Staff Benefits	-	18,655			18,655	47%	39,994	-	39,994.00	-
Student Assessments	-	-			-	-	25,000	-	25,000.00	-
<b>Total Student Support Services</b>	<b>-</b>	<b>84,805</b>	<b>-</b>	<b>-</b>	<b>84,805</b>	<b>42%</b>	<b>203,783</b>	<b>-</b>	<b>203,783.00</b>	<b>-</b>

**COLORADO DIGITAL BOCES**  
**Statement of Financial Activity**  
**November 30, 2017**

<b>CD BOCES</b>	<b>2017/18 1st Amend Budget</b>	
<b>CD BOCES Revenue</b>	6,794.83	
Program Revenue	14,105,919	#
Admin Services (w/ contract schools)	423,178	#
School Shared Services (w/ contract schools)	828,542	#
Entity Services	30,000	#
External Service Contracts	20,000	#
Interest	10,000	#
<b>Total General Fund</b>	15,417,638	#
Internal Transfers - Special Project Invest	(83,559)	#
Internal Transfers - TABOR release	-	#
Internal Transfers - K12 add'l svcs	-	#
Internal Transfers - K12 SPED subcontract	-	#
Federal Impact Aid	5,000	#
ECEA Revenue	250,000	#
Read Act Revenue	35,000	#
<b>Total CD BOCES Revenue</b>	<b>\$ 15,624,079</b>	#
<b>Expenditures</b>		
<b>Instructional Program</b>		
Educational Purchased Services	13,074,199	#
SPED Program Purchased Services		
SPED Oversight Purchased Services	40,000	#
Contract School Costs	1,281,720	#
<b>Total Instructional Expenses</b>	<b>14,395,919</b>	#
<b>Student Support Services - 2100</b>		
Assessment and Data Salary	138,789	#
Staff Benefits	39,994	#
Student Assessments	25,000	#
<b>Total Student Support Services</b>	<b>203,783</b>	#

2,010.00

2017/18 1st Amended	2017/18 1st Amended	2017/18 1st Amended
Budget Detail	Budget Detail	Budget Detail
<b>Admin Location 600</b>	<b>Oversight &amp; Shared Costs Location 610</b>	<b>Contract School Locations</b>
2,010.00	2,010.00	2,010.00
-	-	14,105,918.70
423,177.56	-	(423,177.56)
-	828,542.10	(828,542.10)
-	30,000.00	(30,000.00)
20,000.00	-	-
10,000.00	-	-
453,177.56	858,542.10	12,824,199.04
(83,559.00)	-	-
-	-	-
-	-	-
-	-	-
-	-	5,000.00
-	-	250,000.00
-	-	35,000.00
<b>369,618.56</b>	<b>858,542.10</b>	<b>13,114,199.04</b>

2,170.00

2017/18 Working Amend Budget	2017/18 H/(L) Change from 1st Amended
	relevant eFTE->
15,228,843	1,122,924
456,865	33,688
813,750	(14,792)
30,000	-
20,000	-
10,000	-
16,559,458	1,141,820
(45,234)	38,325
-	-
-	-
-	-
5,000	-
250,000	-
35,000	-
<b>\$ 16,804,225</b>	<b>\$ 1,180,145</b>

2017/18 Wkng Amended	2017/18 Wkng Amended	2017/18 Wkng Amended
Budget Detail	Budget Detail	Budget Detail
<b>Admin Location 600</b>	<b>Oversight &amp; Shared Costs Location 610</b>	<b>Contract School Locations</b>
2,170.00	2,170.00	2,170.00
456,865.29	-	15,228,843.00
-	813,750.00	(456,865.29)
-	30,000.00	(813,750.00)
20,000.00	-	(30,000.00)
10,000.00	-	-
486,865.29	843,750.00	13,928,227.71
(45,233.59)	-	-
-	-	-
-	-	-
-	-	5,000.00
-	-	250,000.00
-	-	35,000.00
<b>441,631.70</b>	<b>843,750.00</b>	<b>14,218,227.71</b>

15,699,079

15,579,881

388.82

6,552.18

**COLORADO DIGITAL BOCES**  
**Statement of Financial Activity**  
**November 30, 2017**


2017/18 actual sFTE 602.00 1,568.00 2,170.00  
 2017/18 budget sFTE 611.00 1,399.00 2,010.00 41.7% 2,010.00

CD BOCES	CD BOCES- Location 600 Fund 10	CD BOCES- Location 610 Fund 10	PPOS Location 330 Fund 10	CPA Location - 530 Fund 10	YTD Actual Locs 600,610, 330,530	YTD	2017/18 1st Amend Budget	2017/18	2017/18	2017/18
								1st Amended	1st Amended	1st Amended
								Budget Detail	Budget Detail	Budget Detail
								Admin Location 600	Oversight & Shared Costs Location 610	Contract School Locations
<b>Instructional Staff Support - 2200</b>										
Voc Ed Salary		4,033			4,033	-	-	-	-	-
Voc Ed Benefits		851			851	-	-	-	-	-
Staff Development		-			-	-	25,000	-	25,000.00	-
<b>Total Instructional Support</b>		<b>4,883</b>			<b>4,883</b>	20%	<b>25,000</b>		<b>25,000.00</b>	
<b>General Administration -2300</b>	11.1%	88.9%						10.0%	90.0%	
Salaries	14,957	120,019			134,976	44%	308,598	31,000.00	277,598.00	-
Benefits	4,366	27,984			32,351	38%	85,935	8,500.00	77,435.00	-
D49 Purchased Services	60				60	2%	4,000	4,000.00	-	-
Purchased Professional Services	29,045	-			29,045	28%	105,000	15,750.00	89,250.00	-
Travel and Registration	407				407	8%	5,000	5,000.00	-	-
Office Supplies	137				137	3%	5,000	5,000.00	-	-
Furniture and Equipment	-				-	-	1,000	1,000.00	-	-
Special projects	280				280		55,883	1,965.53	53,917.58	-
Marketing & Advertising	-				-		-	-	-	-
Audit	6,000				6,000	52%	11,500	11,500.00	-	-
Legal Services	23,586	30,000			53,586	71%	75,000	45,000.00	30,000.00	-
Dues and Fees	9,630				9,630	161%	6,000	6,000.00	-	-
<b>Total General Admin Services</b>	<b>88,469</b>	<b>178,003</b>			<b>266,472</b>	40%	<b>662,916</b>	<b>134,715.53</b>	<b>528,200.58</b>	
<b>School Administration-2400</b>										
Salaries		35,130			35,130	40%	88,600	62,000.00	26,600.08	-
Benefits		9,577			9,577	38%	24,958	17,500.00	7,458.44	-
<b>Total School Admin Services</b>		<b>44,707</b>			<b>44,707</b>	39%	<b>113,559</b>	<b>79,500.00</b>	<b>34,058.52</b>	
<b>Business Services - 2500</b>										
Salaries	11,660				11,660	29%	40,485	40,485.00	-	-
Benefits	2,460				2,460	30%	8,136	8,136.00	-	-
Bank Fees & Suspense	(1,673)				(1,673)	(84%)	2,000	2,000.00	-	-
Printing	65				65	8%	800	800.00	-	-
Postage	248				248	31%	800	800.00	-	-
Supplies	-				-	-	500	500.00	-	-
Dues and Fees	335				335	3%	11,000	11,000.00	-	-
<b>Total Business Services</b>	<b>13,096</b>				<b>13,096</b>	21%	<b>63,721</b>	<b>63,721.00</b>		



**COLORADO DIGITAL BOCES**  
**Statement of Financial Activity**  
**November 30, 2017**

2,010.00

CD BOCES 	2017/18 1st Amend Budget	2017/18	2017/18	2017/18	2,170.00		2017/18	2017/18	2017/18
		1st Amended	1st Amended	1st Amended	Working Amend Budget	H/(L) Change from 1st Amended	Wkng Amended	Wkng Amended	Wkng Amended
		Budget Detail	Budget Detail	Budget Detail			Budget Detail	Budget Detail	Budget Detail
		Admin Location 600	Oversight & Shared Costs Location 610	Contract School Locations			Admin Location 600	Oversight & Shared Costs Location 610	Contract School Locations
<b>Instructional Staff Support - 2200</b>									
Voc Ed Salary	-	# -	-	-	-	-	-	-	-
Voc Ed Benefits	-	# -	-	-	-	-	-	-	-
Staff Development	25,000	# -	25,000.00	-	25,000	-	-	25,000.00	-
<b>Total Instructional Support</b>	<b>25,000</b>	# -	<b>25,000.00</b>	-	<b>25,000</b>	-	-	<b>25,000.00</b>	-
<b>General Administration -2300</b>									
Salaries	308,598	# <u>10.0%</u> 31,000.00	<u>90.0%</u> 277,598.00	-	249,598	(59,000)	25,000.00	224,598.00	-
Benefits	85,935	# 8,500.00	77,435.00	-	72,435	(13,500)	7,000.00	65,435.00	-
D49 Purchased Services	4,000	# 4,000.00	-	-	4,000	-	4,000.00	-	-
Purchased Professional Services	105,000	# 15,750.00	89,250.00	-	213,000	108,000	106,500.00	106,500.00	-
Travel and Registration	5,000	# 5,000.00	-	-	5,000	-	5,000.00	-	-
Office Supplies	5,000	# 5,000.00	-	-	5,000	-	5,000.00	-	-
Furniture and Equipment	1,000	# 1,000.00	-	-	1,000	-	1,000.00	-	-
Special projects	55,883	# 1,965.53	53,917.58	-	30,891	(24,992)	11,847.11	19,044.09	-
Marketing & Advertising	-	# -	-	-	35,000	35,000	35,000.00	-	-
Audit	11,500	# 11,500.00	-	-	11,500	-	11,500.00	-	-
Legal Services	75,000	# 45,000.00	30,000.00	-	95,504	20,504	65,503.59	30,000.00	-
Dues and Fees	6,000	# 6,000.00	-	-	2,000	(4,000)	2,000.00	-	-
<b>Total General Admin Services</b>	<b>662,916</b>	# <b>134,715.53</b>	<b>528,200.58</b>	-	<b>724,928</b>	<b>62,012</b>	<b>279,350.70</b>	<b>445,577.09</b>	-
<b>School Administration-2400</b>									
Salaries	88,600	# <u>0.0%</u> 62,000.00	<u>100.0%</u> 26,600.08	-	50,931	(37,669)	-	50,931.47	-
Benefits	24,958	# 17,500.00	7,458.44	-	28,958	4,000	-	28,958.44	-
<b>Total School Admin Services</b>	<b>113,559</b>	# <b>79,500.00</b>	<b>34,058.52</b>	-	<b>79,890</b>	<b>(33,669)</b>	-	<b>79,889.91</b>	-
<b>Business Services - 2500</b>									
Salaries	40,485	# 40,485.00	-	-	40,485	-	40,485.00	-	-
Benefits	8,136	# 8,136.00	-	-	8,136	-	8,136.00	-	-
Bank Fees & Suspense	2,000	# 2,000.00	-	-	2,000	-	2,000.00	-	-
Printing	800	# 800.00	-	-	800	-	800.00	-	-
Postage	800	# 800.00	-	-	800	-	800.00	-	-
Supplies	500	# 500.00	-	-	500	-	500.00	-	-
Dues and Fees	11,000	# 11,000.00	-	-	11,000	-	11,000.00	-	-
<b>Total Business Services</b>	<b>63,721</b>	# <b>63,721.00</b>	-	-	<b>63,721</b>	-	<b>63,721.00</b>	-	-

**COLORADO DIGITAL BOCES**  
**Statement of Financial Activity**  
**November 30, 2017**

2017/18 actual sFTE 602.00 1,568.00 2,170.00  
 2017/18 budget sFTE 611.00 1,399.00 2,010.00 41.7% 2,010.00

CD BOCES	CD BOCES- Location 600 Fund 10	CD BOCES- Location 610 Fund 10	PPOS Location 330 Fund 10	CPA Location - 530 Fund 10	YTD Actual Locs 600,610, 330,530	YTD	2017/18 1st Amend Budget
<b>Operation and Maintenance of Plant 2600</b>							
Security Services	224				224	32%	700
Utilities	367				367	24%	1,500
Custodial Services	360				360	12%	3,000
Repair and Maintenance	-				-	-	1,400
Building Lease	16,712				16,712	43%	38,600
<b>Total Operations and Maintenance</b>	<b>17,662</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>17,662</b>	<b>39%</b>	<b>45,200</b>
<b>Support Services - Central - 2800</b>							
Tech Support Services	7,235	21,702			28,937	72%	40,000
Unemployment	991				991	37%	2,700
Liability Insurance	-	5,996			5,996	24%	25,000
Workers Comp	-	3,013			3,013	29%	10,500
SPED Telephone					-	-	-
Telephone	3,562	-			3,562	47%	7,500
<b>Total Support Services</b>	<b>11,787</b>	<b>30,711</b>	<b>-</b>	<b>-</b>	<b>42,498</b>	<b>50%</b>	<b>85,700</b>
<b>Total Expenses</b>	<b>135,426</b>	<b>344,609</b>	<b>1,702,813</b>	<b>3,903,098</b>	<b>6,085,946</b>	<b>39%</b>	<b>15,595,797</b>
	40%	40%	43%				
<b>Net Operating Change to Fund Balance</b>	<b>\$ 42,907</b>	<b>\$ 265,246</b>	<b>\$ (84,765)</b>	<b>\$ (190,210)</b>	<b>\$ 33,178</b>		<b>28,282</b>

42,906.58  
 - (239,625) - -  
 67.38 171.45  
 100%

2017/18 1st Amended	2017/18 1st Amended	2017/18 1st Amended
Budget Detail	Budget Detail	Budget Detail
Admin Location 600	Oversight & Shared Costs Location 610	Contract School Locations
700.00	-	-
1,500.00	-	-
3,000.00	-	-
1,400.00	-	-
38,600.00	-	-
<b>45,200.00</b>	<b>-</b>	<b>-</b>
12.5%	87.5%	
5,000.00	35,000.00	-
2,700.00	-	-
-	25,000.00	-
3,000.00	7,500.00	-
-	-	-
7,500.00	-	-
<b>18,200.00</b>	<b>67,500.00</b>	<b>-</b>
<b>341,336.53</b>	<b>858,542.10</b>	<b>13,114,199.04</b>
<b>28,282.03</b>	<b>-</b>	<b>-</b>

PPExp  
 427.14 gross a l  
 397.28 less entity ne  
 397.2846274 for pricing TA

**COLORADO DIGITAL BOCES**  
**Statement of Financial Activity**  
**November 30, 2017**

2,010.00

<b>CD BOCES</b>	<b>2017/18 1st Amend Budget</b>
<b>Operation and Maintenance of Plant 2600</b>	
Security Services	700
Utilities	1,500
Custodial Services	3,000
Repair and Maintenance	1,400
Building Lease	38,600
<b>Total Operations and Maintenance</b>	<b>45,200</b>
<b>Support Services - Central - 2800</b>	
Tech Support Services	40,000
Unemployment	2,700
Liability Insurance	25,000
Workers Comp	10,500
SPED Telephone	-
Telephone	7,500
<b>Total Support Services</b>	<b>85,700</b>
<b>Total Expenses</b>	<b>15,595,797</b>
<b>Net Operating Change to Fund Balance</b>	<b>28,282</b>



2017/18 1st Amended	2017/18 1st Amended	2017/18 1st Amended
Budget Detail	Budget Detail	Budget Detail
Admin Location 600	Oversight & Shared Costs Location 610	Contract School Locations
700.00	-	-
1,500.00	-	-
3,000.00	-	-
1,400.00	-	-
38,600.00	-	-
<b>45,200.00</b>	<b>-</b>	<b>-</b>
<i>12.5%</i>	<i>87.5%</i>	
5,000.00	35,000.00	-
2,700.00	-	-
-	25,000.00	-
3,000.00	7,500.00	-
-	-	-
7,500.00	-	-
<b>18,200.00</b>	<b>67,500.00</b>	<b>-</b>
<b>341,336.53</b>	<b>858,542.10</b>	<b>13,114,199.04</b>
<b>28,282.03</b>	<b>-</b>	<b>-</b>

2017/18 Working Amend Budget	2017/18 H/(L) Change from 1st Amended
700	-
1,500	-
3,000	-
1,400	-
38,600	-
<b>45,200</b>	<b>-</b>
44,860	4,860
2,700	-
25,000	-
10,500	-
-	-
7,500	-
<b>90,560</b>	<b>4,860</b>
<b>16,716,925</b>	<b>1,121,127</b>
15,492,581	
<b>87,300</b>	<b>59,018</b>

2,170.00

2017/18 Wkng Amended	2017/18 Wkng Amended	2017/18 Wkng Amended
Budget Detail	Budget Detail	Budget Detail
Admin Location 600	Oversight & Shared Costs Location 610	Contract School Locations
700.00	-	-
1,500.00	-	-
3,000.00	-	-
1,400.00	-	-
38,600.00	-	-
<b>45,200.00</b>	<b>-</b>	<b>-</b>
9,860.00	35,000.00	-
2,700.00	-	-
-	25,000.00	-
3,000.00	7,500.00	-
-	-	-
7,500.00	-	-
<b>23,060.00</b>	<b>67,500.00</b>	<b>-</b>
<b>411,331.70</b>	<b>786,750.00</b>	<b>14,218,227.71</b>
189.55	375.00	6,552.18
<b>30,300.00</b>	<b>57,000.00</b>	<b>-</b>

PPExp  
 427.14 gross  
 397.28 less entity  
 397.2846274 for pricing

207,912  
*a Net Operating remainder indicates  
 needed / planned change to  
 TABOR fund balance reserve.*

PPExp  
 388.82 gross  
 375.00 less entity  
 #DIV/0! for pricing

**COLORADO DIGITAL BOCES**  
**Statement of Financial Activity**  
**November 30, 2017**



of year completed **42%**

<- sFTE ->

<- sFTE ->

<- sFTE ->

0.00

	RMDA- Location 520 Fund 10	% spent YTD	2017/18 Wkng Amend Budget	2017/18 1st Amend Budget
<b>Revenue</b>	YTD	PPR->		
Program Revenue	-	-	-	-
Admin Fee + OSSC + entity	-	-	-	-
Other Revenue	3,972	100%	3,972	-
CDBOCES Special Project Investment	9,453	100%	9,453	37,500
Internal Transfers (K12 add'l svcs)	-	-	-	-
Internal Transfers (K12 SPED subcontract)	-	-	-	-
Internal Transfers (+ TABOR release)	-	-	-	-
<b>Total Revenue</b>	<b>\$ 13,424</b>	100%	<b>13,424</b>	<b>37,500</b>
<b>Expenditures</b>			1,000.00	3,000.00
<b>Instructional Program</b>				
Instructional Salaries	3,917	100%	3,917	-
SPED Salary	-	-	-	-
Instructional Benefits	826	100%	826	-
SPED Benefits	-	-	-	-
Shared Ed Staff	-	-	-	-
Curriculum Content Svcs	69	100%	69	48,325
Educational Purchased Svcs (CCE, DE)	386	100%	386	(48,325)
<b>Total Instructional Expenses</b>	<b>5,198</b>	100%	<b>5,198</b>	-
<b>Student Support Services - 2100</b>				
Salaries	1,911	100%	1,911	-
Benefits	403	100%	403	-
SPED Oversight Purch Svc	-	-	-	-
Student Technology & Access	-	-	-	-
Graduation, Pupil Activities	-	-	-	-
Assessments	-	-	-	-
<b>Total Student Support Services</b>	<b>2,315</b>	100%	<b>2,315</b>	-
<b>Instructional Staff Support - 2200</b>				
Staff Development	-	-	-	-
<b>Total Instructional Support</b>	<b>-</b>	-	<b>-</b>	<b>-</b>
<b>General Administration -2300</b>				
Marketing and Enroll Svcs	-	-	-	-
Travel & Registration	-	-	-	-
Legal	-	-	-	-
<b>Total General Admin Services</b>	<b>-</b>	-	<b>-</b>	<b>-</b>

	MVV- Location 510 Fund 10	% spent YTD	2017/18 Wkng Amend Budget	2017/18 1st Amend Budget
<b>Revenue</b>	YTD	PPR->		
Program Revenue	-	-	-	-
Admin Fee + OSSC + entity	-	-	-	-
Other Revenue	35,625	100%	35,625	-
CDBOCES Special Project Investment	27,222	100%	27,222	37,500
Internal Transfers (K12 add'l svcs)	-	-	-	-
Internal Transfers (K12 SPED subcontract)	-	-	-	-
Internal Transfers (+ TABOR release)	-	-	-	-
<b>Total Revenue</b>	<b>\$ 62,847</b>	100%	<b>62,847</b>	<b>37,500</b>
<b>Expenditures</b>			5,000.00	3,000.00
<b>Instructional Program</b>				
Instructional Salaries	8,171	100%	8,171	-
SPED Salary	4,421	100%	4,421	-
Instructional Benefits	1,724	100%	1,724	-
SPED Benefits	933	100%	933	-
Shared Ed Staff	12,281	100%	12,281	-
Curriculum Content Svcs	116	100%	116	38,400
Educational Purchased Svcs (CCE, DE)	-	-	-	(38,400)
<b>Total Instructional Expenses</b>	<b>27,646</b>	100%	<b>27,646</b>	-
<b>Student Support Services - 2100</b>				
Salaries	5,252	100%	5,252	-
Benefits	(1,165)	100%	(1,165)	-
SPED Oversight Purch Svc	-	-	-	-
Student Technology & Access	-	-	-	-
Graduation, Pupil Activities	-	-	-	-
Assessments	-	-	-	-
<b>Total Student Support Services</b>	<b>4,087</b>	100%	<b>4,087</b>	-
<b>Instructional Staff Support - 2200</b>				
Staff Development	-	-	-	-
<b>Total Instructional Support</b>	<b>-</b>	-	<b>-</b>	<b>-</b>
<b>General Administration -2300</b>				
Marketing and Enroll Svcs	-	-	-	-
Travel & Registration	-	-	-	-
Legal	-	-	-	-
<b>Total General Admin Services</b>	<b>-</b>	-	<b>-</b>	<b>-</b>

	CDBOCES Internal Schools	% spent YTD	2017/18 1st Amend Budget	2017/18 1st Amend Budget
<b>Revenue</b>	YTD	PPR->		
Program Revenue	-	-	-	-
Admin Fee + OSSC + entity	-	-	-	-
Other Revenue	39,597	100%	39,597	-
CDBOCES Special Project Investment	36,675	100%	36,675	75,000
Internal Transfers (K12 add'l svcs)	-	-	-	-
Internal Transfers (K12 SPED subcontract)	-	-	-	-
Internal Transfers (+ TABOR release)	-	-	-	-
<b>Total Revenue</b>	<b>\$ 76,271</b>	100%	<b>\$ 76,271</b>	<b>\$ 75,000</b>
<b>Expenditures</b>			6,000.00	
<b>Instructional Program</b>				
Instructional Salaries	12,088	100%	12,088	-
SPED Salary	4,421	100%	4,421	-
Instructional Benefits	2,550	100%	2,550	-
SPED Benefits	933	100%	933	-
Shared Ed Staff	12,281	100%	12,281	-
Curriculum Content Svcs	185	100%	185	86,725
Educational Purchased Svcs (CCE, DE)	386	100%	386	(86,725)
<b>Total Instructional Expenses</b>	<b>32,844</b>	100%	<b>32,844</b>	-
<b>Student Support Services - 2100</b>				
Salaries	7,163	100%	7,163	-
Benefits	(761)	100%	(761)	-
SPED Oversight Purch Svc	-	-	-	-
Student Technology & Access	-	-	-	-
Graduation, Pupil Activities	-	-	-	-
Assessments	-	-	-	-
<b>Total Student Support Services</b>	<b>6,402</b>	100%	<b>6,402</b>	-
<b>Instructional Staff Support - 2200</b>				
Staff Development	-	-	-	-
<b>Total Instructional Support</b>	<b>-</b>	-	<b>-</b>	<b>-</b>
<b>General Administration -2300</b>				
Marketing and Enroll Svcs	-	-	-	-
Travel & Registration	-	-	-	-
Legal	-	-	-	-
<b>Total General Admin Services</b>	<b>-</b>	-	<b>-</b>	<b>-</b>

**COLORADO DIGITAL BOCES**  
**Statement of Financial Activity**  
**November 30, 2017**

of year completed **42%**



<- sFTE ->

	RMDA- Location 520 Fund 10	% spent YTD	2017/18 Wkng Amend Budget	2017/18 1st Amend Budget
<b>School Administration-2400</b>				
Salaries	-	-	-	-
Benefits	-	-	-	-
Printing	-	-	-	-
Purchased Services	-	-	-	-
Office Equipment	91	100%	91	-
Office Supplies	-	-	-	-
<b>Total School Administration</b>	<b>91</b>	<b>100%</b>	<b>91</b>	<b>-</b>
<b>Business Services - 2500</b>				
Other Office Expenses	-	-	-	37,500
Printing	1,666	100%	1,666	-
<b>Total Business Services</b>	<b>1,666</b>	<b>100%</b>	<b>1,666</b>	<b>37,500</b>
<b>Operation and Maintenance of Plant 2600</b>				
Other Bldg Services	10	100%	10	-
Building Lease	59	100%	59	-
<b>Total Operations and Maintenance</b>	<b>69</b>	<b>100%</b>	<b>69</b>	<b>-</b>
<b>Support Services - Central - 2800</b>				
Tech Support Services	-	-	-	-
Unemployment	-	-	-	-
SPED Telephone	-	-	-	-
Telephone	4,085	100%	4,085	-
<b>Sub-total Support Serv Central</b>	<b>4,085</b>	<b>100%</b>	<b>4,085</b>	<b>-</b>
<b>Total Expenses</b>	<b>13,424</b>	<b>100%</b>	<b>13,424</b>	<b>37,500</b>
<b>Net Operating Change to Fund Balance</b>	<b>0</b>		<b>0</b>	<b>0</b>



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	MVV- Location 510 Fund 10	% spent YTD	2017/18 Wkng Amend Budget	2017/18 1st Amend Budget
	17,313	100%	17,313	-
	3,655	100%	3,655	-
	-	-	-	-
	-	-	-	-
	32	100%	32	-
	<b>21,000</b>	<b>100%</b>	<b>21,000</b>	<b>-</b>
	-	-	-	37,500
	1,666	100%	1,666	-
	<b>1,666</b>	<b>100%</b>	<b>1,666</b>	<b>37,500</b>
	25	100%	25	-
	3,858	100%	3,858	-
	<b>3,883</b>	<b>100%</b>	<b>3,883</b>	<b>-</b>
	-	-	-	-
	-	-	-	-
	4,565	100%	4,565	-
	<b>4,565</b>	<b>100%</b>	<b>4,565</b>	<b>-</b>
<b>Total Expenses</b>	<b>62,847</b>	<b>100%</b>	<b>62,847</b>	<b>37,500</b>
<b>Net Operating Change to Fund Balance</b>	<b>0</b>		<b>0</b>	<b>0</b>



<- sFTE ->

0.00

	CDBOCES Internal Schools	% spent YTD	2017/18 1st Amend Budget	2017/18 1st Amend Budget
	17,313	100%	17,313	-
	3,655	100%	3,655	-
	-	-	-	-
	-	-	-	-
	91	100%	91	-
	32	100%	32	-
	<b>21,092</b>	<b>100%</b>	<b>21,092</b>	<b>-</b>
	-	-	-	75,000
	3,333	100%	3,333	-
	<b>3,333</b>	<b>100%</b>	<b>3,333</b>	<b>75,000</b>
	35	100%	35	-
	3,916	100%	3,916	-
	<b>3,951</b>	<b>100%</b>	<b>3,951</b>	<b>-</b>
	-	-	-	-
	-	-	-	-
	8,649	100%	8,649	-
	<b>8,649</b>	<b>100%</b>	<b>8,649</b>	<b>-</b>
<b>Total Expenses</b>	<b>76,271</b>	<b>100%</b>	<b>76,271</b>	<b>75,000</b>
<b>Net Operating Change to Fund Balance</b>	<b>0</b>		<b>0</b>	<b>0</b>

**Statement of Financial Activities**  
**November 30, 2017**



<b>STEMSCO - 600</b>			<b>2017/18</b>	<b>2017/18</b>	<b>2018/19</b>
			<b>Amended</b>	<b>1st Amend</b>	<b>Proposed</b>
<b>Fund 13</b>	<b>42%</b>	<b>Budget</b>	<b>Budget</b>	<b>Budget</b>	<b>Budget</b>
<b>Stemsco Revenue</b>			<b>YTD</b>		
Transfer Stripes	(134)	(5%)	2,750	2,750	2,750
Partner Dues	153,998	85%	182,152	182,152	182,152
Internal Transfers	-	-	8,559	8,559	8,559
Donations/other	-	-	65,806	50	50
<b>Total Stemsco Revenue</b>	<b>\$153,864</b>	<b>59%</b>	<b>\$ 259,267</b>	<b>\$ 193,511</b>	<b>\$ 193,511</b>
<b>Expenditures</b>					
<b>General Admin -2300</b>					
Purchased Professional Svcs	-	-	-	-	136,500
Travel and Registration	-	-	1,869	1,869	1,869
Stemsco Office Supplies	-	-	3,916	3,916	3,916
Other Stemsco expenses	-	-	1,366	1,366	1,366
<b>Total General Admin</b>	<b>-</b>	<b>-</b>	<b>7,152</b>	<b>7,152</b>	<b>143,652</b>
<b>Support Services</b>					
Salaries	65,722	42%	157,733	141,180	34,300
Benefits	18,529	42%	44,470	39,471	9,850
Purchased Professional Svcs	-	-	600	600	600
Bank Fees (Prog 2500)	10	34%	29	29	29
Supplies	-	-	-	-	-
<b>Total Business Services</b>	<b>84,261</b>	<b>42%</b>	<b>202,832</b>	<b>181,279</b>	<b>44,779</b>
<b>Central Support - 2800</b>					
Tech Services	-	-	2,580	2,580	2,580
Telephone	600	24%	2,500	2,500	2,500
<b>Total Central Support</b>	<b>600</b>	<b>12%</b>	<b>5,080</b>	<b>5,080</b>	<b>5,080</b>
<b>Total Expenses</b>	<b>84,861</b>	<b>39%</b>	<b>215,063</b>	<b>193,511</b>	<b>193,511</b>
<b>Net Op Change to Fund Bal</b>	<b>\$ 69,003</b>		<b>\$ 44,204</b>	<b>\$ 0</b>	<b>\$ 0</b>



<b>CDBOCES Grants</b>		<b>2017/18</b>	<b>2017/18</b>	<b>2018/19</b>
<b>Location 600 &amp; 613</b>		<b>Amended</b>	<b>1st Amend</b>	<b>Proposed</b>
<b>Fund 22</b>	<b>YTD</b>	<b>Budget</b>	<b>Budget</b>	<b>Budget</b>
STEMsCO - GenCyber Rev	-	102,042	102,042	102,042
STEMsCO - GenCyber Rev Bal	-	-	-	-
STEMsCO - GenCyber Exp	-	102,042	102,042	102,042
STEMsCO - GenCyber Exp	-	-	-	-
<b>Net Grant Rev/(Exp)</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
=====				
HB1345 BOCES Grant Rev	-	100,000	100,000	100,000
HB1345 BOCES Grant Rev Bal	-	-	-	-
HB1345-Staff Dev Exp	-	100,000	100,000	100,000
HB1345-Other Exp	-	-	-	-
<b>Net Grant Rev/(Exp)</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
=====				
CDBOCES CEL Rev	-	-	-	0
CDBOCES - CEL Rev Bal	-	-	-	0
CDBOCES - CEL Exp	-	-	-	0
<b>Net Grant Rev/(Exp)</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>Net Op Change to Fund Bal</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>

**Statement of Financial Activities**  
**November 30, 2017**      42% of year completed



<b>CDLS - 601, fund 14</b>		%	Working Amended Budget	2017/18 1st Amnd Budget
YTD Actual	budget			
<b>CDLS Revenue</b>				
Mtn BOCES				
CDLS Tuition	-	-	-	-
<b>Total CDLS Revenue</b>	<b>\$ -</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Expenditures</b>				
<b>Instructional Program</b>				
Educational Purch'd Svcs (1)	-	-	-	-
CDLS Instructional Salaries	-	-	-	-
CDLS Benefits	-	-	-	-
Purchased Courses	-	-	-	-
<b>Total Instructional Program</b>	<b>-</b>		<b>-</b>	<b>-</b>
<b>2100</b>				
Salaries	-	-	-	-
Benefits	-	-	-	-
Assessments	-	-	-	-
<b>Total Student Support</b>	<b>-</b>		<b>-</b>	<b>-</b>
<b>Instructional Staff Support Services - 2200</b>				
On line course PD/needs assess	-	-	-	-
Staff Development	-	-	-	-
<b>Total Instructional Staff Supt</b>	<b>-</b>		<b>-</b>	<b>-</b>
<b>General Admin -2300</b>				
Advertising	-	-	-	-
Other expenses	-	-	-	-
Office Supplies	-	-	-	-
Purchases Services	-	-	-	-
Program Eval	-	-	-	-
<b>Total General Admin</b>	<b>-</b>		<b>-</b>	<b>-</b>

<b>CDLS - 601, fund 22</b>		%	Working Amended Budget	2017/18 1st Amnd Budget
YTD Actual	budget			
<b>Grant Revenue</b>				
Mtn BOCES	-	-	-	-
Revenue Balancing	46,132	-	46,132	-
<b>Total CDLS Revenue</b>	<b>\$ 46,132</b>		<b>\$ 46,132</b>	<b>\$ -</b>
<b>Expenditures</b>				
<b>Instructional Program</b>				
Educational Purch'd Svcs (1)	33,126	-	33,126	-
CDLS Instructional Salaries	-	-	-	-
CDLS Benefits	-	-	-	-
Purchased Courses	-	-	-	-
<b>Total Instructional Program</b>	<b>33,126</b>		<b>33,126</b>	<b>-</b>
<b>Student Support Svcs - 2100</b>				
Salaries *	-	-	-	-
Benefits	-	-	-	-
Assessments	-	-	-	-
<b>Total Student Support</b>	<b>-</b>		<b>-</b>	<b>-</b>
<b>Instructional Staff Support Services - 2200</b>				
On line course PD/needs assess	-	-	-	-
Staff Development	-	-	-	-
<b>Total Instructional Staff Supt</b>	<b>-</b>		<b>-</b>	<b>-</b>
<b>General Admin -2300</b>				
Advertising	-	-	-	-
Office Supplies	-	-	-	-
Exec Council	14	-	14	-
Purchases Services**	9,492	-	9,492	-
Travel Expenses	-	-	-	-
<b>Total General Admin</b>	<b>9,506</b>		<b>9,506</b>	<b>-</b>

<b>All Funds</b>		%	2017/18 1st Amnd Budget
YTD Actual	budget		
-	-	-	-
-	-	-	-
46,132	100%	46,132	
<b>\$ 46,132</b>	<b>100%</b>	<b>\$ 46,132</b>	
33,126	100%	33,126	
-	-	-	
-	-	-	
-	-	-	
<b>33,126</b>	<b>100%</b>	<b>33,126</b>	
-	-	-	
-	-	-	
-	-	-	
<b>-</b>	<b>-</b>	<b>-</b>	
-	-	-	
-	-	-	
14	100%	14	
9,492	100%	9,492	
-	-	-	
<b>9,506</b>	<b>100%</b>	<b>9,506</b>	

**Statement of Financial Activities**  
**November 30, 2017**      42% of year completed



CDLS - 601, fund 14		%	Working Amended Budget	2017/18 1st Amnd Budget
YTD Actual	budget			
<b>Central Support Svcs 2800</b>				
CDLS Tech Services Director	-			
CDLS Benefits	-			
Tech Support Services	-			
Telephone	-			
<b>Total Support Serv Central</b>	<b>-</b>		<b>-</b>	<b>-</b>
<b>Total Expenditures</b>	<b>-</b>		<b>-</b>	<b>-</b>
<b>Net Change to Fund Balance</b>	<b>\$ -</b>		<b>\$ -</b>	<b>\$ -</b>

CDLS - 601, fund 22		%	Working Amended Budget	2017/18 1st Amnd Budget
YTD Actual	budget			
<b>Central Support Svcs 2800</b>				
CDLS Tech Director***	-			
CDLS Benefits	-			
Tech Support Svcs ****	3,500		3,500	
Telephone Webconferencing	-			
Office Supplies/Printing	-			
Travel/Expenses	-			
<b>Total Support Serv Central</b>	<b>3,500</b>		<b>3,500</b>	<b>-</b>
<b>Total Expenditures</b>	<b>46,132</b>		<b>46,132</b>	<b>-</b>
<b>Net Change to Fund Balance</b>	<b>\$ -</b>		<b>\$ -</b>	<b>\$ -</b>

All Funds		%	2017/18 1st Amnd Budget
YTD Actual	budget		
-	-		-
-	-		-
3,500	100%		3,500
-	-		-
-	-		-
-	-		-
<b>7,000</b>	<b>200%</b>		<b>3,500</b>
<b>49,632</b>	<b>108%</b>		<b>46,132</b>
<b>\$ (3,500)</b>	<b>-</b>		<b>\$ -</b>

(1) - Teacher payments; ½ from tuition, ½ from grant

**Cash Available Recons**

BoY Fund Bal / Deferred Rev	(83,700)
YTD Fund Bal / Deferred Rev	0
Current Rec/(Non-Def Liabs)	
<b>Current Net Cash Available</b>	<b>(83,700)</b>

* Billy Jo Vohs-Saunders	**Dan Morris	***Bridget Kreutzer
BoY Fund Bal / Deferred Rev	46,132	****Teresa Yohan
YTD Fund Bal / Deferred Rev	(46,132)	
Current Rec/(Non-Def Liabs)	0	
<b>Current Net Cash Available</b>	<b>0</b>	

(37,568)
(46,132)
0
<b>(83,700)</b>



Statement of Financial Activities

November 30, 2017

42% of year completed



iLC - 602, fund 12	CY-YTD Actual	% budget	Working Amended Budget	2017/18 1st Amnd Budget
<b>iLC Revenue</b>				
Membership Dues	-	-		
Other	-	-		
Conf Registration	-	-		
Contracted Services	-	-		
<b>Total iLC Revenue</b>	<b>\$ -</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Expenditures</b>				
<b>Instructional Program - 0010</b>				
Instructional Purchased Svcs	-	-		
<b>Total Instructional</b>	<b>-</b>		<b>-</b>	<b>-</b>
<b>Instructional Staff Support Services - 2200</b>				
iLC Purchased Services	-	-		
iLC Professional Dev	-	-		
Tech Data Services	-	-		
<b>Total Instructional Support</b>	<b>-</b>		<b>-</b>	<b>-</b>
<b>General Administration Support -2300</b>				
iLC Salaries	-	-		
iLC Benefits	-	-		
iLC Travel and Registrat	-	-		
iLC Purchased services	-	-		
iLC VISA Exp	-	-		
Exec Council	-	-		
iLC Office Supplies	-	-		
iLC Advertising	-	-		
<b>Total General Admin Svcs</b>	<b>-</b>		<b>-</b>	<b>-</b>

iLC - 602, fund 22	CY-YTD Actual	% budget	Working Amended Budget	2017/18 1st Amnd Budget
<b>Grant Revenue</b>				
Mtn BOCES	-	-		
Revenue Balancing	10	-	16	
<b>Total iLC Revenue</b>	<b>\$ 10</b>		<b>\$ 16</b>	<b>\$ -</b>
<b>Expenditures</b>				
<b>Instructional Program - 0010</b>				
Instructional Purchased Svcs	-	-		
<b>Total Instructional</b>	<b>-</b>		<b>-</b>	<b>-</b>
<b>Instructional Staff Support Services - 2200</b>				
iLC Purchased Services	-	-		
iLC Professional Dev	-	-		
Tech Data Services	-	-		
<b>Total Instructional Support</b>	<b>-</b>		<b>-</b>	<b>-</b>
<b>General Administration Support -2300</b>				
iLC Salaries	-	-		
iLC Benefits	-	-		
iLC Travel and Registrat	-	-		
Conference Expenses	-	-		
iLC VISA Exp & Bank Fees	10	-	16	
Exec Council	-	-		
iLC Office Supplies	-	-		
iLC Advertising	-	-		
<b>Total General Admin Svcs</b>	<b>10</b>		<b>16</b>	<b>-</b>

All Funds CY-YTD Actual	% budget	2017/18 1st Amnd Budget
-	-	-
-	-	-
-	-	-
10	63%	16
<b>\$ 10</b>	<b>63%</b>	<b>\$ 16</b>
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
<b>10</b>	<b>63%</b>	<b>16</b>

Statement of Financial Activities

November 30, 2017

42% of year completed



iLC - 602, fund 12	CY-YTD Actual	% budget	Working Amended Budget	2017/18 1st Amend Budget
<b>iLC School Admin - 2400</b>				
iLC Purchased Services				
<b>Total School Admin</b>	-	-	-	-
<b>Central Support Svcs - 2800</b>				
Tech Support Services	-	-		
Telephone	-	-		
<b>Total Central Support Serv</b>	-	-	-	-
<b>Total iLC Expenditures</b>	-	-	-	-
<b>Net Change to Fund Balance</b>	\$ -		\$ -	\$ -

iLC - 602, fund 22	CY-YTD Actual	% budget	Working Amended Budget	2017/18 1st Amnd Budget
<b>iLC School Admin - 2400</b>				
iLC Purchased Services	-	-		
<b>Total School Admin</b>	-	-	-	-
<b>Central Support Svcs - 2800</b>				
Tech Support Services	-	-		
Telephone	-	-		
<b>Total Central Support Serv</b>	-	-	-	-
<b>Total iLC Expenditures</b>	10	-	16	-
<b>Net Change to Fund Balance</b>	\$ -		\$ -	\$ -

All Funds CY-YTD Actual	% budget	2017/18 1st Amnd Budget
-	-	-
-	-	-
-	-	-
-	-	-
10		16
\$ -		\$ -

Cash Available Recons

BoY Fund Bal / Deferred Rev	(55,022)
YTD Fund Bal / Deferred Rev	0
Current Rec/(Non-Def Liabs)	0
<b>Current Net Cash Available</b>	<u>(55,022)</u>

BoY Fund Bal / Deferred Rev	(17,389.79)
YTD Fund Bal / Deferred Rev	(10.00)
Current Rec/(Non-Def Liabs)	-
<b>Current Net Cash Available</b>	<u>(17,399.79)</u>

(72,412)
(10)
0
<u>(72,422)</u>

Statement of Financial Activities  
Revenue with Expense by Program Code



November 30, 2017

Consolidated CDBOCES-processed Colorado Empowered Learning (CEL) Grant Activity

42% of year completed

<b>CDLS - 601, fund 22</b>	<b>YTD Actual</b>	<b>Amended Budget</b>
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<b>iLC - 602, fund 22</b>	<b>YTD Actual</b>	<b>Amended Budget</b>
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<b>Total CEL Grant</b>	<b>YTD Actual</b>	<b>Amended Budget</b>
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Grant Revenue	YTD	
Mtn BOCES remittance	-	-
Revenue Balancing	46,132	100% 46,132
<b>Total Revenue</b>	<b>\$ 46,132</b>	<b>\$ -</b>

Grant Revenue	YTD	
Mtn BOCES remittance	-	-
Revenue Balancing	10	63% 16
<b>Total Revenue</b>	<b>\$ 10</b>	<b>\$ -</b>

Grant Revenue	YTD	
Mtn BOCES remittance	-	-
Mtn BOCES admin, eval, rpt	-	-
Revenue Balancing	46,142	100% 46,148
<b>Total Revenue</b>	<b>\$ 46,142</b>	<b>\$ -</b>

Grant Expenditures		
<b>Instructional Program - 0010</b>		
Educational Purchased Svcs	33,126	-
Instructional Salaries	-	-
Benefits	-	-
Purchased Courses	-	-
<b>Total Instructional Program</b>	<b>33,126</b>	<b>-</b>
<b>Student Support Svcs - 2100</b>		
Salaries *	-	-
Benefits *	-	-
Assessments	-	-
<b>Total Student Support</b>	<b>-</b>	<b>-</b>

Grant Expenditures		
<b>Instructional Program - 0010</b>		
Educational Purchased Svcs	-	-
Instructional Salaries	-	-
Benefits	-	-
Instructional Purchased Svcs	-	-
<b>Total Instructional</b>	<b>-</b>	<b>-</b>
<b>Student Support Svcs - 2100</b>		
Salaries	-	-
Benefits	-	-
Assessments	-	-
<b>Total Student Support</b>	<b>-</b>	<b>-</b>

Grant Expenditures		
<b>Instructional Program - 0010</b>		
Educational Purchased Svcs	-	-
Instructional Salaries	-	-
Benefits	-	-
Purchased Courses	-	-
<b>Total Instructional</b>	<b>-</b>	<b>-</b>
<b>Student Support Svcs - 2100</b>		
Salaries *	-	-
Benefits *	-	-
Assessments	-	-
<b>Total Student Support</b>	<b>-</b>	<b>-</b>

Statement of Financial Activities  
 Revenue with Expense by Program Code  
 November 30, 2017



Consolidated CDBOCES-processed Colorado Empowered Learning (CEL) Grant Activity

42% of year completed

CDLS - 601, fund 22	YTD Actual		Amended Budget
<b>Instructional Staff Support Services - 2200</b>			
On line course PD/needs assess	-		-
Professional Dev	-		-
Staff Development	-		-
Tech Data Services	-		-
<b>Total Instructional Support</b>	<b>-</b>		<b>-</b>
<b>General Administration Support -2300</b>			
Salaries	-		-
Benefits	-		-
Travel and Registrat	-		-
Conference Expenses	-		-
Exec Council	14	100%	14
Office Supplies	-		-
Purchased Services**	9,492	100%	9,492
Advertising	-		-
<b>Total General Admin</b>	<b>9,506</b>	<b>100%</b>	<b>9,506</b>
<b>School Admin - 2400</b>			
Purchased Services	-		-
<b>Total School Admin</b>	<b>-</b>		<b>-</b>

iLC - 602, fund 22	YTD Actual		Amended Budget
<b>Instructional Staff Support Services - 2200</b>			
Purchased Services	-		-
Professional Dev	-		-
Staff Development	-		-
Tech Data Services	-		-
<b>Total Instructional Support</b>	<b>-</b>		<b>-</b>
<b>General Administration Support -2300</b>			
Salaries *****	-		-
Benefits *****	-		-
Travel and Registrat	-		-
Conference Expenses	-		-
Exec Council	10		-
Office Supplies	-		-
Purchased Services	-		-
Advertising	-		-
<b>Total General Admin Svcs</b>	<b>10</b>		<b>-</b>
<b>School Admin - 2400</b>			
Purchased Services	-		-
<b>Total School Admin</b>	<b>-</b>		<b>-</b>

Total CEL Grant	YTD Actual		Amended Budget
<b>Instructional Staff Support Services - 2200</b>			
Purchased Services	-		-
Professional Dev	-		-
Staff Development	-		-
Tech Data Services	-		-
<b>Total Instructional Support</b>	<b>-</b>		<b>-</b>
<b>General Administration Support -2300</b>			
Salaries *****	-		-
Benefits *****	-		-
Travel and Registrat	-		-
Conference Expenses	-		-
Exec Council	24	171%	14
Office Supplies	-		-
Purchased Services**	9,492	100%	9,492
Advertising	-		-
<b>Total General Admin Svcs</b>	<b>9,516</b>	<b>100%</b>	<b>9,506</b>
<b>School Admin - 2400</b>			
Purchased Services	-		-
<b>Total School Admin</b>	<b>-</b>		<b>-</b>

Statement of Financial Activities  
 Revenue with Expense by Program Code  
 November 30, 2017



Consolidated CDBOCES-processed Colorado Empowered Learning (CEL) Grant Activity

42% of year completed

CDLS - 601, fund 22	YTD Actual		Amended Budget
<b>Central Support Svcs 2800</b>			
Salaries ***	-	-	-
Benefits ***	-	-	-
Tech Support Svcs	3,500	100%	3,500
LMS (Schoolology) ****	-	-	-
Telephone Webconferencing	-	-	-
Office Supplies/Printing	-	-	-
Travel/Expenses	-	-	-
<b>Total Central Support Serv</b>	<b>3,500</b>	100%	<b>3,500</b>
<b>Total Expenditures</b>	<b>46,132</b>	355%	<b>13,006</b>

iLC - 602, fund 22	YTD Actual		Amended Budget
<b>Central Support Svcs - 2800</b>			
Salaries	-	-	-
Benefits	-	-	-
Tech Support Services	-	-	-
LMS (Schoolology) ****	-	-	-
Telephone	-	-	-
<b>Total Central Support Serv</b>	<b>-</b>	-	<b>-</b>
<b>Total Expenditures</b>	<b>10</b>	-	<b>-</b>

Total CEL Grant	YTD Actual		Amended Budget
<b>Central Support Svcs - 2800</b>			
Salaries ***	-	-	-
Benefits ***	-	-	-
Tech Support Svcs	3,500	100%	3,500
LMS (Schoolology) ****	-	-	-
Telephone Webconferencing	-	-	-
Office Supplies/Printing	-	-	-
Travel/Expenses	-	-	-
<b>Total Central Support Serv</b>	<b>3,500</b>	100%	<b>3,500</b>
<b>Other Expenses - Mtn BOCES</b>			
Program Administration			9,600
Program Evaluation & Reporting			9,600
<b>Total Program Admin, Eval, Rptng</b>			<b>19,200</b>
<b>Total Expenditures</b>	<b>13,016</b>	100%	<b>13,006</b>

<b>Net Change to Fund Balance</b>	\$ -	\$ (13,006)
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<b>Net Change to Fund Balance</b>	\$ -	\$ -
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<b>Net Change to Fund Balance</b>	\$ 33,126	\$ (13,006)
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\* Billy Jo Vohs-Saunders      \*\* Dan Morris      \*\*\* Bridget Kreutzer      \*\*\*\*\* Judy Perez-Bauernschmidt  
 \*\*\*\* Teresa Yohan





## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** January 22, 2018

**Prepared by:** Brad Miller

**Title of Agenda Item:** Constitution and Bylaws review

**Item Type:**         Action         Information         Discussion

**Background Information, Description of Need:** The Board as a best practice and in order to comply with statute, should adopt updated and revised bylaws.

**Relevant Data and Expected Outcomes:** The revisions to the Constitution and Bylaws are indicated by changes in partners as well as a new emphasis on governance model and board conduct.

**Recommended Course of Action/Motion Requested:** I move to adopt the revisions to the Constitution and Bylaws as presented.

## **PART I: CONSTITUTION**

### **ARTICLE I Name and Address**

The name of this organization shall be the Colorado Digital BOCES (“CDBOCES”), located at 4035 Tutt Blvd, Colorado Springs, Colorado 80922.

### **ARTICLE II Definitions**

For purposes of the Constitution, Bylaws, and Policies of the CDBOCES, the following definitions shall apply:

1. Member districts - those individual school districts or institutions of higher education (IHE) named in Article Five (V) of this document.
2. Associate member - any agency other than a public school district or IHE that is a Board-approved and authorized non-voting member of the Board.
3. BOCES - the CDBOCES.
4. Board – the CDBOCES Board of Directors.
5. Board Member - an individual selected pursuant to the BOCES Constitution and Bylaws by each member district or institution of higher education to serve on the Board, along with such members at large who may be appointed by the Board, provided such individual’s seat is not declared vacant by the Board pursuant to said Constitution and Bylaws.

### **ARTICLE III Legal Status**

The BOCES is organized under the provisions of the Boards of Cooperative Services Act of 1965, C.R.S. § 22-5-101 *et seq.*, and it shall have all the powers and duties granted by those provisions. The BOCES shall have perpetual existence, but in the event of its dissolution, all its assets shall be divided among member districts on a prorated basis proportionate to the current year's contribution percentages. The BOCES is not a political subdivision of the State, but is a legal entity separate and apart from its member school districts to which certain governmental decision-making functions have been delegated.

### **ARTICLE IV Purpose**

The purpose of this organization shall generally be to provide those services and functions requested by member districts and authorized by the Board.



## ARTICLE V Membership

**Section 1,** Membership shall be in accordance with the provisions of C.R.S. § 22-5-104, and shall be by school district or by institution of higher education, each member district being entitled one or two voting Board members as permitted by the statute. Member districts and institutions of higher education are:

- Falcon School District 49 (D49)
- Pikes Peak Community College (PPCC)

One or more additional members may be added in accordance with C.R.S. § 22-5-104(3).

**Section 2,** Associate membership shall be in accordance with the provisions of the Constitution and shall be by agency other than a public school district. Each associate member is entitled to one non-voting member. Associate members are:

- TBD

### **Section 3, Appointment of Board members:**

Each member school district board of education or IHE shall appoint up to two BOCES Board members from its membership in accordance with C.R.S. § 22-5-104(2)(b). The term of office of each voting Board member shall be coterminous with the Board member's term of office on his/her board of education. When a Board member's term of office expires or when he/she resigns, a new member of the Board shall be appointed by the local board of education of the school district he/she represents within 30 days.

It shall be the responsibility of each member school district to notify the BOCES as to the names of the representatives and alternates following local board elections.

In addition, the Board shall appoint at least one (1) and up to four (4) additional Board members at-large.

### **Section 4, Voting Rights:**

Each member school district or IHE shall be entitled to up to two votes on each matter submitted to a vote of the Board. The designated alternate representative, if any, of the local board of education has the right to vote on behalf of that district in the absence of the regular designated representative.

**Section 5, Termination of Membership:**

The BOCES, by affirmative vote of a 4/5 majority of all the members of the Board, may suspend or expel any member district found to be in default of contractual obligations, or for other good and just cause.

**Section 6, Resignation of Membership:**

Any member district or IHE may resign by filing a written resignation with the secretary, but such resignation shall not relieve the member district or IHE so resigning of the obligation to pay encumbrances, assessments, or other charges theretofore assumed and unpaid for the ensuing calendar budget year. Upon resignation, a statement of assets of the BOCES will be made reflecting its proportionate share. However, no assets will follow the resigning district or IHE unless at some later date the BOCES organization should be dissolved. Only then could the district or IHE which had previously resigned claim its share of the assets at the time of its resignation, as depreciated by the auditor.

**Section 7, Reinstatement of Membership:**

The BOCES may, by the affirmative vote of 3/4 of the Board, reinstate a former member district or IHE to membership upon such terms as the Board may deem appropriate. A reinstated district or IHE will be required to pay its pro rata share of any new assets accumulated by the BOCES since the date of its resignation as depreciated by the auditor.

## PART II: BYLAWS

### SECTION I: OFFICERS

#### 1.0 Officers:

The officers of the Board shall be president, vice-president, secretary and treasurer, whose terms of office shall be for two years, unless their terms of office as board members of their respective districts or IHEs expire earlier (in which case the officership shall similarly expire), or unless they resign. Each officer shall be elected by a majority of the Board. In case of a vacancy, the Board shall, by majority vote, elect another member or members to fill the vacant office or offices. A newly-elected officer shall assume the duties of office immediately upon election. Inasmuch as the selection of a new officer on a three-or-four-officer, five-member board frequently requires a shifting of officers it shall be permissible for a member to be nominated for another office without resigning the current office. Upon election to the new office, the former office shall be declared vacant and another member elected to fill that position.

#### 1.1 President:

The president shall preside over all regular and special meetings of the Board. He/she shall sign any written contract to which the BOCES may be a party when such contract shall have been authorized by the Board and shall sign all official reports of the BOCES except when otherwise provided by law. **The Board president shall develop the agenda for board meetings.**

#### 1.2 Vice-President:

The vice-president shall be a director of the BOCES. In the absence or inability of the president, the vice-president shall have and perform all the powers and duties of the president.

#### 1.3 Secretary:

The secretary may or may not be a member of the Board.

The secretary or designee authorized by the Board and duly bonded shall:

1. cause written notice to be given to each director of the Board of all special meetings of the Board;
2. cause minutes of each meeting of the Board to be kept and preserved;
3. cause all notices required by law to be published or posted;

4. be custodian of the seal of corporation, shall attest any written contract to which the BOCES may be a party when such contract shall have been authorized by the Board; and
5. perform such other duties as may be assigned by the Board. In the absence or inability of the secretary, an officer of the Board designated by the president shall perform the duties of the secretary.

#### **1.4 Treasurer:**

The treasurer may or may not be a member of the Board

The treasurer or designee authorized by the Board and duly bonded shall:

1. account for all moneys belonging to the BOCES, or coming into its possession, shall render a report thereof when so required by the Board; and
2. shall perform such other duties as may be assigned by the Board.

In the absence or inability of the treasurer, an officer of the Board designated by the president shall perform the duties of the treasurer.

As required by law, the treasurer shall give bond for the faithful discharge of his/her duties in such sum and with surety or sureties as the Board shall determine. Cost of said bond shall be borne by the BOCES as determined by the Board.

**1.5 Simultaneous Offices:** At the Board's discretion, the same individual may hold the offices of secretary and treasurer simultaneously, and is then responsible for the duties of both offices.

#### **1.6 Powers and Duties:**

Duties of the president, vice-president, secretary and treasurer shall be the same as those set forth for similar officers of Boards of Education in section C.R.S. § 22-32-105 through 107, as provided in section C.R.S. § 22-5-105.

## **SECTION II: MEETINGS**

#### **2.0 Meetings:**

Meetings shall be called, held, and conducted as set forth in C.R.S. § 22-5-105, **which requires that such meetings be conducted in accordance with C.R.S. 22-32-108(6), including all actions to be subject to roll call voting.** Regular meetings shall be held in accordance with state statute. Additional meetings may be called

by the president at any time, and shall be called by him/her upon written request of a majority of the members of the Board.

The secretary or duly authorized designee of the Board shall cause each member of the Board to be notified of the starting time, place, and purpose of any regular or special meeting no later than 24 hours prior to the hour set for the meeting. If the members are notified by mail, the notice shall be mailed no later than 72 hours prior to the hour set for the meeting.

Any Board member may waive notice of the time, place, and purpose of a special meeting at any time before, during, or after such meeting, and attendance thereat shall be deemed to be a waiver.

A quorum of Board members necessary for transacting business shall be a simple majority.

Effective functioning of the BOCES is dependent upon consistent representation of member districts and IHEs by the BOCES directors. In accordance with state school law (C.R.S. § 22-31-129), if a director is absent for three consecutive meetings without approval of the Board, the school district or IHE represented by that director will be notified, and the BOCES Board may declare a vacancy.

**2.1 Meeting Schedule:** Board meetings shall occur at least quarterly, in accordance with state statute. (C.R.S. § 22-5-104(4)).

**2.3 Notice:** Items to be covered shall be enumerated on an agenda distributed to Board members at least 48 hours prior to the meeting time.

**2.4 Quorum Required:** Board meeting business may be transacted only if a quorum is present.

**2.4.1** A quorum shall consist of a simple majority of those members serving on a board of cooperative services. In the absence of a regular member, the alternate may be counted toward the required quorum and assume the prerogatives of the regular member.

**2.5 Open Meetings:** The BOCES Board is an entity to which certain governmental decision-making functions have been delegated; therefore, Board meetings shall be held open to the public as prescribed by Colorado law.

## **2.6 Meeting Agenda**

2.6.1 The Board president shall prepare the agenda for each Board Meeting and post the same no later than twenty-four hours prior to the meeting.

2.6.2 Upon motion duly made, seconded, and passed by a majority of the quorum present, the Board may delete any item from the agenda, or add any item to the agenda, provided that, in the case of an added item, such item was not anticipated to be on the agenda at the time of posting.

## **2.7. Public Participation at Board Meetings**

### **2.7.1 Informal Public Comments and Questions:**

One period of time shall be scheduled during each regular meeting of the Board for brief comments or questions from the public. Any person addressing the Board shall first give his/her name and address to be recorded in the meeting minutes. Each member of the public will be limited to a total of three (3) minutes for comments, questions, and answers except to the extent a longer time is needed to accommodate an individual with a disability, or unless the meeting Presiding Officer determines that the BOCES' interests would be better served by allowing a longer time.

### **2.7.2 Formal Presentations:**

It is recognized that from time to time members of the public may wish to make a lengthier formal presentation before the Board. In such cases, the person shall make arrangements in advance with the Executive Director so that the presentation may be scheduled on the agenda of an upcoming Board meeting. Any person wishing to make such a formal presentation will be required to provide a brief written statement or outline of the subject of the presentation. Such written statement and any background materials must be submitted in advance by a date specified by the Executive Director, so that they can be provided to the Board in the meeting packet. Formal presentations shall not exceed ten minutes in length, unless the Presiding Officer of the Board determines that the subject matter requires additional time, in which case the Presiding Officer will set an appropriate time limit, taking into account the subject matter and the press of other business.

### **2.7.3 Content of Comments, Questions, and Presentations; Board Response:**

Comments, questions, and formal presentations at a regular meeting may deal with any topic related to BOCES business. Comments, questions, and presentations at a special meeting must be related to the agenda items of that special meeting.

All remarks must be directed to the Chair. Remarks must be appropriate in language and department. Additionally:

- The Board is under no legal obligation to respond to any comment or question from the public, but may do so as a courtesy and to provide the interested public with such factual information as may be reasonably provided within the context of the Board meeting.
- No Board member will be expected to comment upon the reasons for a particular policy decision or vote, or to discuss with the public matters currently under deliberation by the Board.
- The Board will not respond to any question that calls for a legal conclusion, requires advice of legal counsel, or involves information that is privileged or confidential in accordance with law, nor will the Board respond in the public meeting to any complaint or criticism concerning any BOCES or member district employee. The Board will treat all such complaints as personnel matters, and may in its discretion invite the complaining party to address the Board in executive session concerning such complaint, subject to legal requirements and to such time limits as the Board may impose.
- If the meeting's Presiding Officer determines that it is appropriate to answer a particular question at the time it is asked, the Presiding Officer will designate the appropriate Board member, staff member, or other person present to answer the question from the public. Answers to questions from the public shall be kept brief and to the point. If the Presiding Officer determines that the question should be answered, but (a) the answer cannot be provided within the person's time limit, or (b) if for any other reason the Presiding Officer determines that it would not be appropriate to answer the question in the public meeting, he/she may advise the person who to contact to obtain the answer at a later time, or direct the person to submit the question in writing. If the question is so submitted, the BOCES will provide a written response within a reasonable time.
- Criticisms and opinions about "high profile" BOCES or member district employees such as the Executive Director, Director of Exceptional Student

Services, superintendents of member districts, or varsity athletic coaches of member districts may be heard in the public comment period, but specific complaints or allegations against individual BOCES or member district employees should not be made in public. The Presiding Officer may, but is not obligated to, warn any person making such complaints or allegations that the speaker is not protected from potential liability for defamation, and that any potentially defamatory statements about any BOCES or member district employee should be made in writing to the Executive Director or designee, to be addressed by the Board as appropriate in executive session as a personnel matter. The Board is not obligated to invite any complaining party to address the Board in executive session, but may do so at the Board's discretion.

#### **2.7.4 Presiding Officer's Duties and Authority; Appeals:**

- The Presiding Officer of the meeting (usually the President or Vice-President) will be responsible for recognizing all speakers, for maintaining proper order, and for adherence to time limits and procedural rules herein set forth.
- Any person who refuses to comply with these rules or who otherwise disturbs the good order of the meeting will be required to leave. The Presiding Officer will implement this provision.
- Any member of the Board who disagrees with the Presiding Officer's decision on any matter hereunder may appeal such decision to the whole Board by motion made and seconded. The appeal must be made immediately after the Chair's ruling and before other business is resumed. No discussion of such appeal motion shall occur unless and until the motion is seconded. If the motion is seconded, discussion may proceed and the vote on the motion will be held in accordance with established practice. A majority vote of the directors present will overrule the decision of the Presiding Officer on the specific matter appealed.

#### **2.8 Board Meetings by Video-Conference**

Board meetings may be conducted using video teleconferencing technology. (C.R.S. § 22-5-104(5)).

#### **2.9 Procedures for Video Teleconferencing**

1. 2.9.1 Not less than one meeting annually shall be held with a gathering of members of the Board of Directors in a single physical location.



2. 2.9.2 Members of the public shall be allowed access to a meeting of the Board at the location specified for the meeting by the Executive Director. Public involvement in the meeting shall be on the same basis as for a meeting held in a single physical location.
3. 2.9.3 No executive session may be conducted during a meeting of the Board held through video conferencing.
4. 2.9.4 Any public notice or notice to members of the Board regarding a meeting shall designate whether the meeting will be held through video conferencing and at what location public access will be available.

## **2.10 Executive Session**

2.10.1 All meetings of the Board shall be open to the public except that at any regular or special meeting the Board may proceed into executive session upon affirmative vote of two-thirds of the quorum present.

2.10.2 The Board shall not make final policy decisions nor shall any resolution, policy or regulation be adopted or approved nor shall any formal action of any kind be taken during any executive session. The Board is authorized to approve written minutes of an executive session in executive session if written minutes are taken in addition to the electronic recording as required by law.

2.10.3 The Board may hold an executive session for any purpose authorized by law.

2.10.4 The Board may enter executive session by motion made and seconded and passed by two-thirds of the quorum present. The motion should include the topic of the executive session, which shall be reflected in the minutes, and should include as much detail as possible without compromising the purpose for which the executive session is authorized. The motion should also recite the specific citation to statute authorizing it (as set forth above) to meet in executive session. In the event the motion is deficient in either requirement, the Board President shall make a statement meeting both requirements before the Board enters executive session.

2.10.5 Only those persons invited by the Board may be present during any executive session regardless of the topic of the session (including personnel matters).

2.10.6 The Board shall cause an electronic record to be made of the executive session which shall be retained by the Board for 90 days following the session. No electronic record shall be made of an executive session held for the purpose of discussing an individual student matter or a session in which the discussion involves a privileged attorney-client communication. The electronic record must include the specific statutory citation to the executive session law that allows the Board to meet in executive session; therefore, the Board President shall make a statement including the date and time of day, the purpose of the executive session as announced in the motion or otherwise, and the statutory authorization. Such statement shall be made immediately after the recording is activated and before the commencement of the discussion.

### **2.11 Minutes:**

The secretary or some person designated by him/her, shall send out, following each meeting, a copy of the minutes of said meeting to each Board, member including associate members, and to the superintendents of schools of each participating district.

## **SECTION III: GOVERNANCE**

### **3.1 Governance Model:**

The Board of Directors of the Colorado Digital BOCES will employ a cooperative governance model according to the following form:

- Discussion will be encouraged, allowing all board members an equal voice when they choose to voice their viewpoints.
- Consensus will be attempted for each goal or direction the board provides. Where consensus is approached, the board President will state the consensus view or ask another board member to do so, or entertain a motion for vote with the consensus view where a vote is needed or desired.
- If consensus cannot be achieved and a motion and vote are necessary because a decision is needed, such a vote in the absence of consensus will be used at the discretion of the board chair.
- Nothing in this framework for cooperative governance will be construed to prevent a motion, second, discussion and vote per Robert's Rules of Order.

The board will not restrict itself to policy governance, but may often employ objective setting and specific directives to actively govern the organization.

### **3.2 Conduct of the Board:**

The Board of Directors agrees to conduct itself according to the following guidelines and behavioral norms;

- **Con Ganas:** The work we do is challenging, but every challenge is seen as an opportunity and we do not easily give up.
- **The High Road:** We do the right thing and we treat one another with respect and dignity.
- **Joy Factor:** We work to create a joyful and optimistic governance environment that values kindness and humor.
- **Accountable Action:** We hold clear, high expectations for our work, and we are appropriately held accountable to those expectations by ourselves and others.
- **Growth Mindset:** We continue to develop professionally, and ensure our organization operates with a growth mindset in order to create the best and improving education possible for our students and families.
- **Lean In:** We communicate with one another professionally, appropriately, honestly, and transparently, both in person and in writing.
- **We Serve:** Every day is an opportunity to partner with and learn from our schools and their students and families, whom we serve with grace and humility.

## **SECTION IV: AMENDMENTS**

### **4.0 Amendments:**

These bylaws may be amended or repealed by a 4/5 vote of the entire Board at any regular or special meeting, provided that such change shall not violate provisions of the Boards of Cooperative Services Act of 1965, as amended, and provided written notice of the proposed amendment has been provided to the Board by the means regularly and customarily used for such notices at least 30 days prior to action. If the Board votes unanimously in favor of any amendment, notice as provided herein shall be deemed waived.

## **Section V: Ratification**

### **5.0 Know All Men By These Presents:**

That the undersigned, being all members of the BOCES, hereby assent to the foregoing Bylaws as adopted by them as the Bylaws of the \_\_\_\_\_ BOCES.

President \_\_\_\_\_

Vice-President \_\_\_\_\_

Secretary \_\_\_\_\_

Treasurer \_\_\_\_\_

Member \_\_\_\_\_

**5.1 Know All Men By These Presents:**

That the undersigned secretary and/or treasurer of the BOCES, known as a non-profit board, does hereby certify that the above and foregoing Bylaws, adopted by the BOCES as the Bylaws of said Board on the \_\_\_\_ Day of \_\_\_\_\_, 2017, and that they do now and hereafter constitute the Bylaws of said BOCES.

ATTESTED:

**Secretary and/or Treasurer** \_\_\_\_\_



## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** January 22, 2018

**Prepared by:** Ken Witt

**Title of Agenda Item:** Mission and Vision Statement

**Item Type:**       Action       Information       Discussion

### **Background Information, Description of Need:**

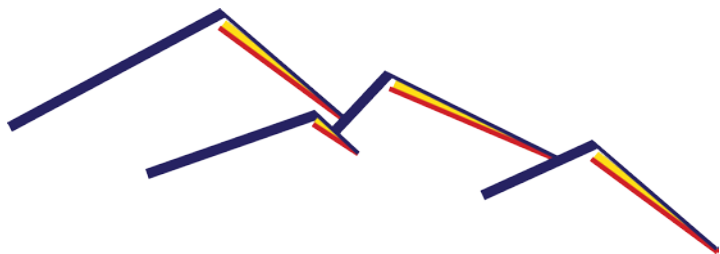
A first reading was performed of a proposed Mission Statement related to the CD-BOCES strategy adopted by the board in January, 2018. Board approval of the mission statement is needed.

### **Relevant Data and Expected Outcomes:**

The proposed Mission Statement was revised to match the strategy revision of the prior meeting, changing “Colorado parents seek” to “Colorado parents and students seek”.

### **Recommended Course of Action/Motion Requested:**

It is recommended that the board approve the proposed Mission Statement.



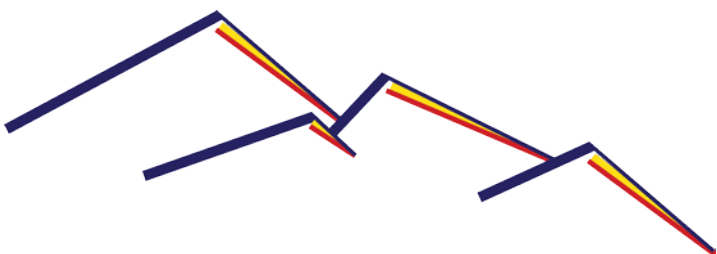
4035 Tutt Boulevard  
Colorado Springs, CO 80922



## Mission and Vision Statement

A mission statement that more closely aligns with the vision elements in commonality across the board might be similar to:

“The Colorado Digital BOCES will develop and deliver services to BOCES, districts and authorized schools to expand availability and access to quality, innovative public education programs Colorado parents and students seek.”



4035 Tutt Boulevard  
Colorado Springs, CO 80922



## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** January 22, 2018

**Prepared by:** Ken Witt

**Title of Agenda Item:** School RFP and Potential Proposals

**Item Type:**       Action               Information               Discussion

### **Background Information, Description of Need:**

At working session in December, board elucidated a strategy that contemplates solicitation of new educational models and schools that are unique and exceptional. Such a solicitation should include an RFP process.

### **Relevant Data and Expected Outcomes:**

A prior RFP draft was shared by Kindra Whitmyre to the board via email. That draft process and the D49 RFP process are attached to this agenda item.

### **Recommended Course of Action/Motion Requested:**

A recommendation is given to create an RFP and application highly similar to the quality solicitation used by D49, transitioning away from the multi-district online application-centric prior application approach. Recommendation is further given to allow any applications to be submitted by this April to use the D49 application, while the CD-BOCES develops our own, similar application process.



4035 Tutt Boulevard  
Colorado Springs, CO 80922



## **Colorado Digital BOCES**

### **Request for Proposal Procedure-**

### **A Call for High Quality Schools**

DRAFT



## Draft- September, 2015

The Colorado Digital Board of Cooperative Education Service (CD BOCES) serves students in blended and online learning schools and programs through unprecedented collaboration, accountability and support. The CD BOCES values academic excellence that is achieved through authentic relationships that encourage face to face student-teacher relationships while leveraging online education tools to fulfill the promise for any student, anytime anywhere.

The CD BOCES authorizes multi district online and blended learning contract schools through a board of cooperative education services that partners with school districts, Falcon District 49 and Yuma School District 1, and institutions of higher education, Pikes Peak Community College. The CD BOCES serves students in online and blended learning environments. The CD BOCES accreditation process holds schools to a higher standard of accountability that proves continuous improvement.

### The Colorado Digital BOCES is:

- An incubator for blended and online learning and teaching.
- Building the necessary infrastructure and support systems to establish effective and compliant blended and online schools.
- Offering online and blended learning expertise to support all teachers, administrators and staff.
- Ensuring excellence from service providers by being a highly engaged and supportive authorizer.
- Clearly communicating expectations to service providers, teachers, students, families and other stakeholders.
- Monitoring real time data to ensure swift action is taken when challenges are presented.
- Passionate about improving online and blended learning education through support, accountability and collaboration.

### Unique Services the Colorado Digital BOCES provides to school districts, schools and programs:

- Authorizing and accreditation services for online and blended learning schools.
- Assessment and data analyzing.
- Needs assessment for school improvement planning.
- Educator Effectiveness training for online and blended learning principal and teachers.
- Induction and mentoring for online and blended learning principals, teachers.
- Professional development training center for online and blended learning principals and teachers.
- Consulting Services for online and blended learning.
- Workforce readiness and soft skills training student-learning lab.

### The Colorado Digital BOCES is endeavoring to:

- Be a leader in transforming educational delivery systems that exceed expectations.
- Fulfill the promise for every student, anytime, anywhere.

- [Create authentic partnerships with districts, charter schools, institutions of higher ed, and community partnerships.](#)
- [Improve online and blended learning teacher and educator effectiveness.](#)
- [Develop a strong consultant network to support and provide effective tools for teachers, students and administrators in an online environment.](#)

**The CD BOCES recognizes that in order to reclaim the promise of quality education we need to create criteria that raises the bar on schools, while also implementing filters that enables us to find the schools that rise to the top.**

**The CD BOCES has created a Request for Proposal (RFP) process in order identify schools that will fit our portfolio based on student needs and parent choice.**

### **Call for High Quality Schools**

The CD BOCES RFP process is intended to increase high-performing and research-based online blended educational opportunities available to students, families, educators and school districts within Colorado. New schools will be established through this RFP process to provide CD BOCES' educational stakeholders with new academic choices within their communities. All new schools approved through this process will be classified as public schools within the CD BOCES. The Board, leadership and staff at the CD BOCES look forward to welcoming new high quality educational options for their stakeholders throughout the state of Colorado.

To that end, the CD BOCES encourages interested and qualified applicants to review this document and consider the options available for creating and opening new high-performing schools within the CD BOCES. A highly qualified applicant checklist has been provided at the end of this document (attachment A). This process has the potential to dramatically impact the scope and quality of schools in the CD BOCES. If, after reviewing this process, interested applicants have additional questions, they are encouraged to contact the [Education and Operations](#) by email, [kindra@cdboces.org](mailto:kindra@cdboces.org) or by phone, 720-335-0511.

### **RFP Selection Criteria**

Our RFP process is an “open call” for all types of new online blended learning schools; however, the CD BOCES Board and leadership prioritizes our needs each year, and develops criteria to meet our needs (i.e. grade level, specific educational models, targeted student populations). The success of our RFP for high quality schools requires the commitment and input of a diverse design

team. Our design team includes, but is not limited to, our CD BOCES Board members, leadership and staff, along with feedback from our existing school leadership, School Accountability Committees, and community input through school surveys [and conversations](#). The CD BOCES greatly values the vision, plans and intentions of all new school applicants, but our design team will designate our priorities for each year, and applications will be reviewed to ensure they are meeting the RFP criteria for each year. Our review will also focus on the proposed school leadership team and Educational Service Providers' (ESP) track record of performance, the highly qualified applicant checklist, and for applicants that are looking to replicate, we will rely heavily on the track record of performance for those applicants who are currently operating schools.

### **RFP Priorities**

The CD BOCES design team has designated two areas as an urgent priority for the RFP process for this application cycle. The two priorities reflect areas identified as urgently requiring attention for our students in Colorado. Additional information and detail supporting these two priority areas follows:

- **Priority Area 1: [Dual Immersion Blended School/Personalized Learning Model](#)**

[The priority for the RFP is to seek an option school that supports bilingual education and ELL students in an environment that is innovative using blended learning and personalizing the learning to meet the needs of each student and their goals. Schools that rethink the way online and blended learning is approached through a proven personalized one to one model where students are fully in charge and engaged in their learning and have learning autonomy.](#)

[ELL is the most underserved student population in the U.S. This is especially true in the e-learning sector of k12 education. A survey that was created and shared with educators across the U.S. from the International Association of K12 Online and Blended Learning \(iNACOL\) sought successful k12 e-learning programs and/or schools supporting ELL students. The responses were dismal and resulted in iNACOL resubmitting The survey in hopes that they would receive more feedback from e-learning programs serving ELL students. Results were limited and did not offer any model programs. To date, there are few to no successful proof points in the United States.](#)

Dual language immersion programs, specifically two-way immersion programs, are designed for students, native and non-native speakers of English, to learn two languages; one language does not replace the other. There is a great demand for these programs and there are long wait lists at these schools; in fact, many eager parents complete a preliminary application of interest when their child is not of school age to ensure a greater possibility of getting in when they are. For many of these schools, admission is by lottery. Most dual language immersion programs enroll native English and native Spanish speakers. Ideally, each class is made up of 50% native English speakers and 50% native Spanish speakers.

The main goals for these programs are for students to achieve strong levels of academic proficiency and growth in both languages and to value cultural diversity. Many programs exist at the elementary school level only, but there are some that continue the program into high school. In addition to academic proficiency and growth the goal is to reimagine school that prepares students for life beyond their K-12 education.

Article from Harvard Graduate School  
Dual Immersion Programs On the Rise [http://hepg.org/home/issues/27\\_2/helarticle/dual-language-programs-on-the-rise](http://hepg.org/home/issues/27_2/helarticle/dual-language-programs-on-the-rise)

- Priority Area 2: TBD

### **Proposal Review Process and Timeline**

There are three steps in the CD BOCES application process and each subsequent step is subject to CD BOCES approval. The CD BOCES reserves the right to stop the application process at any time if it deems the applicant is not ready to proceed further.

#### **PRE-APPLICATION (NO COST)**

- Meeting to determine feasibility of potential relationship; discussion includes potential terms of a contract.
- School submits pre-application form (executive summary).
- CD BOCES conducts due diligence on applicant.

#### **PHASE 1 (\$3,000)**

- Meeting to discuss issues (weaknesses from the pre-application), MDOA template, writer's guide, roles, and deadlines.



#### PHASE 2 (ACTUAL COST, BASED ON EDITING REQUIRED FOR MDOA)

- School writes MDOA using the template provided.
- The school and the CD BOCES agree on a contract.
- CD BOCES edits drafts and submits final application by CDE deadline.

#### A. Pre-Application

The pre-application process allows both parties to explore a potential working relationship. The first step to applying to the CD BOCES is to fill out the pre-application/executive summary form, included in attachment B.

The Colorado Department of Education (CDE) accepts and reviews multi-district online applications (MDOAs) received twice a year on January 1 or April 1. The timeline for when pre-applications are due is dependent upon the MDOA submission date the school intends to meet.

Interested partners must fill out the pre-application form and email an electronic copy to [kindra@cdboces.org](mailto:kindra@cdboces.org). This deadline may be extended on a case-by-case basis.

The pre-application provides CD BOCES with an executive summary of the MDOA and an overview of the school's educational program, the student's and staff's schedule, responsibilities, face to face interaction, synchronous or asynchronous learning, use of technology, and other details that further explain the school's blended learning. The Pre-application/Executive Summary Form is attachment B.

The CD BOCES will use a rubric to score each pre-application (included in attachment C). Once submitted, applicants meet with the CD BOCES team to review pre-application information and discuss CD BOCES' expectations and a potential partnership.

\*The CD BOCES reserves the right to waive the pre-application as the first step in the process, at its own discretion.

### B. Phase 1

Phase 1 begins with a meeting to discuss the strengths and weaknesses of the pre-application/executive summary. If both parties still wish to pursue a working relationship, a plan to submit the MDOA to CDE by either the January 1 or April 1 deadline. Specific deadlines for both the applicant and CD BOCES staff are established at this meeting. In addition, the following are discussed:

- Assurances that each applicant agrees with the CD BOCES' philosophy and Applicant Commitments (listed below).
- Review the proposed school's SPF rating, if applicable, in addition to the school's strategic plan or UIP. If a new school, the parties will review applicant's capacity to operate the proposed school.
- Applicant Commitments:
  - Student-centered school
  - Data-driven school
  - Blended learning environment
  - Public school law compliance, includes but is not limited to:
    - SB 191, the Educator Effectiveness Act
    - Human resources
    - Service agreement
    - PERA/financial

The applicant's cost for entering Phase 1 of the pre-application process is \$3,000 payable within ten days of the meeting described herein under Phase 1.

### **CDE's Multi-District Online Application (MDOA)**

Twice a year, by January 1 and April 1, CDE requires online schools to apply for certification, either as a multi-district or single district school, to operate in the following school year. The CD BOCES has taken the CDE application and started the MDOA by completing many of the writing prompts required of the authorizer. This template also notes numerous places where the new school applicant must provide information. CD BOCES staff and new school applicants will determine a specific timeline for when MDOA drafts are due, working back from the date it is due to CDE.

Using the template provided by the CD BOCES, the new school applicant will complete the MDOA by the specified deadline. The template includes a writer's guide. CD BOCES staff will edit and review the document before settling on a final draft.

The MDOA builds on the Colorado Department of Education (CDE) multi-district online application by including some additional writing prompts gleaned from other online application sources to provide a more robust application. This collaboration ensures transparency between the CD BOCES' high quality expectations and the applicant's ability to develop a program that meets the expectations. It is anticipated that there were be several meetings and frequent communication between staff and the proposed school's leaders to develop this multi-district application. It is important to note that the responsibility for writing the MDOA lies with the applicant. The CD BOCES role is to edit and approve the application and when complete, submit it to CDE.

Since there are numerous appendices that must be included and because CDE prefers receiving these numerous documents via a Dropbox folder, CD BOCES staff will create and share a Dropbox folder with designated applicant staff. There will be a folder labeled Appendices where all attachments will be collected. The BOCES will put its appendices in this folder, also. The CD BOCES has a list of recommended appendices, which will also be in the Appendices folder for reference.

### C. Phase 2

Phase 2 is the back and forth process to prepare the MDOA for submission to CDE by the selected deadline (January 1 or April 1). In addition, a contract is negotiated and included in the MDOA.

CD BOCES reviews the final application using the MDOA state rubric. The CD BOCES has final determination authority on what is included in the application.

The MDOA will be emailed to CDE Online Unit staff and the Dropbox folder shared with their staff, via an email submitted by CD BOCES staff with new school

applicants copied. Ideally, the submission will occur at least one day prior to the official CDE deadline.

If questions come back from CDE reviewers and additional information is required, the CD BOCES will work closely with new school applicants to provide the required information within the designated time frame.

NOTE: The CD BOCES reserves the right to not submit a MDOA on behalf of a school applicant if it has been determined that good cause exists that the school or the MDOA is not ready.

## Contracting

Through the interactions associated with the pre-application process, the CD BOCES determines if the school is a good fit for the authorizer. One of the appendices required for the MDOA is a draft services agreement, or contract. This is negotiated through both parties' legal counsel during Phase 2. A final, executed draft is required in time to submit with the MDOA by the established deadline.

At the beginning of Phase 2, the CD BOCES board will consider a motion to direct legal counsel to negotiate a contract that will then come back to the board for final approval. The board will then vote on final approval prior to the CDE MDOA deadline.

The CD BOCES views the contract as the primary source for describing the relationship between the school or education service provider (ESP) and the BOCES. Generally, the BOCES adheres to the ESP Guidelines attached to the state's model charter school contract language. It is best to establish this relationship early in the process. This is why the term sheet, and provisions it considers essential for the contract, is negotiated during the time the MDOA is being developed. One of the reasons the CD BOCES believes in short-term contracts is to be able to incorporate best practices for contracting, as they are identified.



## Preliminary Term Sheet Template

The CD BOCES authorizes schools through a contract with a service provider. This is the most important documentation to explain the nature of the relationship between the CD BOCES and the school. It's beneficial for both parties to gain an understanding of that relationship through discussing the following terms early in the process to establish a new online school.

- 1) Duration: Initial one-year probationary period to establish protocols, with mutual right to terminate (by March 1) and/or to re-negotiate for subsequent 5-year terms, which is dependent on how the school is performing in all areas of the Accreditation Plan (see Section 4 for more information on the accreditation of schools).
- 2) Application fee: The application fee is divided into two parts. Phase I is \$3,000 for the initial meetings with the CD BOCES staff or consultants to ensure the proposed school has the support needed to write the CDE multi-district online application (MDOA), discuss the process and confirm deadlines for completing the MDOA by the state's deadline. Phase II is largely dependent upon the school's ability to write the MDOA. The school will be invoiced for actual costs related to the MDOA application. If the school is able to write the application and assemble needed attachments with little assistance from the CD BOCES, there will be a minimal impact to the CD BOCES to edit the final document, review attachments and submit the MDOA to CDE. If the MDOA is in need of more significant writing support, the cost of Phase II will increase accordingly.
- 3) Administrative Oversight fee: The CD BOCES would retain 4% of PPR and other government funding as an administrative oversight fee. This will include a minimum administrative oversight fee of \$40,000 regardless of the size of the school population. The \$25,000 administrative oversight fee will be paid in advance on July 1 each year for development costs.
- 4) SPED retainer: CD BOCES is not its own Administrative Unit for SPED (Falcon School District 49 is its partner for this purpose). Currently, CD BOCES schools are not under an "insured" model and conduct their own SPED services. However, a \$5,000 SPED retainer will be paid in advance by

the school (at time of multi-district approval by CDE) to address costs imposed by Falcon for SPED oversight. This is subject to re-negotiation after the initial year of operation in the event that Falcon imposes an insured model requirement.

- 5) Academic performance: The school must achieve a Performance or Improvement ranking on the SPF each year. If the school slips in to Priority Improvement or Turnaround and does not make sufficient progress to increase the school plan type to an acceptable level, CD BOCES may close or take over the school.
- 6) CD BOCES will require certain face-to-face student-teacher interactions and the school will need to implement an approved blended learning description and plan.
- 7) CD BOCES retains 3% TABOR reserve. The school does not need to maintain its own separate reserve. This is different than with charter schools.
- 8) The school will provide: school administration, teaching and other staff, curriculum, materials and all elements of an educational program.
- 9) Contractual language will address CD BOCES' right to approve the school administrator (not to be unreasonably withheld) and other matters similar to charter ESP Service Agreements.
- 10) The school's performance will be evaluated and Accredited based on the plan included in the Procedures Manual. The school must provide or otherwise make available all requested student performance data in a timely manner. Not providing requested data may result in severing the contract.
- 11) The school will retain various Intellectual Property and related rights.

### **Educational Service Provider (ESP) Policies**

Schools authorized by the CD BOCES are often created and managed by an ESP. CD BOCES staff will regularly interact with one or more employees of the ESP in addition to the school's leader.

Prior to executing an agreement with an ESP, CD BOCES will perform due diligence to establish that the ESP has the appropriate financial resources, educational services, and managerial experience to provide the contracted services. The CD BOCES will obtain information to conclude that the ESP contract, on the terms to be approved, is in the best financial and educational interest of the school.

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Attachment A

## Colorado Digital BOCES Highly Qualified Applicant Checklist

It is essential that new school applicant groups are made up of people with a diverse and wide range of expertise to create a school. Our district staff has identified the areas of expertise a highly qualified contract school applicant group needs. They are as follows:

\_\_\_\_\_ Leadership

*Does anyone in your group have leadership skills? Does anyone in your group have leadership experience? Do they have problem solving skills? Please describe their experiences and skills.*

\_\_\_\_\_ Organization and Planning

*Does anyone in your group have experience organizing a department or staff? Does anyone have experience with strategic planning at a school or business level? Please describe all organization and planning experience.*

\_\_\_\_\_ Curriculum, Instruction and Assessment

*Does anyone in your group have experience with school curriculum, instruction and assessment? What experience do they have? Please describe their experience in all three areas.*

\_\_\_\_\_ School Programs

*Does anyone in your group have experience with school programs that assist students that are not engaged, struggling or at-risk? (Special Education, ESL, Gifted and Talented, RtI, 504) Please describe their experience in the areas listed.*

\_\_\_\_\_ School Community

*Does anyone in your group have experience on a school or other local committee? Does anyone have experience with accomplishing tasks as a group in a school setting? Please describe all experiences.*

\_\_\_\_\_ Communication

*Does anyone in your group have experience communicating to a group of volunteers? How will your group communicate? Please describe all communication experience.*

\_\_\_\_\_ School Governance

*Does anyone in your group have experience with school governance or on a local board? Has anyone in your group been trained on school governance? Please describe experiences and training.*

\_\_\_\_\_ Finance

*Does anyone in your group have financial experience? What experience do they have with all the procedures of a school budget? Please describe all financial experience.*

Attachment B

## **CD BOCES Pre-Application Form**

Contract School Pre-Application/Executive Summary

The Colorado Digital BOCES (CD BOCES) is currently accepting pre-applications from perspective school developers that would like to be authorized by the CD BOCES and that meets the purpose of the CD BOCES.

The vision of the CD BOCES's is to be the leading force to transform educational delivery systems before the class of 2020 throw their caps.

The CD BOCES is here to serve students in blended learning and online schools through comprehensive and higher levels of accountability and support. The CD BOCES believes students can achieve academic excellence through quality online and blended learning instructional practices and student-teacher relationships that leverages online educational tools.

**Applicant Commitments:**

- Student-centered school
- Data-driven school
- Blended learning environment
- Public school law compliance, includes but is not limited to:
  - SB 191, the Educator Effectiveness Act
  - Human resources
  - Service contract
  - PERA/financial

**PRE-APPLICATION (NO COST)**

- Meeting to determine feasibility of potential relationship; discussion includes potential terms of a contract.
- School submits pre-application form (executive summary).
- CD BOCES conducts due diligence on applicant.



**PHASE 1 (\$3,000)**

- Meeting to discuss issues (weaknesses from the pre-application), MDOA template, writer's guide, roles, and deadlines.
- Both parties begin negotiating a contract.
- School assembles writing team and formulates initial drafts.

**PHASE 2 (ACTUAL COST, BASED ON EDITING REQUIRED FOR MDOA)**

- School writes MDOA using the template provided.
- The school and the CD BOCES agree on a contract.
- CD BOCES edits drafts and submits final application by CDE deadline.

If interested in a partnership with the CD BOCES, please fill out this form and email an electronic copy to [kindra@cdboces.org](mailto:kindra@cdboces.org). After review by CD BOCES staff, the applicant will be notified if it has been invited to Phase 1.

School Name: \_\_\_\_\_

Name and Contact Info of Main School Contact: \_\_\_\_\_

School is a brand-new start-up

School is already in operation

\*If you have any questions about this form prior to turning it in, please call or email Kindra Whitmyre- 720-335-0511; [kindra@cdboces.org](mailto:kindra@cdboces.org)

### Pre-application Components

1. **Executive Summary.** Provide a brief summary about your school. This should include the vision and mission and the type of student the school will target for enrollment.
  - Explain what grade levels will be offered, a description of students completing the educational program, a typical day for students, and how academic success will be measured.
  - If the school has previously demonstrated success with this student population, explain the outcomes that define that success.
  - If the school will be managed by a company or receive comprehensive educational services from a different legal entity, briefly explain that relationship and how it came to be.
2. **Educational Program and Blended Learning.** Describe the school's plan for educating students by listing key components of the program and why this program will meet the needs of the majority of the school's targeted student population.
  - Explain the school's educational program, in particular, describing the technology that will be used. This should include both hardware and software and a description of how the technology is current, relevant, and engages students in active learning.
  - Explain which of the blended learning models the school will use: Rotation, Flex, A La Carte, or Enriched Virtual.
  - If applicable, detail high school graduation requirements and how they are aligned to state graduation guidelines. Additionally, explain how student ICAPs will be used.
3. **Business Operations.** Describe the plan for the school's business operations, including who will be involved, the roles of the individual's involved, financial policies and procedures the school will utilize, the expertise and capacity of individuals to perform these functions, what types of financial reports will be used in monitoring school finances, and who will be reviewing these reports.
4. **Education Service Provider (ESP).** If the school will be using an Education Service Provider (for profit or nonprofit provider of comprehensive educational and/or business services), describe the relationship of the ESP to the school and the legal nature of the

ESP. Explain key individuals who represent the ESP and their role(s). An organizational chart may be helpful to explain the relationship between positions. Address any issues of concern with the Preliminary Term Sheet that would need to be discussed and/or negotiated.

The scoring rubric used to evaluate the Pre-application Components is included in attachment C.

In order for the CD BOCES to conduct due diligence on the ESP, the following information must be provided:

- List of all ESP owner(s), directors, and officers.
- Type or form of entity (for-profit corporation, non-profit corporation, limited liability company, etc.).
- Name of ESP's primary banking institution.
- Legal counsel for the ESP, including contact information.
- Accounting firm for the ESP, including contact information.
- Evidence of successful educational services being provided to other schools operated by the ESP.

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PRE-APPLICATION SCORING RUBRIC

School Name \_\_\_\_\_

	1 Does Not Meet	2 Partially Meets	3 Meets	4 Exceeds	Score
Exec Summary	<ul style="list-style-type: none"> <li>The overall design of the school is not cohesive and is vague.</li> </ul>	<ul style="list-style-type: none"> <li>Some aspects of the school are cohesive, but a clear vision and mission is lacking.</li> </ul>	<ul style="list-style-type: none"> <li>The vision and mission of the school is clearly articulated.</li> </ul>	<ul style="list-style-type: none"> <li>The vision and mission of the school is supported by strategic goals and core beliefs.</li> </ul>	
	<ul style="list-style-type: none"> <li>The applicant is unsure about what students will attend and the general concept for the school is difficult to determine.</li> </ul>	<ul style="list-style-type: none"> <li>The school's educational model doesn't fit the intended student population.</li> </ul>	<ul style="list-style-type: none"> <li>The targeted student population is explained and the general concept for the school matches the intended population.</li> </ul>	<ul style="list-style-type: none"> <li>The applicant has demonstrated evidence with this intended student population.</li> </ul>	



	<ul style="list-style-type: none"> <li>• Little information about the relationship with the ESP has been provided and numerous questions arise from the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• The relationship with the ESP is explained, but there are questions as to whether academic or business success can be achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Significant aspects of the school's relationship to the ESP are explained and a solid foundation is in place to ensure general success.</li> </ul>	<ul style="list-style-type: none"> <li>• The relationship with the ESP is fully detailed, comprehensive, and systems are in place to ensure academic and business success.</li> </ul>	
<b>Total Score Executive Summary</b>					
<b>Educational Program and Blended Learning</b>	<ul style="list-style-type: none"> <li>• Technology is very basic and relies heavily upon a program with little evidence to ensure active student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the school's planned technology and educational program will result in active student learning, but there are gaps or concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• The school plans to use technology that is current, relevant and engages students in active learning.</li> </ul>	<ul style="list-style-type: none"> <li>• State of the art technology and strategies will be utilized by the school to create a dynamic, engaging learning environment.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Instructional strategies are limited and aimed at only a narrow cross-section of student abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional strategies are present, but if they will meet student needs is not completely clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional strategies are explained and align with the school's pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional strategies describe an engaging learning environment and the school clearly will be able to hire qualified instructional leaders.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The blended learning model the school will use is not clear.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has selected a blended learning model, but the description doesn't seem to match or may not be effective.</li> </ul>	<ul style="list-style-type: none"> <li>• How blended learning will be used in the school's design is fully explained.</li> </ul>	<ul style="list-style-type: none"> <li>• The blended learning model described ensures even difficult students will be engaged in the curriculum.</li> </ul>	
	<ul style="list-style-type: none"> <li>• There is little to no evidence that the planned educational program will meet the needs of the majority of students.</li> </ul>	<ul style="list-style-type: none"> <li>• The educational program (software) may meet the needs of most students, but doesn't provide differentiation if students need additional support.</li> </ul>	<ul style="list-style-type: none"> <li>• The educational program (software) is comprehensive and suited to the targeted student population.</li> </ul>	<ul style="list-style-type: none"> <li>• The educational program (software) is comprehensive, engaging, provides differentiation, and is adaptive to the student learner's needs.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Graduation requirements are provided, but they do not match the state’s graduation guidelines. No ICAP is planned.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation requirements meet most of the state’s graduation guidelines. An ICAP is planned, but it’s unclear if the plan is sufficient.</li> </ul>	<ul style="list-style-type: none"> <li>• For high school applicants, graduation requirements meet state graduation guidelines and there is a plan for students to have comprehensive ICAPs.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation requirements align with the state’s graduation guidelines. Students will have a comprehensive ICAP and assistance will be provided to manage the student’s path through graduation.</li> </ul>	
<b>Total Score Educational Program and Blended Learning</b>					
<b>Bus. Oper.</b>	<ul style="list-style-type: none"> <li>• The plan is vague and lacks information that would demonstrate the capacity to successfully manage business operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Although much of the plan is sufficient, there are still important questions that remain to be addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a solid, complete plan with qualified expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a great deal of confidence in the described plan, including the capacity of qualified staff to successfully manage business operations.</li> </ul>	
<b>Total Score Business Operations</b>					
<b>ESP</b>	<ul style="list-style-type: none"> <li>• The ESP either has no history of managing successful schools or the history of the ESP is questionable.</li> </ul>	<ul style="list-style-type: none"> <li>• The ESP has had limited success in managing schools and/or has little experience in the online environment.</li> </ul>	<ul style="list-style-type: none"> <li>• The ESP has a good track record of operating successful schools that are the same or comparable to this model.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a strong track record of online school success with the ESP.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The organizational chart and description of key positions is vague; there are numerous gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the information needed to determine the school/ESP has personnel in key positions with sufficient experience is provided, but there are still questions.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a clear delineation of roles and responsibilities for the ESP/school through an organizational chart and/or short description of key positions.</li> </ul>	<ul style="list-style-type: none"> <li>• The chain of command and decision-making authority for the ESP/school is fully detailed, roles and responsibilities are explained and there are no questions.</li> </ul>	

• There are issues with the Preliminary Term Sheet that need further discussion.

• There are no substantive issues with the Preliminary Term Sheet.

Does the school meet the definition of an online school? Yes\_\_ No\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DRAFT

DRAFT



## Request for Proposals

To open in 2019 – 20 or thereafter

### **District 49 Mission**

*The Mission of School District 49 is to prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.*

### **District 49 Vision**

*We strive to be a place of opportunity and specialized education for every child. We have built our curriculum with the mission to not only graduate all of our students, but to fully prepare them for success in college and careers after their time in the District is done.*

### **Process managed by**

District 49 iConnect Zone  
3850 Pony Tracks Drive  
Colorado Springs, CO 80922  
719-494-8910

Andy Franko - iConnect Zone Superintendent  
afranko@d49.org

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March 1, 2018

Dear New School Applicant,

Our district believes that every child should have the right to high-quality educational options. With this in mind, School District 49 is releasing this Request for Proposals for high quality charter schools. The district is seeking motivated and talented teams of educators, parents, teachers, and community leaders with the commitment to implement effective and innovative methods of educating children. Because we understand that not every student learns the same way, the district desires to operate and authorize a robust portfolio of schools where programs are designed to fit the needs of individual students, while addressing our district's priority needs for new school development.

The School District is committed to working collaboratively with potential leaders, new school developers, and community stakeholders to expand high-quality options that will meet the needs of our community. It is District 49's hope through this process to build upon the success of our current schools and programs while providing outstanding educational opportunities for every student.

Our commitment to high quality public school options is a high priority for the Board of Education. One goal of our district's strategic plan is to provide freedom, flexibility and the resources teachers need to create outstanding educational opportunities for every student.

In this RFP, we specifically highlight the desire for a military academy in our district. Through listening to our community, this need has been identified and will serve to complement the substantial number of military families living within our district boundaries.

On behalf of District 49's students and families, thank you for joining us in this important work. The success of our students will ensure the success of our communities.

Sincerely,

Marie LaVere-Wright/President Board of Education  
Peter Hilts, Chief Education Officer

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## ***Request for Proposals Overview***

School District 49 publishes this Request for Proposals (RFP) to provide context and information for those interested in launching new public charter schools in the district. This RFP highlights identified areas of greatest need both from a programmatic and geographic perspective. The District invites charter applications that have designed programs aligned with the District's mission, the iConnect Innovation Zone's mission, as well as D49's identified priority needs at this time. While applicants are strongly encouraged to consider the areas with the highest evidence of need in developing their application, District 49 also welcomes all applicants that demonstrate a high-quality school design and strong community support.

The District 49 Board of Education formally passed a resolution indicating the district's commitment to meeting the National Association of Charter School Authorizers (NACSA) *Principles and Standards for Quality Charter School Authorizing*. Issuing a Request for Proposals is a best practice identified in the *Principles and Standards*. Specifically, NACSA notes the Request for Proposals states "any *chartering priorities* the district has established." To this end, District 49 spent much of the 2011-12 school year studying the district's student performance data and conducting a community survey in order to better understand the district's needs. Based on these analyses, the district has defined its current new school priorities as articulated in the following section.

District 49 is divided into four innovation zones, including three geographic zones (Sand Creek Zone, POWER Zone, and Falcon Zone) and the iConnect Innovation Zone. The iConnect Zone includes the district's charter schools, alternative high school, homeschool enrichment program, and virtual school. The new charter school process is managed by the iConnect Innovation Zone. Rather than geographical boundaries, the iConnect Zone encompasses schools and programs that are acting on new and innovative ideas in education or that are seeking to serve students in exceptional circumstances. Falcon District School District 49 iConnect Zone schools represent a wide range of approaches to education, but each of them has in common a genuine commitment to student-centered learning environments. The iConnect Zone is a unique part of District 49, serving as a solutions hub that interconnects students, educators, administrators, counselors, parents, families, and the community-at-large with effective educational systems to maximize the students' learning potential.

### **Vision for the iConnect Innovation Zone:**

*Reinvented educational environments that inspire individuals' peak potential.*

### **Mission for the iConnect Innovation Zone:**

- *To Interconnect effective educational systems which inspire individuals to their learning potential*
- *To investigate and implement best educational practices that lead students to success*
- *To invest in students by challenging and developing citizens that compete in a global society*
- *To invent settings and systems that empower individuals' learning, leadership and life*
- *To inspire individuals with meaningful challenges and surround them with nurturing support to achieve ambitious goals*

### **District 49 Mission for Charter Authorizing:**

*The mission of District 49's Charter Authorizing is to promote high quality and effective public charter school options that are autonomous and accountable for improved academic outcomes for a diverse student population. Through our policies, practices and procedures as a quality authorizer, the district will provide high standards for all schools, which will protect student and public interests.*



The Charter Schools Act (C.R.S. 22-30.5-101 et seq.) allows for the establishment of charter schools to create a legitimate avenue for parents, teachers, and community members to implement new and innovative methods of educating children that are proven to be effective and to take responsible risks and create new and innovative, research-based ways of educating all children within the public education system. District 49 believes that it is the obligation of the school district to provide all students with schools that reflect high expectations and create conditions in all schools where these expectations can be met. In addition, the district believes that different pupils learn differently and public school programs should be designed to fit the needs of individual pupils. To these ends, District 49 authorizes charter schools in such a way that the district upholds the three core principles of charter authorizing as defined by the National Association of Charter School Authorizers and adopted by the Colorado State Board of Education:

1. **District 49 maintains high standards for schools.** This includes setting high standards for approving charter applicants; maintaining high standards for the schools the district oversees; effectively cultivating quality charter schools that meet identified educational needs of the district; overseeing charter schools that, over time, meet the performance standards and targets set forth in their charter contracts through established measures and metrics; and closing schools that fail to meet standards and targets set forth in law and by contract.
2. **District 49 upholds school autonomy.** This includes honoring and preserving core autonomies crucial to school success, including governing board independence from the authorizer, personnel, school vision and culture, instructional programming, and budgeting; assuming responsibility not for the success or failure of individual schools, but for holding schools accountable for their performance; minimizing administrative and compliance burdens on schools; and focusing on holding schools accountable for outcomes rather than processes.
3. **District 49 protects student and public interests.** This includes making the well-being and interests of students the fundamental value informing all the authorizer's actions and decisions; holding schools accountable for fulfilling fundamental public education obligations to all students; holding schools accountable for fulfilling fundamental public education obligations to the public; and ensuring in its own work ethical conduct, focus on the mission of chartering high-quality schools, transparency, effective and efficient public stewardship, and compliance with applicable laws and regulations; and supporting parents and students in being well-informed about the quality of education provided by charter schools.

The district recommends that any charter applicants familiarize themselves with the Colorado Charter Schools Act (<https://www.cde.state.co.us/cdechart/chact>) and the NACSA Principles and Standards (<http://www.qualitycharters.org/for-authorizers/principles-and-standards/>). Additional recommended resources for school developers are as follows:

- <https://www.cde.state.co.us/cdechart/chintro>
- <http://www.coloradoleague.org/http://www.coloradoleague.org/membership-and-services/new-schools-dev.php>
- <https://www.cde.state.co.us/cdechart/charterhbk.aspx><http://www.cde.state.co.us/cdechart/index.htm>

<http://www.cde.state.co.us/cdechart/index.htm>

Additionally, the District strongly recommends new applicants avail themselves of the two-step application review process offered by the Colorado League of Charter Schools prior to submitting an application to the district. Applicants that have undergone a League review of the charter application and made improvements to the application based on the League's recommendations are more likely to have a successful evaluation in the district.

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## ***The Case for More High-Performing Schools in District 49***

District 49 recognizes the need for more high-performing schools for a number of reasons that are identified in this section.

### **Over One-Half of the Existing District-Managed Schools are Over-Crowded**

While several of the traditional district-managed schools have excess capacity, one-half are over capacity. This is true for all three of the district's geographic zones:

In addition, a community survey administered in early 2012 found that 70% of families value having a school located in their neighborhood. This underscores the need to strategically build schools where they will be easily accessible to families in neighborhoods where existing schools are full.

As charter school applicants consider various locations within the district, they are strongly encouraged to contact the district to discuss various site options and understand how a new school might fit in with the district's facility build-out plan. Appendix A includes a map that shows the location of existing schools and the current school feeder patterns. To discuss facility options, contact Melissa Andrews at [mandrews@d49.org](mailto:mandrews@d49.org).

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## ***Demand Exceeds Capacity in Existing Schools of Choice***

The six District 49 charter schools are full and each year students are turned away because demand exceeds seats available in these schools. The estimated waiting lists at each of the four charter schools in the fall of 2015 were as follows:

<b>School</b>	<b>Estimated Number of Students on the School's Waiting List – Fall 2015</b>
Banning Lewis Ranch Academy	95
Pikes Peak School for Expeditionary Learning	517
Rocky Mountain Classical Academy	358
The Classical Academy at Indigo Ranch	486
GOAL Academy	647
Power Technical Early College	Opened Fall of 2016
Liberty Tree Classical Academy	Opening Fall of 2018

### **Too Many Residents of District 49 Choose to Attend School Outside the District**

Each year hundreds of District 49 families and students choose to attend schools in other districts. As our district has grown, so has the number of students who have choiced out of the district.

In the fall of 2015, 16% of students choiced out of the Falcon 49 School District. We believe by offering innovative and high-quality school choices, we will recapture some of these students who have gone elsewhere for their education.

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## ***Choice and Competition Make for a Healthy School System***

Introduction of free market principles has greatly influenced public school systems over the past twenty years. As noted by Harvard University Associate Professor of Economics, Dr. Caroline Hoxby, competition within our public school has or could have three major effects: 1) improvement in the efficiency of schools (i.e. more achievement for the same amount of money); 2) more innovative schools or schools that are better aligned with individual students' needs; and 3) the potential to impact how students are sorted among schools, potentially leading, for example, to greater racial integration.<sup>1</sup>

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## ***Priority Needs for New School Development***

In order to inform applicants of this Request for Proposals process, District 49 has reviewed student achievement data and conducted a community-wide survey. The complete summary of results from this work can be found on the district's website located at [www.d49.org](http://www.d49.org). Based on analyses of student achievement data and survey results, the district has identified the following priorities for new school development.

- ***Schools that offer a different educational model than is currently available in the district.***  
District 49 has a variety of educational options designed for students' different learning styles and interests available through its existing district-run and charter public schools. See Appendix B for a summary of the district's existing programs. However, there are other models that may be of interest to the community. The District encourages applicants to consider what is currently available and what may be missing when developing a proposal for a new school.
- ***Secondary schools that offer a military-structured environment.*** The District believes the existence of a coeducational junior high and/or high school (7- 12 grade) based on a military-structured environment, where daily activities center on academics, leader and character development, and physical fitness, is needed to address an underserved portion of students. The District does not want a reform school or boot camp for at-risk youth.  
The District's goal for this type of school is to produce graduates who are academically prepared for college, the workforce and life. The graduates will embrace healthy living and avoid high-risk behavior, possess sound decision-making and problem-solving skills, appreciate lifelong learning, accept accountability for their actions and decisions, respect others and appreciate diversity, be leaders of character and honorable individuals, and aspire to be patriotic and productive citizens in their community.
- ***Schools that offer a strong math program with evidence of improved academic outcomes.***  
Regardless of the type of school program being proposed, applicants must provide strong evidence the school will offer a successful math program. Analysis of student achievement data shows the area in which students district-wide are struggling the most is math. In particular, at the middle and high school levels, most students are not meeting adequate median growth percentiles, which means that they are not growing fast enough to reach proficiency within three years or by 10<sup>th</sup> grade, whichever comes first. The gap between the median growth percentile and adequate median growth percentile increases from middle school to high school, indicating students are falling farther and farther behind as they progress through school, making it nearly impossible for them to make adequate growth by the time they reach high school.
- ***Schools that offer a STEM (science, technology, engineering, and math) program.***  
The need for schools with a strong STEM focus is supported by academic data in the areas of math and science, as well as by the community survey results. When parents and community members were asked to choose in which programs they have a high level of interest at the elementary, middle, and high school levels, "Science and Technology" was the top choice at both the middle and high school level, and the second most popular choice at the elementary level. See Appendix C for additional detail on these survey results.

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<sup>1</sup> PBS Frontline: The Battle Over School Choice. <http://www.pbs.org/wgbh/pages/frontline/shows/vouchers/choice/choice.html>

- ***Schools that ensure success for students with disabilities.***

The District’s analysis of data found significant achievement and growth gaps between students who have IEPs (Individualized Education Plans) and those who do not have IEPs. District 49 is interested in charter applications that offer innovative plans for serving all students well, including those with special needs. This might be through a center-based program for students with significant needs, an inclusive model, or other research-based approaches.

The student data analysis was corroborated by the community survey results, which indicated that many parents and community members do not feel that special education students are well served within the district. Addressing this concern is a high priority for the district.

All applicants, regardless of whether the proposed school has a focus on serving students with special needs, must include a comprehensive description of how Response to Intervention (RtI) will be implemented at the school to ensure the effective use of interventions across a spectrum of students.

- ***Schools that ensure success for other disaggregated student groups, including English language learners, students of color, and students eligible for the Free and Reduced Lunch (FRL) program.***

The data analysis also noted gaps between achievement and growth for various student groups. The District is firmly committed to serving all students well and, therefore, prioritizes programs with evidence of academic success in serving English language learners, students of color, and students on the FRL program.

- ***High school programs that align with the existing K-8 charter school choices and community/parent/student interest***

To ensure that the community high school gives district families a compelling reason to enroll, the District encourages applicants to design a school program focused on the Four C’s; Community, Character Education, Rich Content, and Challenging standards for all. Since we desire to authorize a community high school, the District will be favorable to applications that envision a school *of* the community, *for* the community that *creates* community.

Finally, District 49 seeks a high school program that is tightly aligned to mastery-based graduation standards. The District recommends that applicants explain how the proposed school will allow students to partake in traditional academic learning, including college preparatory, career and technical education, and have access to concurrent enrollment as well as multiple forms of community-based learning. The District believes the student in this school should have access to learn through apprenticeships, entrepreneurial experiences and community leadership, as well as blended and online learning.

In addition to the six priority areas identified above, the District is strongly committed to using technology and tools for student-centered learning, as well as increasing post-secondary readiness (as demonstrated primarily by SAT performance and graduation rates, and post-secondary success).

The community survey results also indicated an interest in “back to basics” school programs that offer high expectations for all students, as well as programs that include challenging curricula for gifted and talented students. A summary of the types of educational programs of interest to parents and community members can be found in Appendix C.

## Charter School Application Timeline

<b>Date</b>	<b>Task</b>
March 16, 2018, 4:30 pm	<i>Intent to Apply Form due to Andy Franko at afranko@d49.org</i>
May 1, 2018, 4:30 pm	<i>Charter application due</i>
May 15, 2018, 4:30 pm	<i>District deadline for reviewing submitted charter applications for completeness</i> Applicants notified of any missing charter application sections. If information is complete, the applicant receives written documentation verifying the completeness.
15 days after the applicant was notified of information missing in the charter school application	Information missing from the charter application must be submitted to the district. The district provides documentation when the application is complete and will be reviewed.
May 15 – June 4, 2018, 4:30 pm	The Charter School Subcommittee of the District Accountability Advisory Committee (DAAC) conducts its review and evaluation of charter applications. Committee presents its formal, written evaluation results to the DAAC and Application Review Team no later than June 4, 2018.
May 15 – June 4, 2017	The Application Review Team conducts its review and evaluation of charter applications.
June 6 – 13, 2018	The Application Review Team interviews charter applicants and requests additional clarification in writing.
June 17, 2018	Applicant's written response due to the Application Review Team.
June 27, 2018	<i>Board of Education Work Session</i> at which charter applicants have 10 minutes to present their school design to the Board and address any Board questions
July 12, 2018	<i>Regular Board of Education Meeting</i> at which community members and parents can express support or concern regarding charter applications Individuals wishing to make public comment should sign up to do so according to the district's normal procedure.
July 12, 2018	<i>Regular Board of Education Meeting</i> at which the Application Review Team presents its formal recommendations regarding approval or denial of charter applications. The School Board votes on the charter application.

**Intent to Apply Form**

**Instructions:** All District charter school applicants must file this intent to apply form with the District by March 16, 2018 before submitting an application to the Board of Education. This provides formal notice to the Falcon 49 School District regarding the applicant’s intention to submit a new school proposal to open in the 2019-2020 school year.

The deadline for applications is May 1, 2018; therefore, the Intent to Apply form must be submitted no later than close of business of March 16, 2018. The intent to apply form may be returned by fax to 719-494-8900 or e-mail to philts@d49.org. This form should also be the first document included in the charter school application.

*The information presented in this Intent to Apply is non-binding.*

Date:	
Name of Proposed School:	
Grade Configuration:	
Model or Focus:	
Primary Contact Person:	
Phone:	
Email:	
Geographic Region:	<input type="checkbox"/> Sand Creek Zone <input type="checkbox"/> Falcon Zone <input type="checkbox"/> POWER Zone <input type="checkbox"/> District-Wide <input type="checkbox"/> Unsure
Proposed Leader (if known):	
Replication:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Contract with ESP/EMO:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Applicant(s) has filed/will file an application to charter this school or a substantially similar school with other authorizers:	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify the other authorizers:
Applicant(s) submitting this form: <i>Double-click the appropriate box to check it.</i>	<input type="checkbox"/> Is incorporated in Colorado as a nonprofit <input type="checkbox"/> Has filed application to become a Colorado nonprofit <input type="checkbox"/> Other – identify type of entity: _____
The proposed charter school will be located within the boundaries of the school district in which this intent to apply form is submitted:	<input type="checkbox"/> Yes <input type="checkbox"/> No If no, identify the district in which the proposed school would be located:

**Enrollment Projections:** Provide additional rows and columns if necessary.

GRADE	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ECE								
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
<b>Total # students</b>								

	FRL %	SPED %	ELL %
Proposed Demographics			

Mission of School:	
Provide a brief overview of the education program of the proposed school:	

Complete the following table to list Board members for the school at this time.

Name	Current Professional Title and Organization	Board Role	Focus/Expertise

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## **Charter Application Requirements**

The charter school application is a comprehensive document outlining the plan for the proposed school. Five (up to 10 may be requested) hard copies of the charter school application should be provided to the district by 4:30 p.m. on May 1, 2018 for consideration for the following school year. The application should be delivered to:

**Andy Franko**  
**iConnect Zone Superintendent**  
District 49  
3850 Pony Tracks Drive  
Colorado Springs, CO 80922

The applicant should also submit an electronic copy of the complete application, including all appendices and attachments, to the following email address: [afranko@d49.org](mailto:afranko@d49.org). The electronic files also should be submitted by 4:30 pm on May 1, 2018.

**Please note that late submissions will *not* be accepted.**

These application requirements are based on the Colorado Charter School Standard Application, Checklist, and Review Rubric developed by the Colorado Department of Education Schools of Choice Unit, the Charter School Institute, and the Colorado League of Charter Schools. This standard application is divided into 19 application components. The components appear in this document in the same order that they appear in the Colorado Revised Statutes (C.R.S. § 22-30.5-106.1).

Each component is divided into three sections: a **Component Description**, a **Checklist for a High-Quality Application**, and an **Evaluation Criteria**. The Component Description is a narrative designed to give the applicant background information, reference to statute, and general explanation of the component. The Checklist for a High-Quality Application may be used by the applicant and the School District to monitor the completeness of the application. The Evaluation Criteria provides the School District with means of determining the quality of the application component, but may also be used by the applicant when targeting a high-quality school program. An Evaluation Rubric accompanies this document.

The format for the standard application is necessarily compartmentalized into the different application components. However, it is important to remember that each of the components relate to one another. Curriculum is not complete without consideration of assessment. Facilities cannot be sufficiently addressed in isolation from budgetary decisions. The completed application should tell a story that relates the application components into one comprehensive package. The vision and mission should be evident throughout the application, and all program elements and resource allocations should be in alignment with the proposed budget and school program. It is important to also consider that online school applications, or other unique programs, may not conform precisely to all components of this standard application. In these cases communication with the potential authorizer is imperative.



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## **Application Components**

A completed application must include the following three primary components:

- 1) **Proposal Narrative:** In accordance with the Charter Schools Act, C.R.S. § 22-30.5-106, the narrative section herein seeks information about all major aspects of the proposed school. A complete application must include each section outlined in this application document (e.g., Executive Summary, Section I Culture, etc.). Within the narrative of each section, please use the outline headings we have provided.
- 2) **Budget Forms:** All proposals must be accompanied by completed budget forms using the template created by Falcon 49, which can be found on the district's website. Submit only electronic copies of the budget (no paper-based copy is necessary).
- 3) **Appendices:** Submit only those appendices that are referenced in this application. Additional material beyond the narrative and appendices referenced in the application will not be considered.

**Subsequent Information:** Within fifteen days of receiving a charter application, the District will review materials for completeness. If the district determines that an applicant has failed to submit any relevant sections or materials, the applicant will be notified in writing (email) and will have up to fifteen days to submit the requested materials. After that time, the District will not accept any additional materials. This includes email explanations or alterations to your plans. The charter application submitted is considered final.

### **Formatting and Submission Requirements**

- The proposal must be typed with 1-inch page margins and 12 point font, single-spaced.
- The proposal must be supplied both in paper format (5 copies in 3-ring binders - up to 10 copies may be requested) and in electronic format (one PDF for the body of the application, one (or two) PDF for the collection of appendices and one Excel file for the budget).
- Each major section (e.g. Executive Summary, Vision/Mission, etc.) identified in the application requirements must be separated by a labeled tab and begin on a separate page.
- Number all pages within each section and observe page limits whenever they are specified.
- All appendices must be clearly labeled with the assigned appendix letter (e.g., A, B, C, etc.), separated by a labeled tab, and included in order.

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## ***Application Review Process***

When a charter school application is filed with the district by the appropriate deadline, the first thing district staff does is ensure the application is complete. The district does not have to evaluate an incomplete application. If the application is deemed complete, the applicant will receive written notification that it is complete and will be evaluated. If the application is not complete, the district will note the areas that are lacking information and provide the applicant with fifteen days to submit additional information. If the applicant does not submit additional information or that additional information is not sufficient for the application to be complete, the applicant is notified, in writing, that the application is incomplete and therefore will not be evaluated.

A complete charter school application is evaluated by a wide variety of individuals. The Application Review Team (ART) includes district staff and external contractors. Additionally, pursuant to statute, the charter school subcommittee of the District Accountability Advisory Committee (DAAC) also evaluates the application. Everyone uses the evaluation rubric included in this RFP. This wide variety of individuals evaluating all or portions of the application ensures a broad spectrum of expertise is considering the quality of the proposed charter school and that clarifying questions are asked of the applicant before the final decision is posed to the Board of Education.

The in-person interview of applicants is designed to determine the capacity of the founding team to open and manage a successful public charter school. The entire applicant team is invited to participate. This includes the founding committee, governing board members or anyone involved in the development of the charter school application. If a management company is involved, they will be asked to leave the meeting for a time so that the ART can ask questions about due diligence or issues for which the applicant team should be able to respond to without assistance from management company representatives. At the completion of the interview, the ART will provide the applicant team with a list of written questions for which a written response is required by a specific deadline. It is important to note that these written responses should not be new information, rather it is clarification for what has already been provided. These written responses will be added to the application as a supplement and does not constitute a change to the initial application.

The district anticipates the application review process to be cordial with a great deal of back-and-forth communication. Applicants should not hesitate to communicate with the designated contact person with questions or clarification. The application process is meant to be a rigorous evaluation of the proposed charter school to ensure a high quality charter school will open in the district, if approved. It is also a time when relationships are established between the charter school and the district. Therefore, transparency and clear communication are desired by both parties.

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## **Charter Application Components and Guidelines**

### **A. EXECUTIVE SUMMARY (3 page limit)**

The Colorado Charter Schools Act does not require an Executive Summary. However, it serves as a concise explanation of the proposed charter school and identifies who is submitting the charter application.

This section should be two to three pages long and include:

- The proposed school's name, grade levels to be served, proposed opening date (month and year), grade levels upon opening and growth plan (if the school does not plan to initially open with all grade levels).
- The size of the school at build-out, including the number of classes per grade level and the number of students per class.
- Vision and mission statements including a brief explanation of how they were created.
- A short explanation of the key programmatic features the school will implement in order to accomplish its vision and mission.
- How the proposed school will be more effective than the schools currently serving the targeted student population.
- Any other unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
- Student body to be served, such as key demographic data, targeted geographical area, etc.
- Evidence of a community need for a school of this nature.

### **B. VISION AND MISSION STATEMENTS (3 page limit)**

#### **1. Component Description**

A charter school application must have a mission statement for the proposed school. Many schools have both a vision and a mission statement. The vision statement is a statement of how the charter school will look once it is operating (the big picture view). The mission statement is how the school intends to make that vision a reality.

The vision and mission statements should be succinct, easy to understand and easy to remember. Many schools post their vision/mission statement throughout their building and use it in their printed materials (e.g. Parent/Student Handbook and Employee Handbook). Resist the temptation to please everyone with these statements. Instead, define your school for potential students, parents and staff. Be as clear as possible and don't use education "jargon." Again, be clear to lend clarity to those who will ultimately implement the vision over the life of the charter school.

#### **2. Checklist for a High-Quality Application**

- ✓ The vision and mission statements describe the purpose for the charter school with a focus on outputs rather than inputs.
- ✓ The vision and mission statements are the driving force and rationale behind all other components of the application. It's obvious that the school's goals, educational program, operations, etc., align with and support the fulfillment of the vision and mission statements.
- ✓ The vision and mission statements express the ideal, long-term impact, scope and scale of the school. The vision articulates what the school hopes to be. The mission statement explains how the school will reach that goal.

### **C. GOALS, OBJECTIVES, AND PUPIL PERFORMANCE STANDARDS (10 page limit)**

## 1. Component Description

Accreditation is the process by which school districts and public schools receive certification from the State Board of Education. Accreditation rules are established to foster greater accountability from public schools and school districts for the betterment of public education. This section should be based on the state Accreditation Indicators, which can be found at the Colorado Department of Education (CDE) website at <http://www.cde.state.co.us/accountability/requeststoreconsider>. The authorizer may use this section of the charter school application as a basis for the accreditation plan it creates with the approved charter school. The application should reflect an understanding of the accreditation requirements of the chartering authority with a clear plan from the charter school applicants outlining how data will be obtained, and how that data will be provided to the chartering authority for their accreditation contract requirements with CDE.

It is understood that there are not actual baseline test scores, attendance rates or other data before the school is established. A charter applicant can either use the district average as a baseline and/or state that a baseline will be established in the first year of operation.

In Colorado, there are multiple forms of accountability by which public schools, including public charter schools, are measured. The State Board of Education has approved accreditation contracts with each of the school districts and the Charter School Institute (CSI). School districts and the CSI, in turn, accredit each of their public schools. The process for individual public schools to be accredited oftentimes mirrors the authorizer's accreditation plan. Reviewing the authorizer's accreditation plan is essential before writing this section.

In addition to Accreditation Indicators required by state law, a charter school may choose to have other measures for which they wish to be held accountable. Those indicators may include school climate or culture. Be sure to only include measures that the charter school is willing to be held accountable for over time, as these additional indicators would become a part of the school's accountability plan.

## 2. Checklist for a High-Quality Application

- ✓ Provide goals that align with District/CSI Accreditation Indicators.
- ✓ Goals are written "SMART" (Specific, Measurable, Attainable, Reflective of the school's mission and Time-phased) which includes objectives and benchmarks (or state that a baseline will be established and how/when).
- ✓ Goals, in addition to Accreditation Indicators, match the proposed school's mission and are based on valid and reliable methods to measure progress in non-Accreditation Indicator areas of school performance.
- ✓ Outline of how data will be obtained and how that data will be provided to the authorizer and CDE.

### D. EVIDENCE OF SUPPORT (10 page limit)

#### 1. Component Description

A charter school application should include the aggregate number of students interested in the charter school at the different grade levels. Individual student and/or family information should NOT be included. Do NOT include copies of the Letters of Intent completed by prospective parents. Reference the figures used in the Intent to Submit Form and update the numbers if necessary. If appropriate to further demonstrate support, disaggregate the number of prospective students by zip code, school of attendance, gender or type of current school (home, private, public). After the charter school is approved, the founders will go through an enrollment process and verify which students will be attending the charter school. See C.R.S. §§ 22-30.5-106(3) for more information.

It may be helpful to include letters of support from community leaders, business people or elected officials. These letters should state why the individual believes a new charter school would best serve the community. The tone of this section

should illustrate a positive foundation of community support as opposed to a groundswell based on criticism. Care should be given to avoid derogatory comments about the authorizer’s current curricular and program offerings.

Explain how students and parents were informed of the proposed charter school and what community meetings were conducted. Outreach activities should be diverse and designed to reach all students in the community, thereby, ensuring equal access. If relevant to the community, meetings should be bilingual.

Explain the applicant team’s ties to and knowledge of the community. If the applicant team has established any partnerships or networking relationships, describe them and any resources or agreements that are planned, and include a Letter of Support or Intent. Specifically address what type of outreach activities have been made to at-risk populations, especially if the application is for the state CSI, whose mission is to serve at-risk student populations.

## **2. Checklist for a High-Quality Application**

- ✓ Information about the proposed charter school’s student body including the intended students’ educational needs and demographics (racial/cultural, socioeconomic, special needs, and ELL). The application, in its entirety, reflects an understanding of the intended student population.
- ✓ A description of the type of broad outreach the founders conducted to make the student population and their families aware of the proposed charter school. This should include future plans if the charter school is approved.
- ✓ A summary of the number of students expressing an interest in the proposed school. This information should be disaggregated in a manner showing additional information about the prospective students.
- ✓ Information on community members and leaders who publicly support the proposed school and their role in the development of the school and application, if the proposed school is not being developed by parents.
- ✓ If there are any partnerships or networking relationships, provide an explanation of the planned resources or agreements that have been discussed.

## **E. EDUCATIONAL PROGRAM (30 page limit)**

### **1. Component Description**

A charter school application should include a description of the school’s educational program, pupil performance standards and curriculum, which must meet or exceed content standards and must be designed to enable each pupil to achieve such standards. Content standards are specific statements of what a student should know or be able to do relative to a particular academic area or areas. Instruction and assessment, in a standards based system, should be aligned with Colorado’s content standards. At the time of publication of this document, the Colorado model content standards and suggested grade level expectations are online at the Colorado Department of Education website at [www.cde.state.co.us](http://www.cde.state.co.us).

In addition to obtaining information from the publisher, research is available online at ERIC ([www.eric.ed.gov](http://www.eric.ed.gov)) and the What Works Clearinghouse ([www.whatworks.ed.gov](http://www.whatworks.ed.gov)). The research should support using the curriculum with the student body the proposed school will likely attract, and benchmark assessments should be chosen to align with the chosen curriculum.

All core content areas plus supplemental or elective areas should be described. If certain characteristics of the school culture are critical to the overall educational program (i.e., small school size, character education and high expectations), the research basis should thoroughly support the unique educational program design.

## **2. Checklist for a High-Quality Application**

- ✓ Core content areas are described and supported by research matching the probable student population for the proposed school.
- ✓ Description of the educational program provides an explanation of how the curriculum is either already aligned to state model content standards, or will be aligned within the first year of school operation including a timeline and process for monitoring the success of the program.
- ✓ Description explains why the selected curriculum was chosen for the anticipated population of students.
- ✓ Supplemental curricula for electives or “special” courses is thoroughly described and based on state model content standards when available.
- ✓ Other vital aspects of the educational program design are thoroughly described and supported by research findings.

**F. PLAN FOR EVALUATING PUPIL PERFORMANCE (8 page limit)**

**1. Component Description**

A charter school application should include a clear plan for evaluating pupil performance across the curriculum. This plan should align with state performance standards as well as with the school’s pupil performance goals, and should be presented along with a clear timeline for achieving these standards/goals. A clear explanation of the types of assessments and frequency of administration should be included reflecting thoughtfulness given to tracking student progress, while still preserving as much class learning time as possible. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent, end of unit assessments) to track student skill and knowledge development. The plan will include how this data will be used to guide professional development of teachers as well as how this data will be used to guide refinement of the curriculum. Plans for evaluating and reporting student performance must comply with published requirements of the Colorado Department of Education for assessment and graduation requirements.

**2. Checklist for a High-Quality Application**

- ✓ A plan is in place explaining the use of internal assessments to include baseline data gathering, short- and long-term goals, types of assessments, and how the school will use this information to revise professional development and instruction.
- ✓ The application describes what formal assessments will be used in addition to Colorado Measures of Academic Success (CMAS) that align with the school’s goals and meet district, state, and federal requirements.
- ✓ The application describes which assessments will be used for literacy testing, and the process used to bring students up to grade level in reading, as required by the Colorado Read Act.
- ✓ The application explains how the school will collect, analyze, triangulate and manage data on an ongoing basis. The school has created a data management plan to include a Student Information System, baseline, formative and summative assessments, a data warehouse, an academic data use summary and timeline of the plan. It identifies what other tools and resources will be used for data management purposes, such an internal database, data management service, etc. This section also explains how budget resources have been allocated to support these staffing and resource decisions.
- ✓ The application explains how student assessment and progress will be appropriately communicated to parents, the authorizer and the broader community.
- ✓ Clear information of requirements for promotion to the next grade level or for graduation requirements aligned with CCHE and district requirements as they pertain to a high school are included.
- ✓ In compliance with District Policy, the application provides a description of the charter school’s procedures for taking corrective action in the event that pupil performance at the charter school falls below the achievement goals approved by the authorizer in the charter contract, including a timeline, responsible person and staffing changes as appropriate.

## **G. BUDGET AND FINANCE (10 page limit)**

### **1. Component Description**

The budget and financial plan for the charter school must include a plan for revenues and expenditures and a plan for compliance with state and federal accounting and reporting requirements. The plan should demonstrate diligent financial practices, clear alignment to the other components in the application, and strong oversight. Particular attention should be given to facility and salary costs, as these often represent a large portion of the school's budget.

The proposed budget should be based on reasonable estimates that reflect choices made throughout the rest of the charter application. For example, enrollment projections used elsewhere in the application need to be the same enrollment projections used in the development of the budget. Similarly, facility, insurance and employment plans discussed in other sections of the application should be reflected in the budget, along with the basis for given assumptions.

The budget should demonstrate an ability to understand the sources of funding available to the charter school and the types of expenditures required to operate the charter school. The primary source of revenue is Per Pupil Revenue (PPR). There are several other sources of revenue, some of which are temporary or restricted and some of which are dependent on market factors other than enrollment. However, PPR is the guaranteed stream of revenue, which makes up most of the funding the school receives. When developing the budget all ongoing expenditures required to operate the school should be supported by PPR.

A charter school receives 100% of the PPR for District 49. The District may retain up to 5% of PPR to cover the charter school's portion of the authorizer's central administration costs. In cases where the maximum is withheld, the charter school effectively receives 95% of its school district's PPR. When projecting revenue numbers, the single most important factor to understand is enrollment. Enrollment projections must be accurate, and it is best to project conservatively for budget purposes.

Other sources of revenue can be very helpful in funding specific programs or in helping with startup costs for new charter schools. These sources include federal grants, private grants, and more. CDE ([www.cde.state.co.us](http://www.cde.state.co.us)) and the Colorado League of Charter Schools ([www.coloradoleague.org](http://www.coloradoleague.org)) are good resources for finding information about current sources of funding.

When planning expenditures, it is important to understand how choices affect different areas of the budget. For example, the smaller the class size the less revenue there is to spend. Also, the more staff there is in the school the less money per staff member there is to spend. Finally, as another example, the more money spent on facility costs the less money there is for salaries and other discretionary items.

In nearly all cases, the combination of facility costs and staff salaries/benefits represents close to 75% of spending in charter schools. As such, close attention should be paid to these two areas. In addition to these two areas, other items that need to be planned for financially include special education, various professional services, classroom supplies and materials, general supplies and materials, liability insurance, and more. Existing Colorado charter schools that have a similar mission/philosophy are a good resource for assistance with planning expenditures.

In addition to budget projections, the charter school must comply with various requirements. In summary, the charter school needs to set up proper accounting procedures to safeguard its assets and to ensure accurate financial reporting. At the same time, it is important to be able to provide financial information in a clear, understandable format that allows board members and administration to make sound financial decisions. Note that online schools may have special considerations with respect to budgeting and financial reporting.

The CDE requirements for financial management and reporting are available in the Financial Policies and Procedures manual at [www.cde.state.co.us/cdefinance/sfFPP.htm](http://www.cde.state.co.us/cdefinance/sfFPP.htm). An additional resource with general information is the Colorado Charter School Financial Management Guide at:

<http://www.cde.state.co.us/sites/default/files/documents/cdechart/guidebook/fin/pdf/financeguide.pdf>  
<http://www.cde.state.co.us/sites/default/files/documents/cdechart/guidebook/fin/pdf/financeguide.pdf>

<http://www.cde.state.co.us/sites/default/files/documents/cdechart/guidebook/fin/pdf/financeguide.pdf>

## **2. Checklist for a High-Quality Application**

- ✓ The plan includes a five-year budget, realistic assumptions and their basis, a cash flow projection for the first year of operation, minimum enrollment needed for solvency, and adequate staffing that fits with the narrative in educational and other related application sections.
- ✓ The budget reflects an understanding of specific statutory requirements including separation of the general fund and Title funds and grants, Public Employees' Retirement Association (PERA) contributions, as well as a three percent TABOR reserve (Colo. Const. Art. X, Sect. 20) each year.
- ✓ The budget narrative reflects the financial policies and procedures plan, anticipated management plan that will ensure checks and balances in cash disbursement and alignment with the mission and goals.
- ✓ The budget narrative includes a basic startup plan (facilities funding and FFE acquisition), the curriculum and professional development plan, and the school growth plan to include needed staff along with adequate financial allocations and anticipated timelines.
- ✓ The budget is set up in such a way that it reflects an understanding of the CDE's Chart of Accounts and any financial reporting requirements of the district.
- ✓ The budget does not include any "soft funds," such as grant money or donations; it includes only grants or donations that have already been received or for which commitments have been received.
- ✓ Evidence is provided for anticipated fundraising and grants, if cited in the application.
- ✓ The proposed budget balances each year and includes a five-year plan to reach at least a five percent reserve (in addition to the TABOR reserve) that the school can use for emergency purposes or as a long-term reserve.
- ✓ The application describes the process the school will follow to contract with a Certified Public Accountant to conduct an annual, independent financial audit. It explains how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, will address any concerns, and will disseminate the results from the audit to the school district and required state agencies.
- ✓ The application includes a list of planned services to be contracted to outside providers.

## **H. GOVERNANCE (8 page limit)**

### **1. Component Description**

Charter school governance is extremely important to the success of a charter school. Oftentimes, a proposed charter school's applicant team transitions to become the school's founding governing board. The charter school application should describe the process involved in developing the applicant team and the individual expertise represented on the steering committee; the process to appoint or elect the initial governing board; how and when bylaws will be adopted by the board; the governance structure for the school; the nature and/or extent of parental and/or community involvement in governance; and the amount of authority the governing board will convey to the school's administrator, along with a clear delineation of their respective roles and the means by which the administrator will be evaluated.

While some existing Colorado charter schools have staff members on the governing board, others do not. Administrators may be an ex officio, nonvoting board member. If staff members have voting privileges, there should be clear policies to



explain when that board member should recuse him/herself. Any potential conflict of interest by any board member should be disclosed and addressed.

The number of directors on a charter school board should not be less than five and it is generally considered a best practice to have no more than nine directors.

A good way to mitigate any potential issues with board members is to have the governing board adopt and use a Board Member Agreement. These agreements stipulate the qualifications, responsibilities and expected behaviors of individual board members and the governance structure. If the applicant team intends for the approved charter school's governing board to use a Board Member Agreement, it could be an attachment to the charter school application.

The charter school application should also describe the school's legal status. Many charter schools file articles of incorporation and bylaws with the Secretary of State in order to have their school recognized as a corporation. The articles and bylaws define the authority that rests in the charter school governing board and, in essence, "who holds the charter." These legal issues should be discussed with a charter school attorney before decisions are made. Additionally, the charter school can apply for its own tax-exempt status with the IRS. Charter schools can either use their own tax-exempt status or use the status of the school district.

The charter school governing board must operate in compliance with the Colorado Open Meetings Law (C.R.S. 24-6-401) and Public Records Act (C.R.S. 24-72-204) as well as the Family Educational Rights and Privacy Act (20 U.S.C. Sect. 1232). For more information, please visit: <http://www.cde.state.co.us/cdechart/guidebook/fin/index>.

If the school will be contracting with an Educational Service Provider (ESP), a full description of the relationship should be provided.

Every charter school governing board should have a set of board policies. Much of what is included in the charter school application will become board policy. For instance, the school's vision/mission statement, legal status, enrollment policy, discipline policy and nondiscrimination policy will all be in the board policy book. These board policies should be made available to school staff and families. Generally, schools put these policies on their website and have them available in the school office.

Extensive training resources are available at [www.boardtrainingmodules.org](http://www.boardtrainingmodules.org). Sample best practice documents for charter school governing boards are available online at [www.cde.state.co.us/cdechart/guidebook/gov/index.htm](http://www.cde.state.co.us/cdechart/guidebook/gov/index.htm).

Attach:

- Governing board bylaws.
- Articles of Incorporation (optional).
- Organizational chart explaining the relationship between the board, the lead administrator, subcommittees and/or advisory committees.
- Resumes of applicant team members and/or founding board members.
- Draft of initial board policies (optional).
- Draft of the Board Member Agreement (optional).
- Draft of Conflicts of Interest and Grievance Process board policies.

## **2. Checklist for a High-Quality Application**

- ✓ The proposed bylaws explain powers and duties, size, terms, composition, qualifications, term limits, officer positions and duties, election procedure, vacancy replacement, minimum number on the board, quorum and decision making process, how board members are elected or appointed, and when this takes place.

- ✓ An explanation of the proposed transition from an applicant team to the founding governing board including the identification of individuals making the transition. This description of the transition process should explain when the governing board will be seated and assume responsibility for school governance. Further, how the transition plan will provide for a smooth shift of responsibilities and how the founder’s original vision and mission will be brought to fruition.
- ✓ A plan is included for how a lead administrator will be hired and how the transition of leadership will happen.
- ✓ Resumes for applicant team and/or founding governing board members are attached.
- ✓ A plan for ongoing board training and capacity building is included in a board calendar.
- ✓ An explanation of the proposed board meeting frequency and focus, the role of any standing subcommittees (e.g. School Accountability Committee) is included.
- ✓ A detailed description of the responsibilities of the school’s advisory council and its role in relation to the school’s board of directors and administration is included. This section demonstrates that the applicant thoroughly understands statutory guidance on School Accountability Committees (SAC) and commits to forming such a committee or has requested a waiver with a complete replacement plan. (See C.R.S. 22-11-401-402 for additional information).
- ✓ An explanation of compliance with the Open Meetings Act and Open Records laws is included.
- ✓ A description of how the founding governing board will create and adopt board policies (an initial draft may be attached to the application) is included.
- ✓ Draft policies for Conflicts of Interest and the Grievance Process are included.
- ✓ A description of the relationship between the governing board and the school administrator, which includes the amount of authority the governing board will convey to the school administrator.

**I. EMPLOYEES (8 page limit)**

**1. Component Description**

A charter school must provide an explanation of the relationship that will exist between the charter school and its employees. This must include evidence that the terms and conditions of employment are addressed with affected employees and their recognized representative, if any. In addition, proposed employment policies should be included. Guidance can found in the Administrator’s Guide to Leading a Colorado Charter School at <http://www.cde.state.co.us/cdechart/chact>.

As charter schools are, by statute, public schools, employees of charter schools are public employees. Charter schools and their employees must participate in Colorado’s Public Employees’ Retirement Association (PERA) retirement fund. This is in lieu of participation in Social Security, which makes up the majority of the Federal Insurance Contributions Act (FICA) payroll tax. However, the Medicare portion of FICA is still paid by the employees and matched by the employer.

With the growing presence of private educational management organizations in Colorado, questions are arising about the nature of employees in some charter schools. This is a result of some educational management companies treating employees as employees of the private company, as opposed to employees of the public school. These determinations need to be made with legal counsel, but the nature of employees should be clearly outlined in the charter application.

There are several resources that provide more information about employment issues. Tax information is available at [www.irs.gov](http://www.irs.gov) and through the Colorado Department of Labor and Employment at [www.coworkforce.com](http://www.coworkforce.com). Additional information about PERA can be found at [www.copera.org](http://www.copera.org). Finally, a human resources manual developed through CDE can be found at: <http://www.cde.state.co.us/cdechart/chact>.

## **2. Checklist for a High-Quality Application**

- ✓ An organizational chart is included as an attachment, which explains administrative, teaching and support staff.
- ✓ A narrative description gives clear delineation of employee classification and who is responsible for employment decisions and oversight at each level of the organizational chart.
- ✓ Job descriptions for administrator, teachers (to include qualifications to meet ESEA standards as well as what certification is required by the school), and key employees are included. (See Highly Qualified Teachers Brochure on the CDE website.
- ✓ Descriptions of key employee policies to include employment practices, benefits, leave policies, complaint policy, conflict of interest policy, harassment, drug-free workplace, classroom practices, evaluation practices, etc., are attached.
- ✓ A clear plan of support for staff development and funding is included.

### **J. INSURANCE COVERAGE (2 page limit)**

#### **1. Component Description**

Charter schools must have appropriate insurance coverage. This includes workers compensation, liability insurance, and insurance for the building and its contents. Charter schools are public entities and liability is limited by the Colorado Governmental Immunity Act, C.R.S. 24-10-101 et seq.

The risk management office in the local school district is a very good resource for finding information about particular insurance needs. In addition, the Colorado School District Self Insurance Pool is the insurance provider for many charter schools and can provide information. Once insurance needs are understood, costs need to be estimated and incorporated into the proposed budget that includes reasonable assumptions or quotes. The selected or intended insurance coverage should be commensurate with the overall school program and risk factors.

## **2. Checklist for a High-Quality Application**

- ✓ A list of the types of insurance for which the charter school will contract.
- ✓ Fiscal impact of appropriate insurance coverage is evident in the budget.

### **K. PARENT AND COMMUNITY INVOLVEMENT (5 page limit)**

#### **1. Component Description**

One of the most distinctive characteristics of charter schools is that they are choice schools. Due to this characteristic, many charter schools have a small school atmosphere and a culture of “everyone belongs to the community.” The application should demonstrate the expectations and plans for ongoing parent and community involvement and the support of volunteers through specific volunteer networks.

It is important for charter school developers to provide adequate notice to the community about the possibility of the new charter school. Some parts of the community may need additional outreach. For example, fliers may need to be published in a second language. Many charter developers have delivered fliers to individual homes in a community.

Be clear about what the new charter school will look like and the process for getting the school approved. Establish early the school’s value for meaningful parental involvement. Explain to parents their role in the charter school through volunteering, monitoring their child’s education and holding the school accountable. Designate an individual on the steering committee to follow up with parents who are interested in getting involved with the development of the charter school.

Network with established civic and organizations in the community your school will serve. Whenever possible, arrange to have Parent Information Meetings in that community. Be sure to reach out to a broad cross-section of the community.

## **2. Checklist for a High-Quality Application**

- ✓ A sound plan and timeline are in place to reach a diverse student population.
- ✓ Parent involvement in the development of the school is clearly stated along with volunteer requirements and opportunities after the school is open.
- ✓ Partnerships or plans for community involvement are clearly defined in the application along with the purpose and expectation. Adequate evidence demonstrates assurance of these partnerships.

### **L. ENROLLMENT POLICY (5 page limit)**

#### **1. Component Description**

The Colorado Charter Schools Act allows the authorizer and the charter applicant the flexibility to use any enrollment policy, such as a wait list or lottery. The federal subgrant, administered by CDE, requires the use of a lottery. Many charter schools have elected to use a lottery in order to access these startup and implementation grant funds. More information on lottery requirements can be found in the grant's Request for Proposals at [www.cde.state.co.us/cdechart/cchgrn00.htm](http://www.cde.state.co.us/cdechart/cchgrn00.htm) (page 6). The Charter School Program grant is the only federal grant requiring the use of a lottery. A charter school is required to use an approved lottery only during the time it is spending or encumbering these grant funds.

The lottery policies and plan for enrollment should demonstrate how the school plans to enroll the intended student population. State law does require a public charter school to not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. It is important to distinguish between admission decisions and academic placement decisions. The Colorado Charter Schools Act [C.R.S. 22-30.5-104 (3)] prohibits discrimination based on academic ability. Diagnostic or placement exams may be given to students after they have been officially enrolled.

Charter School Lottery Policies Should Address:

- The date of the annual lottery.
- The definition of "founding family" and "teacher" children not to exceed 20% of the lottery.
- How the community will receive adequate notice about the formation of a new charter school.
- Any requirement for parents to reaffirm their intent to enroll on an annual basis.
- What happens to names not drawn in the lottery.
- How siblings of enrolled students are handled in the process.
- How long parents have to make a decision on whether or not their child will attend the school.

## **2. Checklist for a High-Quality Application**

- ✓ A proposed policy or description detailing how the charter school intends to select students for enrollment including the proposed timeline, description of wait list or lottery process, any enrollment criteria, or pre- or post-enrollment testing.
- ✓ An explanation of the process that will be used to transfer student records to or from the charter school or a plan to develop such procedures.
- ✓ An explanation of how the community will receive information about the formation of a new charter school and any upcoming lottery or enrollment deadline.

- ✓ An explanation of the notification of placement and how long parents have to make the decision to accept or not accept. Contents of enrollment packet should be explained, along with an ongoing data information and communication plan.
- ✓ An explanation of the requirements of parents to reaffirm intent to enroll on an annual basis.
- ✓ A clear definition is provided for “founding family” and “teacher” and any preferences given them in the lottery, not to exceed 20%.

## **M. TRANSPORTATION AND FOOD SERVICE (4 page limit)**

### **1. Component Description**

A charter school may choose not to provide any transportation or food services or may choose to negotiate with a school district, BOCES or private provider to provide transportation services, or with a district or private provider for food services for its students. Colorado law does not require a charter school to provide transportation or food services.

If a charter school chooses to provide transportation or food services, a plan for each area must be included in the application. The transportation plan should include provisions for transporting students to and from the charter school and their homes, and to and from the charter school and any extracurricular activities. For food services, the plan should include a description about how this service will be offered either initially or at a later time. In addition, a description of how the charter school plans to meet the needs specifically of low-income and academically low-achieving pupils should be included for both.

The provision of transportation services has several implications. First of all, the cost must be included in the charter school’s budget. Secondly, insurance and liability issues must be addressed when assessing the charter school’s overall insurance needs. Insurance coverage should meet required thresholds for liability whether the school uses public or private vehicles.

Finally, many federal and state rules and regulations relate to the provision of transportation services. One specific rule to be aware of is that any small vehicles or school buses owned and operated by a charter school or under contract must meet the safety and operating standards as prescribed in State Board Rules 1 CCR 301-25, 301-26 and 301-29.

For more information, see <http://www.cde.state.co.us/transportation>.

Schools with a significant number of students who could qualify for the Free and Reduced Lunch (FRL) program are strongly encouraged to offer some sort of lunch program. The provision of food services may or may not have a negative effect on the school’s budget, depending on whether it is a program under the district food services umbrella with an agreement for the same provisions given other schools in the district or is provided through a private contractor. The school must collect FRL qualifying information from students and that process should be included in the food services plan. (Schools not providing a lunch program will still collect this information, but using a different form).

The plan should include whether the school intends to use a private or district food services provider, how the Free and Reduced Lunch (FRL) qualification forms will be distributed, collected and recorded, and how the facility will be brought into compliance or be built to meet any federal requirements for food warming or preparation, if needed to meet FRL regulations. The charter school can only be reimbursed for its FRL program through an authorized “school food authority.” If the school will not be using an approved FRL program, or provide any lunch program, this section should include how students who would qualify for a Free or Reduced price lunch and how students who forget their lunch will be accommodated.

For more information, go to: <http://www.cde.state.co.us/nutrition>.

### **2. Checklist for a High-Quality Application**

- ✓ A description of the charter school’s transportation plan including the transportation of low-income and academically low-achieving students.
- ✓ A description of daily route and extracurricular transportation needs is included and there is an adequate plan for addressing these needs.
- ✓ A plan is in place for adequate safety measures and insurance coverage for the transportation of students to and from school events using private or school vehicles.
- ✓ If the school does plan to offer a FRL –qualifying hot lunch program, details should be included about how this service will be provided, reimbursed through an authorized “school food authority” and any other applicable state or federal regulations.
- ✓ If the school does not plan to offer a lunch program, this section addresses how the school will address the needs of students who forget or cannot provide a lunch.

**N. FACILITIES (5 page limit)**

**1. Component Description**

One of the greatest challenges to opening a new school is finding a suitable facility. The most important thing during the application process is to plan as much as possible and to clearly articulate those plans. It can be difficult to negotiate for facility space without having an approved charter. It is not necessary to have a signed formal agreement for a facility during the application process, but any viable options should be explained and should include reasonable space requirements, a reasonable plan for space utilization, a discussion of how the facility will be ready for use when the school opens and, most importantly, reasonable costs of that facility which must be reflected in the proposed budget.

Charter schools may rent, lease, own, or otherwise finance facility space. In some cases, a school district may have an unused facility; in other cases, a charter school may share space with another tenant. Many charter schools have been able to finance their own facilities with tax-exempt bond financing through the Colorado Educational and Cultural Facilities Authority (CECFA). These are typically schools that are established, but information can be found by calling CECFA at 303-297-2538.

With any facility, building permits and inspections are required. Life and safety requirements (including asbestos regulations) apply to rented or contributed facilities as well. The state is responsible for issuing certificates of occupancy for public schools, and information can be obtained by calling the Department of Labor at 303-572-2919. In addition, contact your community’s planning and zoning department, as well as the facilities director for your school district for further information concerning the permit, life and safety and inspection requirements of local entities.

**2. Checklist for a High-Quality Application**

- ✓ A facility needs assessment including how many classrooms are needed, how many specials rooms are needed (art, music, gym), minimum size of each classroom, library space needed, number of bathrooms needed, number of offices needed, amount of common space needed, outdoor space needed, overall size, cost per square foot, zoning and occupancy requirements, and how each facility aligns with the facility needs assessment is included in the narrative.
- ✓ If additional funds or financing will be needed to bring a facility online, the application narrative and attached budget identify potential grants and/or lending sources. If real estate consultants are involved, a brief description of the relationship and budget impacts is included.
- ✓ A target location (and prospective sites if not affected by confidentiality issues) is given based on school design and intended population with an explanation of prospective school sites and assistance to find them.

- ✓ An explanation of fund allocation is included based on estimated renovation costs, square foot needs per pupil and cost per square foot, average square foot costs in the intended location, and the percentage of budget designated for facility needs.

## **O. WAIVERS (no page limit)**

### **1. Component Description**

The technical means by which charter schools operate is via waiver from certain state laws, state rules and/or school district policies. Information on applying for waivers from the state is on the CDE Charter Schools website at [www.cde.state.co.us/cdechart/index.htm](http://www.cde.state.co.us/cdechart/index.htm) under Technical Assistance. Charter schools applying for waiver of school district policies should contact their charter school liaison if those policies are not listed on the school district’s website. An example of a waiver application can be found in the CDE Charter Schools Electronic Guidebook of Best Practices at [www.cde.state.co.us/cdechart/guidebook/gov/index.htm](http://www.cde.state.co.us/cdechart/guidebook/gov/index.htm).

The Colorado State Board of Education has determined that certain statutes may be automatically waived, upon request, for charter schools. Charter schools may request waivers from statutes in addition to those automatically waived, but the process for approval is different.

There are two philosophies on charter schools obtaining waivers. Some believe that authority is given to the charter school via the charter contract, making some waivers unnecessary. In particular, the Board Powers (C.R.S. 22-32-109 and 22-32-110) statutes are considered “delegatory” rather than “substantive.” In other words, the charter school governing board is delegated the authority that otherwise would belong to the school district board of education. Others believe that obtaining a waiver is an assurance against charter contracts that may be renegotiated and, therefore, less secure for the charter school. Charter schools should investigate the school district’s or CSI’s viewpoint on waivers to gain understanding of expectations. A charter school developer should obtain legal counsel when seeking waivers from either the state or the authorizer.

Attach:

- Waivers requested from the state.
- Waivers requested from the school district or CSI.

### **2. Checklist for a High-Quality Application**

- ✓ The request for waiver from state statute by citation, state Board of Education rules or regulations and authorizer policies by policy number are included as attachments. Request includes rationale for requesting the waiver, replacement policy or explanation of intent, expected financial and implementation impact, and how the waiver will be evaluated.

## **P. STUDENT DISCIPLINE, EXPULSION, OR SUSPENSION (12 page limit)**

### **1. Component Description**

Although all charter schools must meet the minimum standards for student discipline, expulsion and suspension, they don’t have to fit into the traditional “box.” Charter schools can have their own policies as long as the statutory minimums are met. Many charter schools have sought and obtained waivers from related laws that provide for flexibility and a unique approach to student discipline.

Refer to C.R.S. 22-33-106 et seq., the Suspension, Expulsion and Denial of Admission law, for more detailed information. Further detail is provided in a publication prepared by the Attorney General’s office at [www.coloradoattorneygeneral.gov/sites/default/files/uploads/violence\\_prevention/svpm2008.pdf](http://www.coloradoattorneygeneral.gov/sites/default/files/uploads/violence_prevention/svpm2008.pdf).

Most charter school contracts stipulate which party (the authorizer or the charter school) has the authority to suspend or expel students. C.R.S. 22-33-105(7) states that either a charter school authorized by the CSI, or the CSI itself, may expel, suspend or deny admission of students. During contract negotiations this issue must be decided. Therefore, the charter application should detail how the charter school proposes to handle student discipline, expulsion and suspension. Many applications include policies that the potential charter school would use. The education of expelled students is the responsibility of the public school that expelled them. Include an explanation of how the charter school will provide for an alternative education, if applicable.

## **2. Checklist for a High-Quality Application**

- ✓ A proposed policy for student discipline, expulsion or suspension that meets state law and district policy (unless waived), is included.
- ✓ An explanation of how the student recommended for expulsion will be afforded due process rights, including manifestation hearings and the implementation of behavior plans.
- ✓ A description of the schools an expelled student will be prohibited from attending.
- ✓ An explanation of how the charter school will provide the expelled student with an alternative education, if applicable.

## **Q. SERVING STUDENTS WITH SPECIAL NEEDS (15 page limit)**

### **1. Component Description**

As public schools, charter schools must open their enrollment to any student and must provide appropriate special education services as needed for students with disabilities. The charter school developer should consider the general philosophy of the school when developing the philosophy for delivery of special education services. For instance, a charter school may have an experiential delivery model making the needs of a student with Attention Deficit Hyperactivity Disorder (ADHD) more unique. Further, a charter school with a philosophy that no student “falls through the cracks” may have an aggressive remediation program for students who are not attaining their full academic potential and yet do not qualify for special education services.

While charter schools can obtain waivers from teacher licensure, Special Education licensure cannot be waived.

There are many CDE resources available for charter school applicants to consider when writing this section. Those resources are available at [www.cde.state.co.us/cdechart/guidebook/sped/index.htm](http://www.cde.state.co.us/cdechart/guidebook/sped/index.htm). After reading the overview, read the resource on special education funding for direction on the impact to the charter school’s operating budget. The sample compliance plan describes how all special education services could be delivered at a charter school. The application should contain sufficient detail about the delivery of special education services consistent with the school’s educational program while still allowing for flexibility between the authorizer and the charter school to best deliver services.

Authorizers are increasingly interested in ascertaining the capacity of the charter school to implement IDEA compliance services in order to limit potential liability issues for the authorizer.

### **2. Checklist for a High-Quality Application**

- ✓ The school addresses a Response to Intervention (RtI), or child study process to address a need for adaptations or special education assessments and staffing.
- ✓ Clear indications are given that the school understands requirements to meet the needs of IEP’s, ELL, IDEA, 504 and plans to comply with the needs to include certified personnel, documentation, assessments, adaptations and modifications. The school may also want to address GT, and enrichment needs.



- ✓ Plan is in place to include needed staff, adequate funding, evaluation of programs' success, flexibility to add contracted services, and specific services the district is expected to provide.

## **R. DISPUTE RESOLUTION PROCESS (1 page limit)**

### **1. Component Description**

This section is simply a paragraph or two that reflects the school's understanding of and compliance with C.R.S. 22-30.5-107.5, which explains how the school and its authorizer agree to resolve disputes that may arise concerning governing policy provisions of the school's charter contract.

### **2. Checklist for a High-Quality Application**

- ✓ Except as otherwise provided in C.R.S. 22-30.5-107.5, a plan should be provided to settle any disputes between a charter school and its authorizer, concerning governing policy provisions of the charter contract, to include a reasonable written notice which gives a brief description of the matter in dispute and the scope of the disagreement between parties.
- ✓ A process is given to address the issue within 30 days of receipt of notice. Both parties shall either reach an agreement by mutual consent or mutually agree to use any form of alternative dispute resolution as allowed by state law. Alternative dispute resolution shall result in a final issue of findings, by a neutral third party, within 120 days after receipt of written notice, with costs apportioned reasonably.
- ✓ The plan explains that a charter school and authorizer may agree to be bound by the findings of the neutral third party, or may appeal such findings to the state board according to statutory requirements.

## **S. SCHOOL MANAGEMENT CONTRACTS (5 page limit)**

(This section is to be completed only if the proposed school intends to contract with an education service provider).

### **1. Component Description**

If the proposed charter school intends to contract with an education service provider (ESP), such as a charter management organization, education management organization, or any other type of school management provider, address the following issues:

- An explanation of how and why the ESP was selected.
- Detailed explanation of the ESP's success in serving student populations similar to the targeted student population, including demonstrated academic achievement as well as successful management of non-academic school functions (e.g., back-office services, school operations, extra-curricular programs).
- A term sheet setting forth the proposed duration of the management contract; roles and responsibilities; scope of services and resources to be provided by the ESP; performance evaluation measures and timelines; compensation structure including clear identification of all fees to be paid to the ESP; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.
- A draft of the proposed management contract including all of the above terms.
- Explanation of the relationship between the school governing board and the ESP, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations, or have a means for severing the contract.
- Explanation of which staff will report to or be paid by the ESP.
- Evidence that the corporate entity is authorized to do business in Colorado.

Attach:

- Term sheet (described above).

- Proposed management contract.
- Evidence that the service provider is authorized to do business in Colorado.

## **2. Checklist for a High-Quality Application**

- ✓ Evidence is included that the service provider has successfully managed other schools.
- ✓ Evidence is included that the other schools managed by the proposed service provider have demonstrated academic achievement for similar targeted student populations.
- ✓ A term sheet for the proposed management of the charter school is included with clear performance measures and contract severance provision(s).
- ✓ A draft of the proposed management contract with a clear Conflict of Interest statement is included.
- ✓ An explanation of which staff will be hired and terminated by the ESP or report to or be paid by the ESP.
- ✓ Evidence that the ESP is authorized to conduct business in Colorado.
- ✓ Clear understanding of financial obligation to ESP and if it increases, decreases or stays the same for the duration of the relationship. This includes building ownership if the developers are making payments to the ESP.

## **T. EXISTING SCHOOL OPERATORS OR REPLICATORS (10 page limit)**

(This section is to be completed only if the charter school applicant currently operates a school or is replicating an existing school.) It is the expectation of District 49 that any applicants who are existing school operators will meet the guidelines of the Replication Readiness checklist developed by the Colorado League of Charter Schools. These guidelines are included in Appendix D.

### **1. Component Description**

If the proposed charter school is being developed by an existing school or is a replication of an existing school, address the following issues:

- An explanation of how and why the school has decided to replicate.
- Clear evidence of the existing school's capacity to operate a new school successfully while maintaining quality in existing school(s).
- Detailed explanation of the existing school's (or schools') success in serving student populations similar to the targeted student population, including demonstrated academic achievement as well as successful management of non-academic school functions (e.g., financial performance, back-office services, school operations, extra-curricular programs).
- Explain any never-opened, terminated, or non-renewed schools that were also part of replication efforts.
- Detailed explanation of the network's growth plan and the formal relationship between the existing school(s) and the proposed new school.
- If one board will oversee both or all schools, explain how the local community will be represented on either the board or another school-based oversight committee.

Attach:

- Business plan.
- Detailed academic results.
- Most recent financial audits.
- Parent satisfaction data.

## **2. Checklist for a High-Quality Application**

- ✓ Evidence is included that the service provider has successfully managed other schools.
- ✓ Evidence is included that the existing school has the capacity to operate a new school successfully through thoughtful staffing plans and realistic financial projections.

- ✓ Evidence is included that the other school(s) have demonstrated high academic achievement for similar targeted student populations.
- ✓ Evidence is included that the school has a strong financial track record, including making contributions to an annual unrestricted reserve.
- ✓ Evidence is included that demonstrates a thoughtful relationship between the existing school(s) and the proposed new school.
- ✓ Evidence is included that the applicant has a realistic long-term plan for growth.
- ✓ Evidence of a local board or local representation on the governing board or an oversight committee.

**U. VIRTUAL OR ONLINE SCHOOLS (10 page limit)**

(This section is to be completed only if the proposed charter school has a substantial virtual or online component.)

**1. Component Description**

If the proposed charter school has a substantial virtual or online component, provide the following:

- An explanation of why a virtual or online school will meet the needs of the identified student population.
- The proposed school’s system of course credits.
- How the school will monitor and verify full-time student enrollment, student participation in a full course load, credit accrual, and course completion.
- System for monitoring and verifying student progress and performance in each course through regular, proctored assessments and submissions of coursework.
- How the school will provide appropriate services in the virtual learning environment to students with disabilities and English language learners.
- Plan for conducting parent-teacher conferences.
- Plan for administering state-required assessments to all students in a proctored setting.

**2. Checklist for a High-Quality Application**

- ✓ Evidence that the virtual or online model can effectively meet the identified student population’s academic needs.
- ✓ Evidence is included that courses and credits align with district graduation requirements and higher education admission requirements.
- ✓ Evidence the school will be able to effectively monitor student enrollment, course load, credit accrual and course completion.
- ✓ Evidence that the school will be able to conduct effective progress monitoring and provide responsive instruction when students are not making progress as expected.
- ✓ Evidence that the school will be able to legally and effectively meet the educational needs of students with disabilities and English language learners.
- ✓ Evidence that the school has a thoughtful plan for effectively engaging parents and communicating with parents about student progress and results.
- ✓ Evidence that the school will be able to meet all state requirements for administration of the annual state-mandated assessment.

**3. Evaluation Criteria**

An excellent Virtual or Online Schools section will have the following characteristics:

- A strong case for how this model was selected and why it is likely to be successful with the identified student population, including research or evidence of the success of this model with other similar student populations.

- A detailed description of course requirements and how they align with district graduation requirements and higher education admission requirements.
  - A detailed plan for how the school will track student course enrollment to ensure appropriate course loads, sufficient progress towards graduation requirements, and course completion rates.
  - Specific protocol teachers will use to track student progress and provide interventions when progress is not meeting expectations.
  - Specific effective strategies for meeting the needs of students with disabilities and English language learners.
  - A thoughtful plan for holding parent-teacher conferences and generally engaging parents in the educational process.
- A plan for state-mandated test administration that reflects an understanding of requirements that must be met in an online or virtual environment.





## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** January 22, 2018

**Prepared by:** Brad Miller

**Title of Agenda Item:** Adoption of Executive Director job description

**Item Type:**         Action         Information         Discussion

**Background Information, Description of Need:** The Board declared its intention to develop a job description for the Executive Director. It appointed two directors to participate in the development of the job description. The resulting document is provided for Board review and potential adoption. This is not a policy adoption so may be accomplished in a single meeting if the Board so chooses.

**Relevant Data and Expected Outcomes:** The job description is intended to attract and then to direct the Executive Director in a manner consistent with the mission, vision and Bylaws of CDBOCES.

**Recommended Course of Action/Motion Requested:** I move to adopt the Executive Director job description as presented (or "as revised").



4035 Tutt Boulevard  
Colorado Springs, CO 80922



## Board Approved Job Description

Position Title:	Executive Director
Date Approved:	January 22, 2018
Reports To:	Colorado Digital BOCES Board of Directors
FLSA Status:	Exempt
Work Calendar:	Full Year – 260 Days (July 1 - June 30)

### POSITION SUMMARY

The Executive Director (ED) is responsible for the general management of the Colorado Digital BOCES (CD BOCES). The Executive Director shall provide strategic direction to the CD BOCES and its personnel toward the accomplishment of organizational goals, administer the policies of the Board, conserve the organization's assets and resources, and maintain and enhance CD BOCES' standing in all its internal and external relationships. The ED shall ensure the organization adheres to all state and federal requirements and the CD BOCES Board policies.

### ESSENTIAL DUTIES AND RESPONSIBILITIES

The following duties and responsibilities are intended to describe the general nature and scope of work being performed by the individual assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities; actual duties and responsibilities may vary depending upon time of year, number of schools the CD BOCES is authorizing, the type of schools the CD BOCES is authorizing, the CD BOCES strategic plan and other factors.

#### Organizational Leadership

- Establishes a “business oriented” style focused upon providing a valuable customer experience.
- Exhibits fearless and courageous leadership.
- Has strong connection with and understanding of finances and cash flow, along with an understanding of the growth and stabilization of cash flow.
- Ability to define in advance what it means to “fail fast” in every program and initiative and to communicate success and failure metrics re same.
- Capable management of Board, Program, Member, Political and Community dashboard with useful and timely updates to Board re each interest group.
- Develops a set of key performance indicators (KPIs) and sets metrics using a scientific process to create honest feedback regarding progress and results.
- Recommends proposed organizational and management structure revisions, including any resource or personnel changes, to the Board.

#### Strategic Leadership

- Is consistently attentive to potential opportunities and readily communicates such matters to the board along with pertinent analysis.



## Board Approved Job Description

- Willingness to engage with each member and with each Director.
- Monitors and gauges the health of each strategic relationship and notifies the Board of any relationship issues with members.
- Ability to effectively identify and evaluate potential program partners.
- Informs the Board on all matters of major importance or significance to the programs, services, and progress of CD BOCES.

### Personnel Leadership

- Inspires a culture that encourages purposeful pursuit of new, high-quality opportunities and a culture of continuous improvement.
- Ability to design and to consistently implement sound feedback on the development of the team.
- Recommends to the Board the assignment, transfer and suspension of all personnel.
- Supervises and conducts periodic evaluations and appraisals of the Education and Operations Officer (EOO) performance.
- Recommends salary increases and salary adjustments for all personnel with the Financial Officer (FO) and the EOO.
- Develops programs for personnel recruitment, selection, employment, employee relations, employee benefits, employee safety, personnel evaluation, and compensation administration for CD BOCES.

### Financial Leadership

- Directs the development of the annual budget of CD BOCES.
- Ability to negotiate contracts and agreements.
- Reviews and recommends programs and supporting data for funds to be included in the annual budget of CD BOCES, with the FO and the EOO.
- Provides for the overall management of CD BOCES' financial activities and takes appropriate action to ensure that expenses are kept within the approved budgetary limits of CD BOCES.

### Relationships

- Acts as chief executive officer for and professional advisor to the Board.
- In collaboration with the Board President and the EOO, prepares the Board agenda for all meetings of the Board. Ensures delivery of the agenda with pertinent information on each item well in advance of the meeting.
- Participates in the affairs of local, state, and national professional organizations with the Board designee.
- Serves as a representative of CD BOCES and its member districts at meetings on the local, state, and national level with the Board designee.
- Maintains a cooperative working relationship between the schools and the community





## Board Approved Job Description

and community agencies.

- Establishes and maintains such other relationships within and outside CD BOCES as required to carry out his or her responsibility.

Performs other duties as assigned by the CD BOCES Board.

### SUPERVISION/TECHNICAL RESPONSIBILITY

Directly supervises the Education and Operations Officer. Indirectly supervises all positions within the CD BOCES.

### QUALIFICATIONS

1. College degree, no specific licensure required
2. Relevant life skills, but specific job experience in k12 education is not necessary
3. Demonstrated success in leadership, as well as experience in overcoming failures
4. Experience running multi-faceted organization, not necessarily in education
5. Negotiating experience and the ability to work with a bureaucracy without succumbing to it
6. Experience with systems and processes and intercommunication among multiple interest groups

### OTHER SKILLS AND KNOWLEDGE

- Advanced written and oral communication skills
- Exceptionally strong interpersonal relations skills
- Demonstrated working knowledge of policy and procedure development process, budgeting, personnel evaluation and negotiation
- Operating knowledge of and experience with personal computers, computer software, basic office equipment;

### PHYSICAL DEMANDS

The physical demands, work environment factors and mental functions located within the essential duties and responsibilities statements must be met by an employee to successfully perform the essential functions of this job.

While performing the duties of this job, the employee is frequently required to talk and hear. The employee is occasionally required to stand, walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

### WORK ENVIRONMENT

Work is performed primarily in a typical office environment. The noise level in the work environment is usually moderate.



## Board Approved Job Description



## Board Approved Job Description

Position Title:	Executive Director
Date Approved:	January 22, 2018
Reports To:	Colorado Digital BOCES Board of Directors
FLSA Status:	Exempt
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### ESSENTIAL DUTIES AND RESPONSIBILITIES

The following duties and responsibilities are intended to describe the general nature and scope of work being performed by the individual assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities; actual duties and responsibilities may vary depending upon time of year, number of schools the CD BOCES is authorizing, the type of schools the CD BOCES is authorizing, the CD BOCES strategic plan and other factors.

#### Organizational Leadership

- ~~Lead the organization with a~~ Establishes a “business oriented” style focused upon providing a valuable customer experience.
- ~~Exhibits fearless and courageous leadership.~~
- ~~Has strong connection~~ Collaborate with the FO and Board to ~~with and understand the financial aspects of the organization, to include cash flow, understanding of finances and cash flow, along with an understanding of that well as e~~ growth and stabilization of cash flow.
- ~~In collaboration with the Board, establish a strategic plan to determine each program’s short term and long term viability through agreed upon metrics of measurement. Ability to define in advance what it means to “fail fast” in every program and initiative and to communicate success and failure metrics re same.~~
- ~~Responsible for the management of~~ Capable management of Board, Program, Member, Political and Community dashboard, ~~to include useful and timely updates to the Board regarding each group. -with useful and timely updates to Board re each interest group.~~
- Develops a set of key performance indicators (KPIs) and sets metrics using a scientific process to create honest feedback regarding progress and results.
- ~~Recommends proposed~~ Work in collaboration with the Board regarding organizational

**Commented [B1]:** This line needs to be specific. The way it is written is subject to many interpretations.

*Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities.*



## Board Approved Job Description

and management structure revisions, including any resource or personnel changes, ~~to the Board.~~

### Strategic Leadership

- ~~Develop is consistently attentive to~~ potential **business** opportunities and readily communicates such matters to the board along with pertinent analysis.
- ~~Willingness to engage~~Build effective and meaningful lines of communication with ~~with each member and with each Director~~members, Directors and Board of **CD BOCES**.
- Monitors and gauges the health of each strategic relationship, ~~and notifies~~providing the Board of any **foreseen** relationship issues ~~with members~~in a timely manner.
- ~~Ability to effectively~~Effectively identify and evaluate potential program partners.
- Informs the Board on all matters of major importance or significance to the programs, services, and progress of CD BOCES.

**Commented [B2]:** Not sure if "members" means partner members. We need to be specific. Please clarify.

**Commented [B3]:** What is "effectively"? What does this look like?

### Personnel Leadership

- ~~Build a~~inspires a culture that encourages purposeful pursuit of new, high-quality opportunities, ~~with the purpose of creating an atmosphere of~~and a culture of ~~continuous~~improvement.
- ~~Ability to design~~Design and to consistently and implement sound feedback on the development of the team ~~in a consistent and meaningful way.~~
- Recommends to the Board the assignment, transfer and suspension of all personnel.
- Supervises and conducts periodic evaluations and appraisals of the Education and Operations Officer (EOO) performance.
- Recommends salary increases and salary adjustments for all personnel with the Financial Officer (FO) and the EOO.
- Develops programs for personnel recruitment, selection, employment, employee relations, employee benefits, employee safety, personnel evaluation, and compensation administration for CD **BOCES**.

**Commented [B4]:** Do you want this to be the sole responsibility of this position or is it more of a collaboration with the FO, COO and HR?

### Financial Leadership

- ~~Collaborate with the FO and EOO to~~Directs the development of the annual budget of CD BOCES, ~~to include providing supporting data and recommendations for the use of funds throughout the fiscal year.~~
- ~~Ability to negotiate~~Negotiates contracts and agreements.
- ~~Reviews and recommends programs and supporting data for funds to be included in the annual budget of CD BOCES, with the FO and the EOO.~~
- ~~Provides for the~~Responsible for the overall management of CD BOCES' financial activities, ~~taking and takes~~ appropriate action to ensure that expenses are kept within the approved budgetary limits of CD BOCES.

**Commented [B5]:** Specifically for who? Any and all contracts, or employment contracts...?

*Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities.*



## Board Approved Job Description

### Relationships

- Acts as chief executive officer for and professional advisor to the Board.
- ~~Collaborate with~~ ~~In collaboration with~~ the Board President and the EOO, prepares the Board agenda for all meetings of the Board. Ensures delivery of the agenda with pertinent information on each item well in advance of the meeting.
- Participates in the affairs of local, state, and national professional organizations with the Board designee.
- Serves as a representative of CD BOCES and its member districts at meetings on the local, state, and national level with the Board designee.
- Maintains a cooperative working relationship between the schools, ~~and the~~ community and community agencies.
- Establishes and maintains ~~such other~~ relationships within and outside CD BOCES as required to carry out his or her ~~responsibility~~.

~~Performs other duties as assigned by the CD BOCES Board. Perform other duties as assigned and/or those described in Board Policy, as may be amended from time to time.~~

### SUPERVISION/TECHNICAL RESPONSIBILITY

Directly supervises the Education and Operations Officer. Indirectly supervises all positions within the CD BOCES.

### QUALIFICATIONS

#### Education and Training

1. Bachelors Degree or higher, in any field of study
- ~~1.2. College degree, no specific licensure required~~
- ~~2. Relevant life skills, but specific job experience in k12 education is not necessary~~
- ~~3. Demonstrated success in leadership, as well as experience in overcoming failures~~
- ~~4. Experience running multi-faceted organization, not necessarily in education~~
- ~~5. Negotiating experience and the ability to work with a bureaucracy without succumbing to it~~  
~~Experience with systems and processes and intercommunication among multiple interest groups~~

#### Professional Experience

- ~~Demonstrated success in leadership, as well as experience in overcoming failures~~
- 3. ~~Experience running multi-faceted organization~~
- ~~Negotiating experience and the ability to work with a bureaucracy~~
- ~~Experience with systems and processes and intercommunication among multiple interest groups~~
- 

**Commented [B6]:** We need to be more specific. Parents, business leaders, professional associations, employees, all of the above?

**Commented [B7]:** This needs to be specific, or not mentioned at all.

**Commented [B8]:** We don't need the "Not Necessarily in education"

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**Commented [B9]:** How does an applicant demonstrate this?

**Commented [B10]:** How many years are we looking for? What type of experience? Are we looking for experience at Executive or Director level, managing how many people? Or size of organization?

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**Commented [B11]:** Can we be more specific to what "Systems and processes"?

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Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities.



## Board Approved Job Description

### Preferred Experience

6. \_\_\_\_\_

**Commented [B12]:** Is there anything that you would like but is not required? If so, should be listed here.

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### OTHER SKILLS AND KNOWLEDGE

- Advanced written and oral communication skills
- Exceptionally strong interpersonal relations skills
- Demonstrated working knowledge of policy and procedure development process, budgeting, personnel evaluation and negotiation
- Operating knowledge of and experience with personal computers, computer software, basic office equipment;

**Commented [B13]:** Do you want anything here that would be specific to education (or networking)?

### PHYSICAL DEMANDS

~~The physical demands, work environment factors and mental functions located within the essential duties and responsibilities statements must be met by an employee to successfully perform the essential functions of this job.~~

While performing the duties of this job, the employee is frequently required to talk and hear.

The employee is occasionally required to stand, walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

**Commented [B14]:** This will be verified by MSEC. I believe the language listed must be edited to be ADA compliant.

### WORK ENVIRONMENT

Work is performed primarily in a typical office environment. The noise level in the work environment is usually moderate.

*Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities.*



## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** January 22, 2017

**Prepared by:** Kindra Whitmyre

**Title of Agenda Item:** Action Plan Review- Q2

**Item Type:**       Action       Information       Discussion

### **Background Information, Description of Need:**

The Colorado Preparatory Academy (CPA) in grades K-8 and the Pikes Peak Online School (PPOS) were both required to complete and action plan for this school year. The action plans were presented to the Board at a meeting toward the beginning of the school year. Progress toward meeting all school goals are reviewed monthly, and the actual action plan goals are reviewed quarterly.

### **Relevant Data and Expected Outcomes:**

The first action plan review for both CPA and PPOS was in the month of September and presented to the Board. The second quarterly review of the action plan occurred in the month of December and they are attached.

### **Recommended Course of Action/Motion Requested:**

No course of action or motion at this time.

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# CPA Action Plan Quarterly Review

## Action Plan Goal

### Data-Driven Instruction Elementary Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of Instruction.
2. Increase academic achievement in ELA and math from the 7<sup>th</sup> percentile in ELA and the 4<sup>th</sup> in math to the 50<sup>th</sup> percentile.
3. Increase median growth percentile in ELA from 27<sup>th</sup> to the 50<sup>th</sup> percentile, and math from the 24<sup>th</sup> percentile to the 50<sup>th</sup> percentile.

### Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. Achievement data is below.
3. Growth Data will be entered at the end of second quarter.

### New Students:

*Reading: K-2- 109 students that are below the 50% percentile; 76 students are at or above the 50% percentile. Total new enrollment tested= 191; 6 students have not tested as of yet.*

*Math: K-2- 149 students are below the 50% percentile; 33 students are at or above the 50% percentile. Total new enrollment tested= 191; 6 students have not tested as of yet.*

*Writing- K-2- 74 students are below the 50% percentile; 90 students are at or above the 50% percentile. Total new enrollment tested= 191; 6 students have not tested as of yet.*

*Reading: 3-5- 93 students that are below the 50% percentile; 89 students are at or above the 50% percentile. Total new enrollment tested= 182; 6 students have not tested as of yet.*

*Math- 3-5- 117 students are below the 50% percentile; 63 students are at or above the 50% percentile. Total new enrollment tested= 180; 8 have not tested as of yet.*

*Writing- 3-5- 117 students are below the 50% percentile; 57 students are at or above the 50% percentile. Total new enrollment tested= 174; 14 not tested as of yet.*

### Returning Students:

---



*Reading: K-2- 44 students are below the 50% percentile; 51 students are at or above the 50% percentile. Total returning enrollment tested= 93; 3 students have not tested as of yet.*

*Math: K-2- 55 students are below the 50% percentile; 40 students are at or above the 50% percentile. Total returning enrollment tested= 93; 3 students have not tested as of yet.*

*Writing: K-2- 56 students are below the 50% percentile; 31 students are at or above the 50% percentile. Total returning enrollment tested= 96; 9 student have not tested as of yet.*

*Reading: 3-5- 50 students that are below the 50% percentile; 89 students are at or above the 50% percentile. Total returning enrollment tested= 142; 3 students have not tested as of yet.*

*Math: 3-5- 64 students that are below the 50% percentile; 75 students are at or above the 50% percentile. Total returning enrollment tested= 142; 3 students have not tested as of yet.*

*Writing- 3-5- 69 students are below the 50% percentile; 68 students are at or above the 50% percentile. Total returning enrollment tested= 137; 5 students have not tested as of yet.*

**Root Cause Analysis-** *students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students- let's look at the evidence below:*

**Evidence-** *K-2 new to returning reading- 10% lower for new students; K-2 new to returning math- 19% lower for new students; K-2 new to returning writing- 21% lower for returning students; 3-5 new to returning reading- 16% lower for new students; 3-5 new to returning math- 20% lower for new students; 3-5 new to returning writing- 29% lower for new students.*

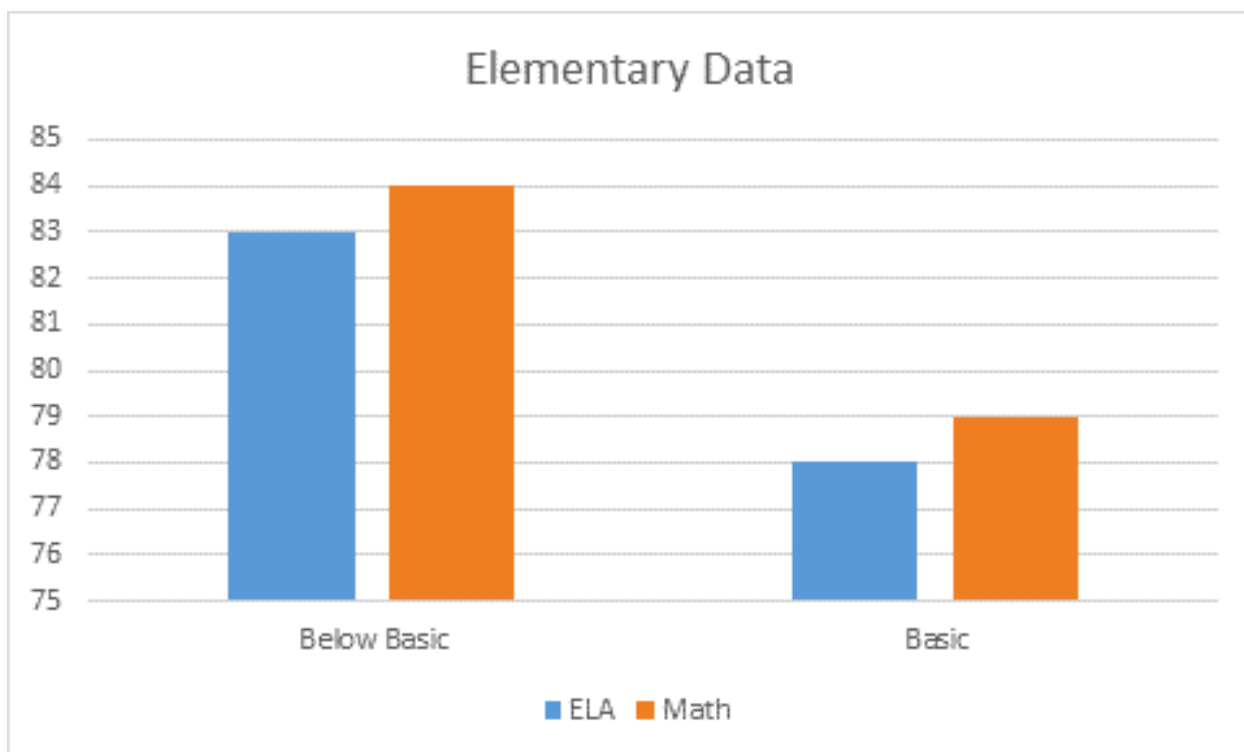
**New Root Cause Analysis-** *students are not meeting grade level expectations- at this time, there is a difference between new students vs returning students, with new students coming in farther behind, in most areas of K-5 then their grade level peers that are returning students.*

#### **Action Steps for Q2:**

1. Reading- Validate all K-5 students that are below the 50% percentile with Dibels; All K-5 students that have two data points below grade level (all students validated) will be put into the intervention program, Burst.
2. Math- All students in K-2 that are below the 50% percentile will be placed in a small group for math instruction using the mclass math intervention skill program. All students in 3-5 that are below the 50% percentile will be placed in a small group for math instruction using the iReady math skills program.
3. Writing- All students in K-5 that are below the 50% percentile will be placed in a small group for writing instruction using 6-Traits writing skills and interventions.

## Q2 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is ***approaching proficient***.
2. Progress on Action Steps- The action steps for Q2 from the Q1 quarterly review was to create small instructional groups for students that were below the 50% percentile in order to instruct them on skills that were identified as low or not at grade level. The Q2 review consisted of reviewing the attendance data to ensure the students are attending these small groups since this was determined as the strategy to improve the data-driven instruction goal. Below basic students need to attend 4 small group sessions a week, and basic students need to attend 2 small group lessons a week. CPA Elementary attendance data is below:



83% of below basic elementary students are attending all 4 ELA small groups- this is 115 out of 139 students; 78% of basic elementary students are attending the 2 ELA small group lessons- this is 122 out of 157 students. 84% of below basic elementary students are attending all 4 math small groups- this 84 out of 100; 79% of basic elementary students are attending all 2 math small groups- this is 185 out of 234 students.

3. Growth Data will be added during the Q3 review as students are still in the process of completing middle of the year assessments.

**Root Cause Analysis-** *the students in elementary grades are required to follow the academic engagement policy, and are assigned points if they are not completing their weekly course work; therefore, there is no consequence for not attending the small groups if they complete their weekly course work.*

### **Action Items for Q3:**

1. The team is continuing to work on with student data to individualize instruction, specifically using whole group, small group and one-on-one by utilizing the accurate data for each student.
2. The students that are not attending the required small group sessions will receive a missed service letter, and after 4 of these letters the students are escalated to the school Principal. The Principal will then move forward with discussing the lack of participation with parents and/or the student will be added to a Back on Track Plan/Last Chance Plan- all dependent on how many times the students has been escalated and the follow-thru with parents.

### **Q3 Review**

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

Action Items for Q4

### **Q4 Review**

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

End of Year Review

## **Action Plan Goal**

### **Data-Driven Instruction Middle School Goals**

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of Instruction.
2. Increase academic achievement in ELA and math from the 20<sup>th</sup> percentile in ELA and the 21<sup>th</sup> percentile in math to the 50<sup>th</sup> percentile.
3. Increase median growth percentile in ELA from 31<sup>th</sup> percentile to the 50<sup>th</sup> percentile, and math from 42<sup>th</sup> percentile to the 50<sup>th</sup> percentile.

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2. Achievement data is below.
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***New Students:***

*Reading: 6-8- 231 students are below the 50% percentile; 173 students are at or above the 50% percentile. Total new enrollment tested= 404; 35 students have not tested as of yet.*

*Math: 6-8- 295 students are below the 50% percentile; 115 students are at or above the 50% percentile. Total new enrollment tested= 410; 29 students have not tested as of yet.*

*Writing- 6-8- 202 students are below the 50% percentile; 144 students are at or above the 50% percentile. Total new enrollment tested= 346; 93 students have not tested as of yet.*

***Returning Students:***

*Reading: 6-8- 83 students are below the 50% percentile; 73 students are at or above the 50% percentile. Total returning enrollment tested= 156; 1 student has not tested as of yet.*

*Math: 6-8- 101 students are below the 50% percentile; 55 students are at or above the 50% percentile. Total returning enrollment tested= 156; 1 student has not tested as of yet.*

*Writing: 6-8- 81 students are below the 50% percentile; 66 students are at or above the 50% percentile. Total returning enrollment tested= 147; 10 students have not tested as of yet.*

***Root Cause Analysis-*** *students are entering CPA MS significantly below grade level expectations- let's look at the evidence below:*

***Evidence-*** *6-8 new to returning reading- 4% lower for new students; 6-8 new to returning math- 7% lower for new students; 6-8 new to returning writing- 3% lower for returning students.*

***New Root Cause Analysis-*** *students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students.*

**Action Steps for Q2:**

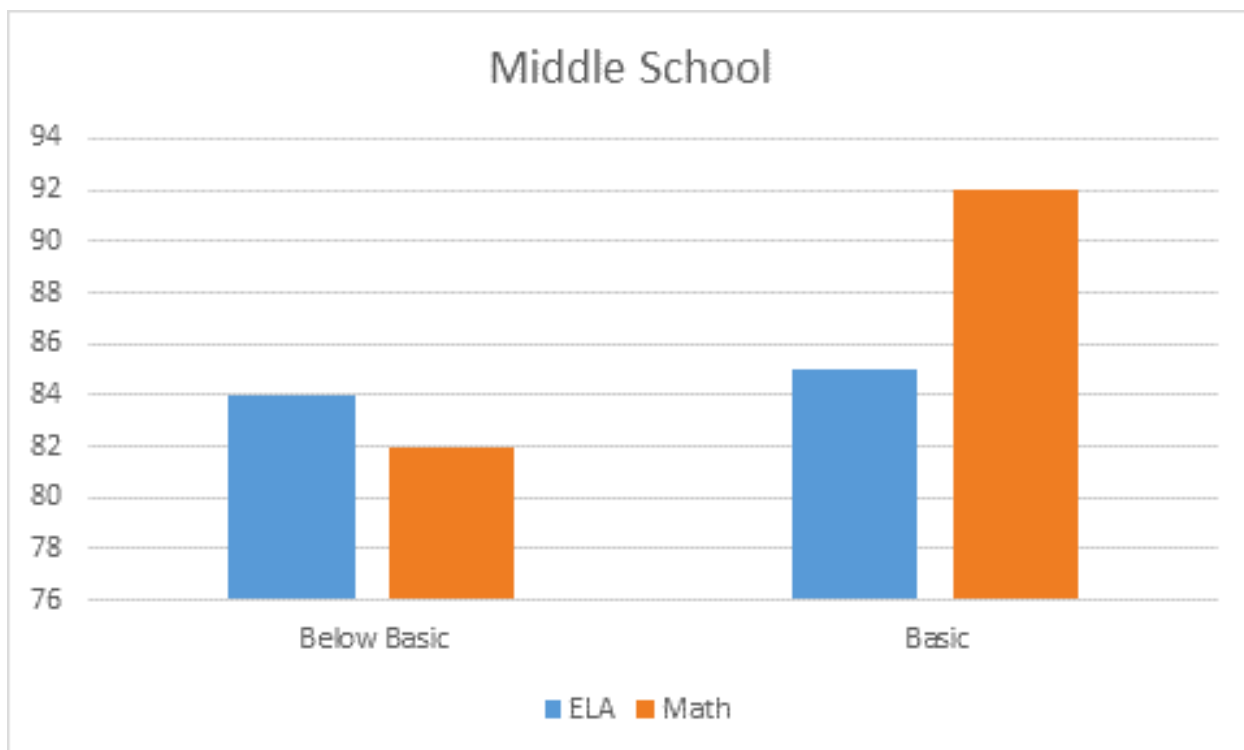
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2. Math- All 6-8 students that are below the 50% percentile will be put into the iReady intervention program, and will have 4 direct instruction math lessons a week. MTSS will

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### Q2 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is **approaching proficient**.
2. Progress on Action Steps- The action steps for Q2 from the Q1 quarterly review was to create small instructional groups for students that were below the 50% percentile in order to instruct them on skills that were identified as low or not at grade level. The Q2 review consisted of reviewing the attendance data to ensure the students are attending these small groups since this was determined as the strategy to improve the data-driven instruction goal. Below basic students need to attend 4 small group sessions a week, and basic students need to attend 2 small group lessons a week. CPA MS attendance data is below:



84% of below basic MS students are attending all 4 ELA small groups- this is 89 out of 106 students; 85% of basic MS students are attending the 2 ELA small group lessons- this is 105 out of 124 students. 82% of below basic MS students are attending all 4 math

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**Root Cause Analysis-** *the MS numbers are high for participation in small groups. The teachers in MS are a strong team and hold students accountable for weekly lessons as well as small group sessions.*

Action Items for Q3- *none needed for Q3; however, the MS team needs to focus on keeping participation numbers high and also improving the Academic Framework score.*

### Q3 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

Action Items for Q4

### Q4 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

End of Year Review

## Action Plan Goal

### Effective Differentiated Instruction Elementary Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of Instruction.
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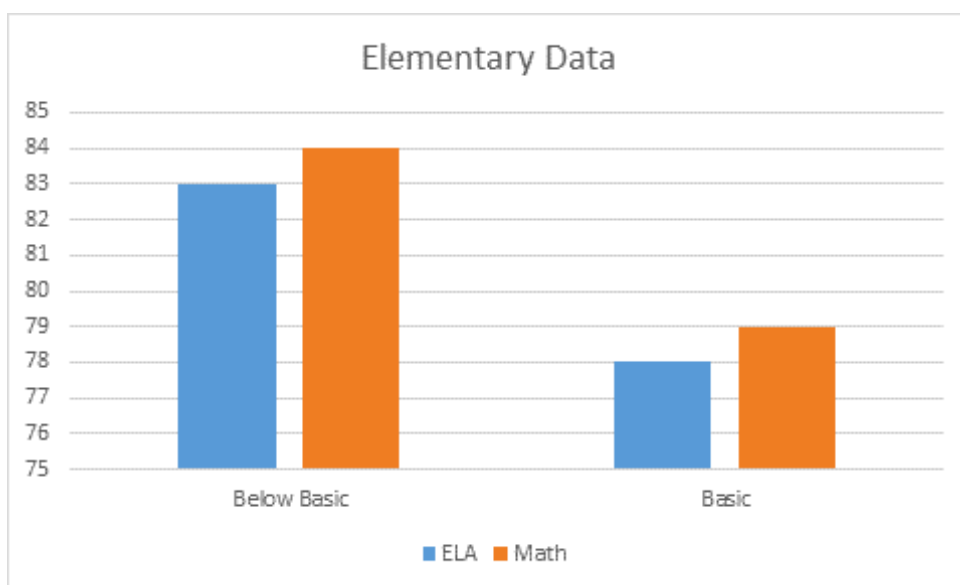
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### **Q3 Review**

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

Action Items for Q4

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End of Year Review

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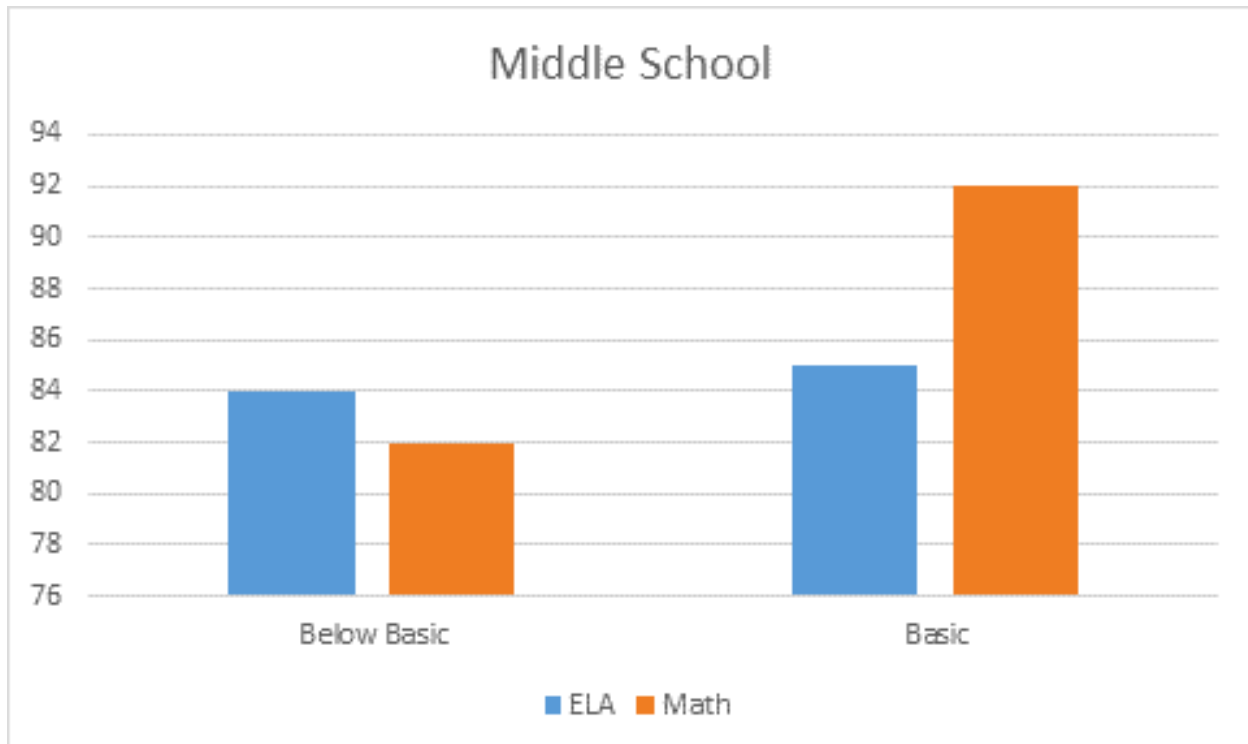
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**Root Cause Analysis-** *the MS numbers are high for participation in small groups. The teachers in MS are a strong team and hold students accountable for weekly lessons as well as small group sessions.*

Action Items for Q3- *none needed for Q3; however, the MS team needs to focus on keeping participation numbers high and also improving the Academic Framework score.*

### Q3 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

Action Items for Q4

### Q4 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

End of Year Review

## Action Plan Goal

### School and Community Culture Elementary and Middle School Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of culture.
2. Increase participation in parent surveys.
3. Increase attendance at orientation sessions:
  - New Student Orientation Session- 85% of new students will attend a live orientation session within the first 10 days of school;
  - Returning Students-Welcome Back Session/Assembly- 75% of returning students will attend a welcome back session within the first 10 days of school.

### Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. The first parent survey called a Pulse Check went out on August 18, 2017 and the number of parents that completed the check was 689 out of 1,627. The second Pulse Check went out on September 25, 2017 and the number of parents that completed the check was 408 out of 1,686.
3. New Student Orientation Sessions- K-5- 92% attended- total enrollment is 393 new students; 6-8- 91% attended- total enrollment is 447 new students: Returning Student Welcome Back Session- K-5- 91% attended- total enrollment is 237 returning students; 6-8- 95% attended- total enrollment is 157 returning students.

***Root Cause Analysis- No root cause needed- goals are met or in process of being met.***

Action Items for Q2- none needed.

### Q2 Review

1. The Academic Excellence Framework score is a 3 out of 4 points. The current score is ***proficient.***
2. CPA's elementary and MS was actually nationally recognized within the K12 organization as having the most increased parent satisfaction.
3. The Pulse Check that went out on November 27 had 222 out of 1100 parents complete the survey. This is 20%.

Progress on Action Steps- *none were needed for Q2*

***Root Cause Analysis: No root cause needed- goals are met or in process of being met.***

Action Items for Q3: none needed for Q3; however, the leadership team needs to refocus on the parent participation numbers completing surveys. There have been quite a few surveys that have gone out, so this decline could easily be explained by parents too busy around holidays and also the fact that they have filled out quite a few already. We will monitor the parent completion in Q3.

### Q3 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

Action Items for Q4

### Q4 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

End of Year Review

## Action Plan Goal

### Student and Learning Coach Engagement Elementary and Middle School Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of assessment.
2. Student participation on assessments will average between 80-94%.

#### Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. Assessment Completion: K-5- 95%; 6-8- 91%

**Root Cause Analysis- No root cause needed- goals are met or in process of being met.**

Action Items for Q2- none needed.

#### Q2 Review

1. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of assessment is **proficient**.
2. The MOY assessment participation percentage cannot be calculated until the due date of January 31- this will be added to the Q3 review.

Progress on Action Steps- *none needed for Q2*

**Root Cause Analysis- No root cause needed- goals are met or in process of being met.**

Action Items for Q3- none needed.

#### Q3 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

Action Items for Q4

#### Q4 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

End of Year Review

## Action Plan Goal

### Leadership Elementary and Middle School Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of observation and feedback and data-driven instruction.
2. 95% of all activities will be completed according to the mentor teacher policies and procedures.

#### Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. All new teachers have been assigned a mentor- this is 5 new teachers in K-8- and, all September mentor/mentee activities have been accomplished.

**Root Cause Analysis- No root cause needed- goals are met or in process of being met.**

Action Items for Q2- none needed.

#### Q2 Review

1. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of leadership observation is **proficient**. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of leaders using data-driven instruction is **proficient**.
2. 100% of mentor activities have been completed, per the participation in training classes and also the review mentor/mentee meetings.

Progress on Action Steps- *none were needed for Q2*

**Root Cause Analysis No root cause needed- goals are met or in process of being met.**

Action Items for Q3- none needed.

#### Q3 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

Action Items for Q4

#### Q4 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

End of Year Review





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# PPOS Action Plan Quarterly Review

## Action Plan Goal

### Data-Driven Instruction Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of instruction.
2. Increase academic achievement in ELA and math from the 9th percentile in ELA and the 5th percentile in math to the 50th percentile.
3. Increase median growth percentile in ELA from 44th to the 50th percentile, and math from the 37th percentile to the 50th percentile.

### Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. Achievement data is below.
3. Growth Data will be entered at the end of second quarter.

### **New Students:**

*Reading: 9-12- 332 students that are below the 50% percentile; 88 students are at or above the 50% percentile. Total new enrollment tested= 420; 37 students have not tested as of yet.*

*Math: 9-12- 288 students are below the 50% percentile; 129 students are at or above the 50% percentile. Total new enrollment tested= 417; 40 students have not tested as of yet.*

*Writing- 9-12- 234 students are below the 50% percentile; 87 students are at or above the 50% percentile. Total new enrollment tested= 321; 136 students have not tested as of yet.*

### **Returning Students:**

*Reading: 9-12- 117 students are below the 50% percentile; 39 students are at or above the 50% percentile. Total returning enrollment tested= 156; 6 students have not tested as of yet.*

*Math: 9-12- 100 students are below the 50% percentile; 54 students are at or above the 50% percentile. Total returning enrollment tested= 154; 8 students have not tested as of yet.*

*Writing: 9-12- 79 students are below the 50% percentile; 43 students are at or above the 50% percentile. Total returning enrollment tested= 122; 40 students have not tested as of yet.*

**Root Cause Analysis-** *students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students- let's look at the evidence below:*

**Evidence- 9-12 new to returning reading- 4% lower for returning students; 9-12 new to returning math- 4% lower for returning students; 9-12 new to returning writing- 8% lower for new students.**

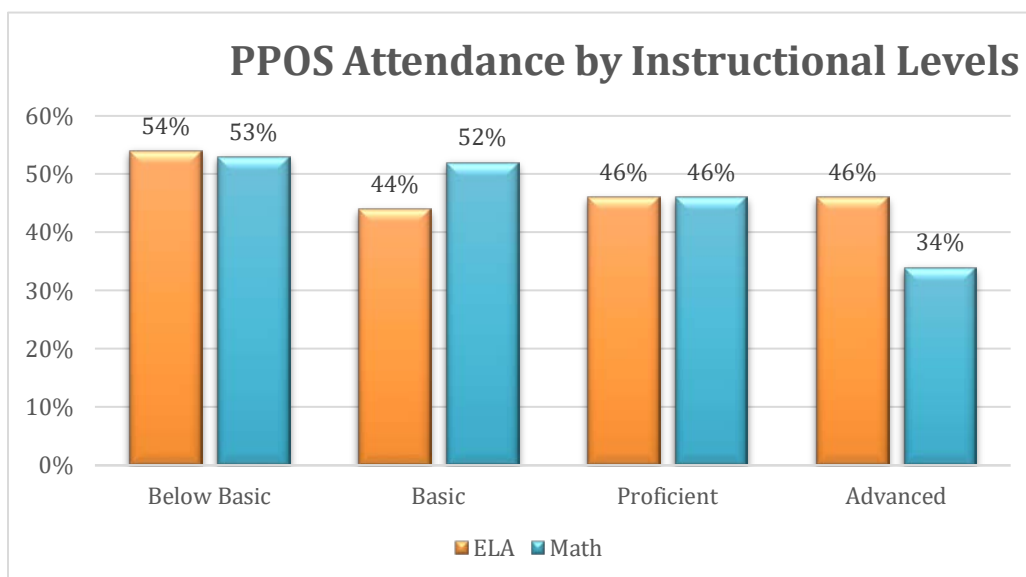
**New Root Cause Analysis- students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students.**

### Action Steps for Q2:

1. Reading- Students that are identified below the 50% percentile in reading are placed into required small groups that will be instructing them on skills that the STAR assessment has identified as low and/or not grade level 4 times a week.
2. Math- Students are tested into their grade level math class, and then students are placed into small required groups to instruct them on their grade level math skills and prerequisite skills that STAR has identified as low or not grade level.
3. Writing- All students in 9-12 that are below the 50% percentile will be placed into small, required groups and for direct instruction in their writing class, as well as taught needed skills through the Language Live intervention program.

### Q2 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is **approaching proficient**.
2. Progress on Action Steps- The action steps for Q2 from the Q1 quarterly review was to create small instructional groups for students that were below the 50% percentile in order to instruct them on skills that were identified as low or not at grade level. The Q2 review consisted of reviewing the attendance data to ensure the students are attending these small groups since this was determined as the strategy to improve the data-driven instruction goal. Below basic students need to attend 4 small group sessions a week, and basic students need to attend 2 small group lessons a week. PPOS attendance data is below:



54% of below basic students are attending all 4 ELA small groups- this is 94 out of 174 students; 53% of below basic students are attending all 2 math small groups- this is 100 out of 190; 44% of basic students are attending all 2 ELA small groups- this is 70 students out of 159. 53% of basic students are attending the 2 math small group lessons- this is 99 out of 188 students.

3. Growth Data will be added during the Q3 review as students are still in the process of completing middle of the year assessments.

**Root Cause Analysis-** *students are notified of sessions they need to attend, and the teachers work with advisors to get students on 'back on track plans' if they are not attending school/sessions to reengage them into school/sessions; although, some students at PPOS work during the day and the recorded sessions may be watched by the students, but there is not a way to monitor this. Bottomline, there are not any consequences for students not attending the small group session unless they are not finishing course work. Students that are not attending small group sessions and not progressing in their courses are put into the truancy process, but students that are progressing in their course work, but not attending sessions are not put in the truancy process so something else needs to be developed for these students.*

#### **Action Items for Q3:**

1. The team is continuing to work on with student data to individualize instruction, specifically using whole group, small group and one-on-one by utilizing the accurate data for each student.
2. PPOS staff met and had already discussed the low participation in small groups. The team had determined that they will be starting an incentive plan for students that are not attending the small group session, but are working in their course work. These students will receive credit for attending the small group session and this will be communicated to all students. This strategy will be monitored for increases in student participation in the small group sessions.

#### **Q3 Review**

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

Action Items for Q4

#### **Q4 Review**

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

## End of Year Review

### Action Plan Goal

#### Effective Differentiated Instruction Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of instruction.
2. Increase academic achievement in ELA and math from the 9th percentile in ELA and the 5th percentile in math to the 50th percentile.
3. Increase median growth percentile in ELA from 44th to the 50th percentile, and math from the 37th percentile to the 50th percentile.

#### Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. Achievement data is below.
3. Growth Data will be entered at the end of second quarter.

#### **New Students:**

*Reading: 9-12- 332 students that are below the 50% percentile; 88 students are at or above the 50% percentile. Total new enrollment tested= 420; 37 students have not tested as of yet.*

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*Reading: 9-12- 117 students are below the 50% percentile; 39 students are at or above the 50% percentile. Total returning enrollment tested= 156; 6 students have not tested as of yet.*

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**Root Cause Analysis-** *students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students- let's look at the evidence below:*

**Evidence-** *9-12 new to returning reading- 4% lower for returning students; 9-12 new to returning math- 4% lower for returning students; ; 9-12 new to returning writing- 8% lower for new students.*

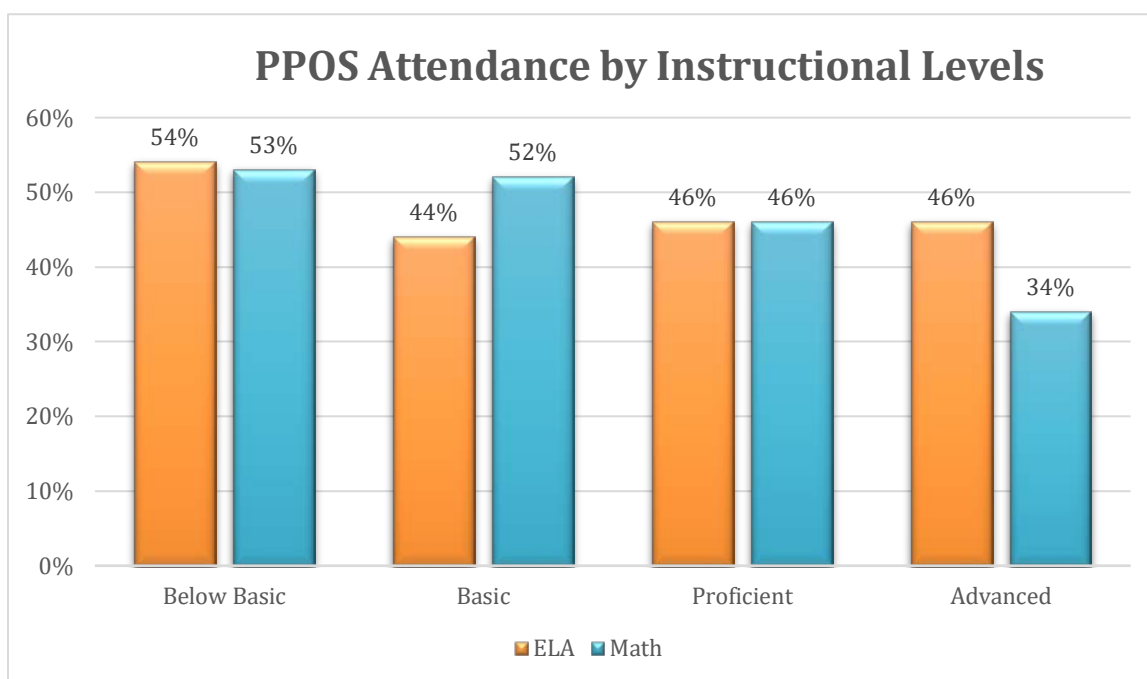
**New Root Cause Analysis-** *students are not meeting grade level expectations-at this time, there is not much of a difference between new students vs returning students.*

### Action Steps for Q2:

1. Reading- Students that are identified below the 50% percentile in reading are placed into required, small groups that will be instructing them on skills that the STAR assessment has identified as low and/or not grade level 4 times a week.
2. Math- Students are tested into their grade level math class, and then students are placed into small required groups to instruct them on their grade level math skills and prerequisite skills that STAR has identified as low or not grade level.
3. Writing- All students in 9-12 that are below the 50% percentile will be placed into small, required groups and for direct instruction in their writing class, as well as taught needed skills through the Language Live intervention program.

### Q2 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is **approaching proficient**.
2. Progress on Action Steps- The action steps for Q2 from the Q1 quarterly review was to create small instructional groups for students that were below the 50% percentile in order to instruct them on skills that were identified as low or not at grade level. The Q2 review consisted of reviewing the attendance data to ensure the students are attending these small groups since this was determined as the strategy to improve the differentiated instruction goal. Below basic students need to attend 4 small group sessions a week, and basic students need to attend 2 small group lessons a week. PPOS attendance data is below:



54% of below basic students are attending all 4 ELA small groups- this is 94 out of 174 students; 53% of below basic students are attending all 2 math small groups- this is 100 out of 190; 44% of basic students are attending all 2 ELA small groups- this is 70

students out of 159. 53% of basic students are attending the 2 math small group lessons- this is 99 out of 188 students.

3. Growth Data will be added during the Q3 review as students are still in the process of completing middle of the year assessments.

**Root Cause Analysis-** *students are notified of sessions they need to attend, and the teachers work with advisors to get students on 'back on track plans' if they are not attending school/sessions to reengage them into school/sessions; although, some students at PPOS work during the day and the recorded sessions may be watched by the students, but there is not a way to monitor this. Bottomline, there are not any consequences for students not attending the small group session unless they are not finishing course work. Students that are not attending small group sessions and not progressing in their courses are put into the truancy process, but students that are progressing in their course work, but not attending sessions are not put in the truancy process so something else needs to be developed for these students.*

#### **Action Items for Q3:**

1. The team is continuing to work on with student data to individualize instruction, specifically using whole group, small group and one-on-one by utilizing the accurate data for each student.
2. PPOS staff met and had already discussed the low participation in small groups. The team had determined that they will be starting an incentive plan for students that are not attending the small group session, but are working in their course work. These students will receive credit for attending the small group session and this will be communicated to all students. This strategy will be monitored for increases in student participation in the small group sessions.

#### **Q3 Review**

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

Action Items for Q4

#### **Q4 Review**

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

End of Year Review

## Action Plan Goal

### School and Community Culture Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of culture.
2. Increase participation in parent surveys.
3. Increase attendance at orientation sessions:
  - New Student Orientation Session- 85% of new students will attend a live orientation session within the first 10 days of school;
  - Returning Students-Welcome Back Session/Assembly- 75% of returning students will attend a welcome back session within the first 10 days of school.

### Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. The first parent survey called a Pulse Check went out on August 28, 2017 and the number of parents that completed the check was 232 out of 486. The second Pulse Check went out on September 18, 2017 and the number of parents that completed the check was 77 out of 586.
3. New Student Orientation Sessions- 9-12- 91% attended- total enrollment is 457 new students; Returning Student Welcome Back Session- 9-12- 99% attended- total enrollment is 162 returning students.

**Root Cause Analysis-** *the school has met the student orientation session goal so we are looking at the goal of increasing parent surveys. The 232 completed surveys is an increase; however, the 77 number on the second survey is not.*

### Action Steps for Q2:

1. The next Pulse Check will go out October 16, 2017 and the school will increase parent communication about completing the next survey. Results will be monitored.

### Q2 Review

1. The Academic Excellence Framework score is a 2 out of 4 points. The current score is **approaching proficient**.
2. Progress on Action Steps: PPOS had a very small increase in parent survey's that are sent out regularly:

The increase of parent participation in the pulse check compared to last year is an increase of only 1%.

School	Survey	School Year	Responses	Percent
PPOS	4	1617	44	10%
PPOS	4	1718	58	11%

**Root Cause Analysis:** the PPOS leadership team discussed the continued lack of participation in parent surveys, and believe that when things are going well, parents do not engage as much or consistently. Although, this is a belief, not fact, so an action item for Q3 will be to find out if this is a fact.

#### Action Items for Q3:

1. We are continuing to work on teacher culture, specifically the leaders have started weekly staff meetings where teachers can have a voice as to what is working well and what is not working well. Nicole and I believe some of this is simply due to new leadership, and that the new Principal is holding the teachers more accountable.
2. School advisors are going to discuss parent surveys with parents and specifically ask the root cause analysis is true and/or why they are not participating in parent surveys.

#### Q3 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

Action Items for Q4

#### Q4 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

End of Year Review

## Action Plan Goal

### Student Engagement Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of assessment.
2. Student participation on assessments will average between 80-94%.

#### Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. Assessment Completion: 9-12- 84% student participation completing assessments.

**Root Cause Analysis- No root cause needed- goals are met or in process of being met.**

Action Items for Q2- none needed.

#### Q2 Review



1. The Academic Excellence Framework score is 3 out of 4. The current score on assessment is **proficient or higher**.
2. Current student participation on the middle of year testing for STAR reading and math is at 82%. The writing assessments are being graded now and the participation number will be added to the Q3 review.

Progress on Action Steps- *none were needed for Q2*

**Root Cause Analysis: No root cause needed- goals are met or in process of being met.**

Action Items for Q3: none needed.

### Q3 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

Action Items for Q4

### Q4 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

End of Year Review

## Action Plan Goal

### Leadership Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of observation and feedback and data-driven instruction.
2. 90% of all PLC teams will meet school-wide expectations, using Rick DeFours four questions:
  - What do students need to know and be able to do?
  - How will we know when they have learned it?
  - What will we do when they haven't learned it?
  - What will we do when they already know it?

### Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. PLC teams have completed a Google survey answering the four questions above on all of their students. This process was just introduced within the last week so the questions are answered by grouping students at this time.

**Root Cause Analysis- No root cause needed- goals are met or in process of being met.**

Action Items for Q2- none needed.

### Q2 Review

1. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of leadership observation is **proficient**. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of leaders using data-driven instruction is **proficient**.
2. 60% of PLC teams are meeting school-wide expectations based on the excel docs teachers are required to fill out the PLC meetings.

Progress on Action Steps- *none needed for Q2*

**Root Cause Analysis:** *PLC implementation is new to PPOS and the leaders are continuing to work and support staff individually with the understanding that staff has different learning curves.*

### Action Items for Q3:

1. Leaders will need to review the individual PLC sheets to provide the correct supervision and support for teachers that are not implementing the expectations with fidelity.

### Q3 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

Action Items for Q4

### Q4 Review

Progress on Action Steps

*Root Cause Analysis; if Benchmark is not met*

End of Year Review

## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** January 22, 2017

**Prepared by:** Phil Williams- District Assessment and Data Coordinator

**Title of Agenda Item:** Data Walk

**Item Type:**                       Action                      X Information                       Discussion

### **Background Information, Description of Need:**

The attached page contains engagement data for CPA and PPOS. The engagement data is broken down into two parts, course progress and passing rates. The course progress data in the data table shows the required number of courses students must complete at each grade level. The data table also shows the number of students who are on track of completing the number of courses they are taking, which is indicated along the top of the data table. The graph provides a visual representation of the percent of students who are on track of completing the courses they are taking. The passing rate data shows the number and percent of students who are passing their courses with a 60% or higher.

### **Relevant Data and Expected Outcomes:**

The engagement data is attached below.

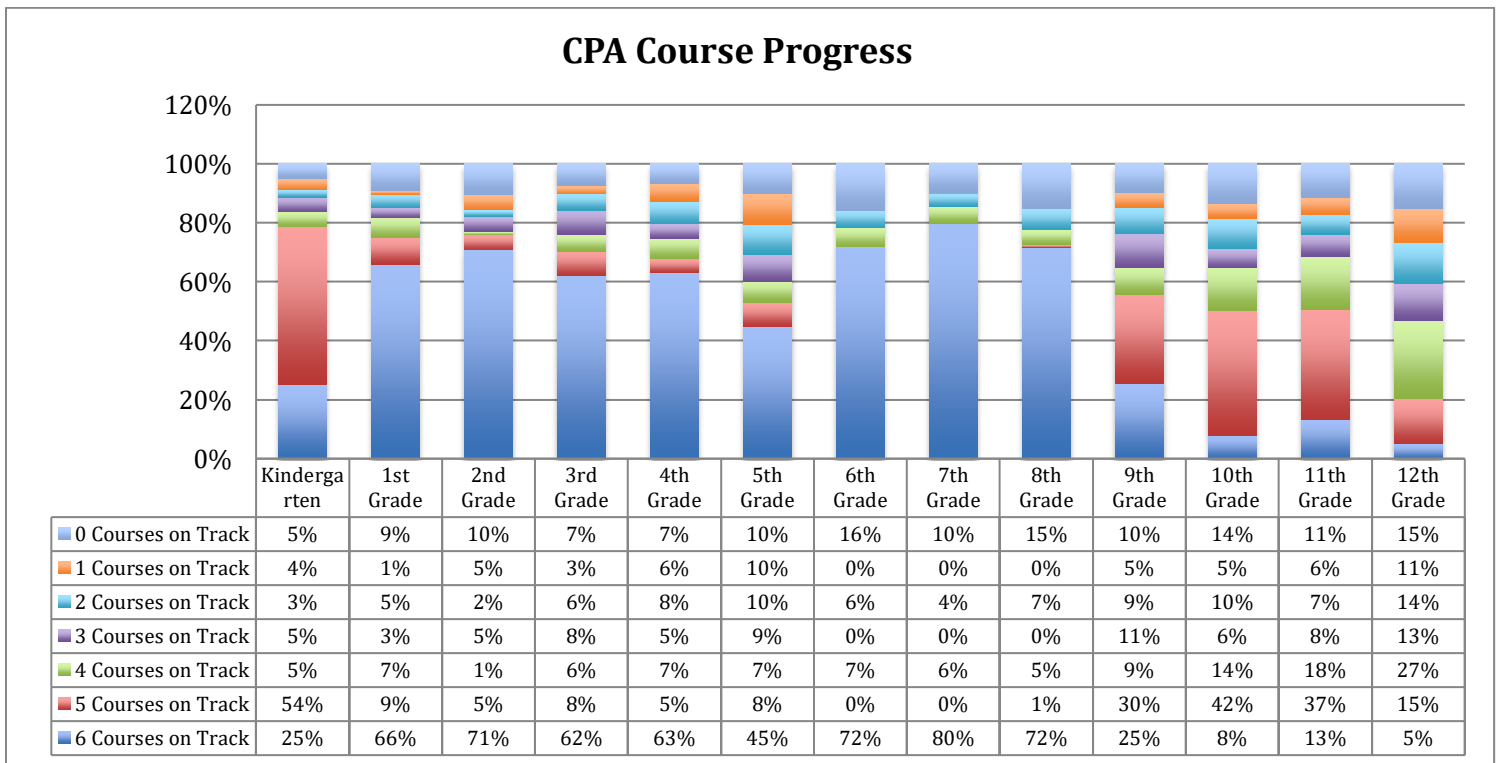
### **Recommended Course of Action/Motion Requested:**

None

### CPA Course Progress

<b>Grade</b>	<b># of Required Courses</b>	<b>6 Courses On Track</b>	<b>5 Courses On Track</b>	<b>4 Courses On Track</b>	<b>3 Courses On Track</b>	<b>2 Courses On Track</b>	<b>1 Courses On Track</b>	<b>0 Courses On Track</b>
K	5	20/80	43/80	4/80	4/80	2/80	3/80	4/80
1 <sup>st</sup>	6	58/88	8/88	6/88	3/88	4/88	1/88	8/88
2 <sup>nd</sup>	6	68/96	5/96	1/96	5/96	2/96	5/96	10/96
3 <sup>rd</sup>	6	67/108	9/108	6/108	9/108	6/108	3/108	8/108
4 <sup>th</sup>	6	65/103	5/103	7/103	5/103	8/103	6/103	7/103
5 <sup>th</sup>	6	44/98	8/98	7/98	9/98	10/98	10/98	10/98
6 <sup>th</sup>	6	87/121	0/121	8/121	0/121	7/121	0/121	19/121
7 <sup>th</sup>	6	167/209	0/209	12/209	0/209	9/209	1/209	20/209
8 <sup>th</sup>	6	157/219	2/219	11/219	0/219	16/219	0/219	33/219
9 <sup>th</sup>	6	31/122	37/122	11/122	14/122	11/122	6/122	12/122
10 <sup>th</sup>	6	10/125	53/125	18/125	8/125	13/125	6/125	17/125
11 <sup>th</sup>	6	14/105	39/105	19/105	8/105	7/105	6/105	12/105
12 <sup>th</sup>	6	4/79	12/79	21/79	10/79	11/79	9/79	12/79

**The data table shows the number of students who are on track of completing the number of courses they are taking. The average number of courses in the second column was taken out and replaced with the required number of courses students must complete at each grade level.**



**The graph provides a visual representation, broken down by grade level, of the percent of students who are on track of completing their courses.**



### CPA Passing Rates

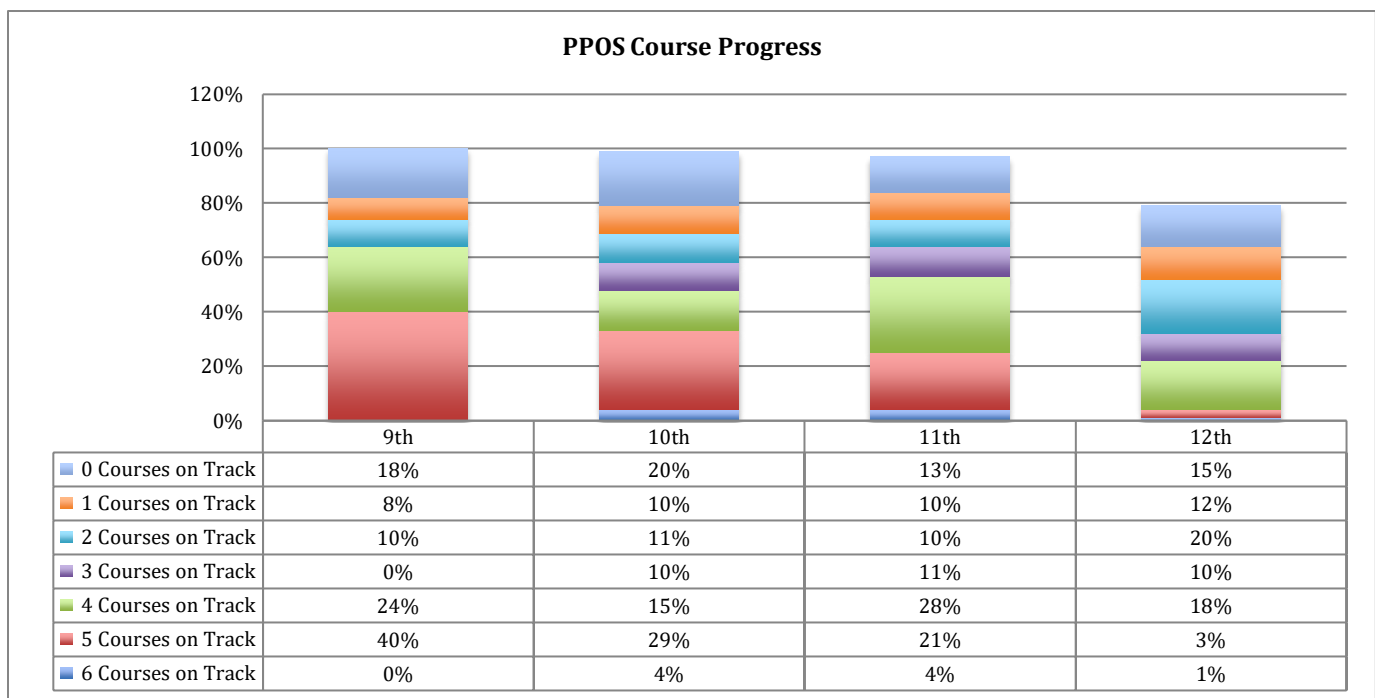
<i>Grade</i>	<i>Total # of Students</i>	<i># of Students with Overall Course Average of 60% or Higher</i>	<i>Overall Percentage of Students with Course Average of 60% or Higher</i>
K	80	75	94%
1 <sup>st</sup>	88	79	90%
2 <sup>nd</sup>	96	83	86%
3 <sup>rd</sup>	108	97	90%
4 <sup>th</sup>	103	88	85%
5 <sup>th</sup>	98	84	86%
6 <sup>th</sup>	121	73	60%
7 <sup>th</sup>	209	133	64%
8 <sup>th</sup>	219	121	55%
9 <sup>th</sup>	122	65	53%
10 <sup>th</sup>	125	65	52%
11 <sup>th</sup>	105	66	63%
12 <sup>th</sup>	79	50	63%
<b>CPA ES</b>	<b>573</b>	<b>506</b>	<b>88%</b>
<b>CPA MS</b>	<b>549</b>	<b>327</b>	<b>60%</b>
<b>CPA HS</b>	<b>431</b>	<b>246</b>	<b>57%</b>
<b>CPA Total</b>	<b>1553</b>	<b>1079</b>	<b>69%</b>

*The passing rate data shows the total number of students with the number and percent of students passing their courses with a 60% or higher. The data is also broken down K-5, 6-8, and 9-12.*

### PPOS Course Progress

Grade	# of Required Courses	6 Courses On Track	5 Courses On Track	4 Courses On Track	3 Courses On Track	2 Courses On Track	1 Courses On Track	0 Courses On Track
9 <sup>th</sup>	6	0/50	20/50	12/50	0/50	5/50	4/50	9/50
10 <sup>th</sup>	6	6/136	40/136	21/136	13/136	15/136	14/136	27/136
11 <sup>th</sup>	6	7/178	38/178	50/178	26/178	17/178	17/178	23/178
12 <sup>th</sup>	6	3/220	7/220	39/220	67/220	45/220	27/220	32/220

**The data table shows the number of students who are on track of completing the number of courses they are taking. The average number of courses in the second column was taken out and replaced with the required number of courses students must complete at each grade level.**



**The graph provides a visual representation, broken down by grade level, of the percent of students who are on track of completing their courses.**

### PPOS Passing Rates

Grade	Total # of Students	# of Students with Overall Course Average of 60% or Higher	Overall Percentage of Students with Course Average of 60% or Higher
9 <sup>th</sup>	50	31	62%
10 <sup>th</sup>	136	61	45%
11 <sup>th</sup>	178	80	45%
12 <sup>th</sup>	220	116	53%

**The passing rate data shows the total number of students with the number and percent of students passing their courses with a 60% or higher.**



## COLORADO DIGITAL BOCES

### BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** January 22, 2017

**Prepared by:** Kindra Whitmyre

**Title of Agenda Item:** Board Report

**Item Type:**  Action  Information (Report)  Discussion

1. School Site Visits- One of the biggest accountability pieces of our school accreditation plan is school site visits. Each school site visit consists of reviewing school documents, interviewing all school staff and observing random classroom teaching sessions. Our review team this year consists of Phil and I, along with three external reviewers. The site visit results in a report and a completed matrix that consists of 15 standards, and multiple indicators under each standard, all scored at the present level of the school. The site visit report is presented to the Board upon completion. The site visits for each school are below:

Pikes Peak Online School (PPOS)- January 8-11

\*The PPOS site visit will have one scored matrix and one completed report.

Colorado Preparatory Academy (CPA)- January 22-26

\*The CPA site visit will have three different scored matrix, one for elementary (K-5), one for middle school (6-8) and one for high school (9-12) because there are three different leaders for the above grade cohorts. The report will have three different sections also, one for each of the grade cohorts above.

2. SPED Audit- The Colorado Department of Education (CDE) audit of individualized education plans (IEP's) is underway. As usual, some of our IEP's from CPA and PPOS have been randomly selected for the audit. I will update the Board accordingly on the outcome.

3. CDE News- October count numbers were released on January 9, 2018.

CDE also released enrollment info in Colorado and some highlights are below:

4035 Tutt Boulevard  
Colorado Springs, CO 80922



DENVER – A total of 910,280 public school students from preschool through 12<sup>th</sup> grade were counted in the annual pupil count report released today by the Colorado Department of Education, an increase of 5,261 students over 2016-17, which is the smallest increase since 1989-90.

Below is also an update on just Online School enrollment:

#### **Online Enrollment**

The 2017-18 enrollment totals include 19,876 students registered in online educational programs. This is 2.2 percent of all students. The online enrollment for 2017 is a 1.5 percent more from the 2016. The 2017 online enrollment reflects a 19.5 percent increase over the past five years and 116 percent increase over the past 10 years.

Below is info on the new BOCES:

#### **A new BOCES**

The Colorado River BOCES began reporting students at Yampah Mountain High School this fall. The school was reported in previous years as a part of the Mountain BOCES. As a result Mountain BOCES did not report any students this fall because they are no longer operating a public school, while the Colorado River BOCES is being included in the pupil membership data for the first time.

Also, the 2017 Colorado Talent Pipeline Report was released in late December. Report details are as follows:

The report focuses on high-demand, high-growth jobs, that pay a good wage in two earnings tiers: one including jobs meeting a living wage for a family of three with one working adult, and a second including jobs meeting a living wage for an individual. The report also explores areas of untapped talent in Colorado.

This report resulted in recommendations from the Governor’s Workforce and Education Cabinet work group on how the state could continue to strengthen the talent pipeline.

Recommendations include:

- Accelerate and deepen partnerships among education, business, and industry to develop Colorado talent.
- Ensure that Coloradans have the skills they will need to succeed and grow the state economy in the future.
- Mobilize Colorado's untapped talent potential to close the skills gap and connect people to careers leading to the middle class.
- Promote equitable growth and opportunity across the state.





The report was produced by:

The Colorado Workforce Development Council produced the report in partnership with the Colorado Departments of Higher Education, Education, Labor and Employment, and the Office of Economic Development and International Trade, with support from the Department of Human Services, Department of Regulatory Affairs, Office of State Planning and Budgeting, the State Demography Office at the Department of Local Affairs, the Department of Human Services, and the Department of Regulatory Affairs, along with other partners.

The link to this report is as follows:

[https://www.colorado.gov/pacific/sites/default/files/2017\\_Talent\\_Pipeline\\_Report\\_WEB.pdf](https://www.colorado.gov/pacific/sites/default/files/2017_Talent_Pipeline_Report_WEB.pdf)

4. Unified Improvement Plans (UIP's)- UIP's were due to CDE on January 16, 2018. There are two deadlines for UIP's, the first one is January 16 and the second is April 16. Schools that are in Turnaround or Priority Improvement need to turn in a completed UIP to the state via the online UIP system by January 16 so CDE staff can review the plans and return feedback to our schools. Our schools met the January 16 deadline and we are awaiting CDE feedback at this time.

5. SAC Retention Plans- Board reports communicated that at the first quarter Executive Director Accountability Committee (EDAC) meeting I presented to all the members the importance of a student retention plan, that includes strategies that teachers, parents and students complete. At the end of the meeting I challenged each School Accountability Committee (SAC) to write and implement at least a 'beginning' retention plan this year. One of the agenda items at our second quarter EDAC meeting was the presentation of the SAC retention plans. The 'beginning' retention strategies per school are below:

**CPA-**

Teachers-

- Create introductory activities for students during the onboarding process
- Make bi-weekly family phone calls
- Email students weekly to check in and invite them to class connect session and blended opportunities
- Have at least three teachers at blended sites

Parents-

- Check student progress in the online system
- Hold their student accountable by giving them goals

Students-

- Attend class connect sessions
- Attend blended sessions

**PPOS-**

Teachers-



- Organized weekly call plan by student last name so all students feel connected
- Targeted Instruction to meet the needs of students
- Small group and one-on-one sessions
- Highly engaging lessons
- Blended Learning
- Teacher- Led Clubs
- Choice in Learning and demonstration of mastery
- Real life applications
- Differentiated pathways based on level of support needed to meet the student's need
- Positive Reinforcement
- Teacher Encouragement
- Attendance Plans
- Regional Events
- Homeroom Sessions
- Escalating support needed to drop out prevention counselor

Parents-

- Attend Learning Coach Universities
- Attend Events with student
- Set expectations and check student work
- Hold students accountable for attending school

Students-

- Attend Class Connect Sessions
- Attend Blended and Regional Events
- Follow Stay on Track Plans
- Be Proactive- teach out and call teachers
- Set goals
- Follow up with teachers
- Complete Assessments

We will continue to refine these plans through the school year.

6. Social Media- In my December Board report I communicated that I reviewed our social media pages to see what content has been shared. Sadly, our Facebook page has not had a post since 2014, and our Twitter has also been ignored. Maria and I created a social media schedule and we are finishing changing the platforms to an account that does not attach to a specific person, but to our organization; as it took some work to track down who owned each platform and get our login info.

7. EASI Grant- In my November Board report, I communicated to our Board that Nicole and I will be writing a grant for CPA and PPOS to attain federal funds and state funds for school improvement. CPA qualified for fed funds and state funds, but PPOS only qualified for state funds. We were suppose to be notified on January 12 of any school improvement funds that we will receive; however, we recently received an email from CDE stating that they are not finished reviewing grant applications and we will now be notified on January 17.



8. AEC Update- My October Board meeting report discussed that the goal of identifying PPOS as an Alternative Education Campus (AEC) is still moving forward and that the percentage of students that have an at-risk indicator was at 80%. Our percentage is now at 91.54%, after PPOS staff worked hard to reach out to the 20% that were either non-responsive or did not discuss an at-risk indicator at the beginning of the year. This data needs to be verified and once it has been confirmed that the number is accurate then I will be submitting the letter of intent to CDE and moving forward with accountability measures we will need for an AEC school.

9. CD BOCES Newsletter- The January/February CD BOCES Newsletter has been complete and sent to all CPA and PPOS staff. It is attached below:

**JANUARY / FEBRUARY 2018**

**THE CD BOCES NEWSLETTER**

In our past Newsletters, we visited different ideas to keep your students engaged. If you missed a newsletter and would like a copy of it or if you have effective ideas that you use that can be added to our Newsletters, please email at [kindra@cdboces.org](mailto:kindra@cdboces.org).

Let's review the percentage of students that completed their courses for first semester:

**PPOS-** 60% of students are on track to complete their first semester courses- 1<sup>st</sup> semester ends January 19.

**CPA-**

K-5- 85% of students completed their first semester courses.

6-8- 67% of students completed their first semester courses.

HS- 69% of students completed their first semester courses.

Let's take a deeper look at student engagement in this Newsletter. Can you relate to the teacher below?



**“In my 22 years of teaching, I've had many students who do not engage in school no matter what I try. In many cases, I find that these students have no support from home for different reasons, a few examples that I have come across are, a parent is extremely ill or a single-parent that has to work all the time just to make ends meet. During the year staff can be literally drained by the child and the child's family.”**

**Here are some things the teacher above has done and been successful with her unengaged students:**

1. Independent Work- one idea that I have used that has been successful with some students is to set up a time to meet with the student and gave them a copy of the curriculum. I basically said, "Look, by law you have to come to school. My job is to teach you this curriculum. If you don't like how I do it, then you come up with your own assignments that can prove to me you've mastered this curriculum." I explained that because they were not being a part of the class and not learning to work with others, a skill I believe is essential, the highest grade they could earn in my alternate plan was a 90, but it is still an "A." I gave them a checklist of ideas of different ways they could demonstrate mastery, like writings, booklets, posters, brochures, videos, songs, class demonstrations, and then I turned them loose. A minimum of 2 assignments were due by each Friday. Of the 6 kids I've done this with, 5 earned 90's.



2. Pairing up Students- if I do not feel like the student will be successful doing independent work, as explained in the first idea, then I will pair up two unengaged students and allow them to work together following that same path. The only difference is that as part of their assignment, they need to write up what each student did so I can ensure that both partners are sharing the work equally.

3. Create a Plan- some students need help with a work plan, as they do not have effective time management or organization skills. So, I set up a time to meet with them and create a work plan with them.

4. Barriers- with other students, I take a look at the barriers they may have, like a low reading level, and work with support staff to remove the barriers by having students work with staff weekly. Staff may just need to read directions to students, or allow the student to verbally answer questions on assignments or assessments.

5. Modeling- students need to see examples of what they need to do. By showing or going through a lesson with students, it increases student understanding and therefore increases student engagement.

6. Instructional Strategies- and last but certainly not least, use different instructional strategies to engage students. See the first link below in the 'other resources' section to read about more strategies to engage the unengaged.





Other Resources:

<https://ww2.kqed.org/mindshift/2016/03/03/20-strategies-for-motivating-reluctant-learners/>

[A...](#)

<http://www.thelandscapeoflearning.com/2014/02/engaging-unengaged.html>

<http://www.teachmag.com/archives/4190>

[http://blogs.edweek.org/edweek/finding\\_common\\_ground/2015/10/flipped\\_leadership\\_engaging\\_the\\_unengaged\\_find\\_their\\_voice.html](http://blogs.edweek.org/edweek/finding_common_ground/2015/10/flipped_leadership_engaging_the_unengaged_find_their_voice.html)

<http://blog.chalkup.co/how-to-engage-the-modern-student>

<http://www.creativeeducation.co.uk/blog/engage-disengaged-secondary-student/>

[A...](#)

THE

# CD BOCES

NEWSLETTER



## The CD BOCES

Kindra Whitmyre- Director of Ed and Ops  
Phil Williams- District Assessment Coordinator  
Anne-Marie Matula- Data and Reporting Analyst  
Becky Engasser- Business Manager  
Maria Walker- Executive Assistant

## Forthcoming Newsletters:

March/April, 2017

May, 2017





## COLORADO DIGITAL BOCES

### BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

**Board Meeting Date:** January 22, 2017

**Prepared by:** Phil Williams

**Title of Agenda Item:** District Assessment and Data Coordinator Report

**Item Type:**  Action  Information (Report)  Discussion

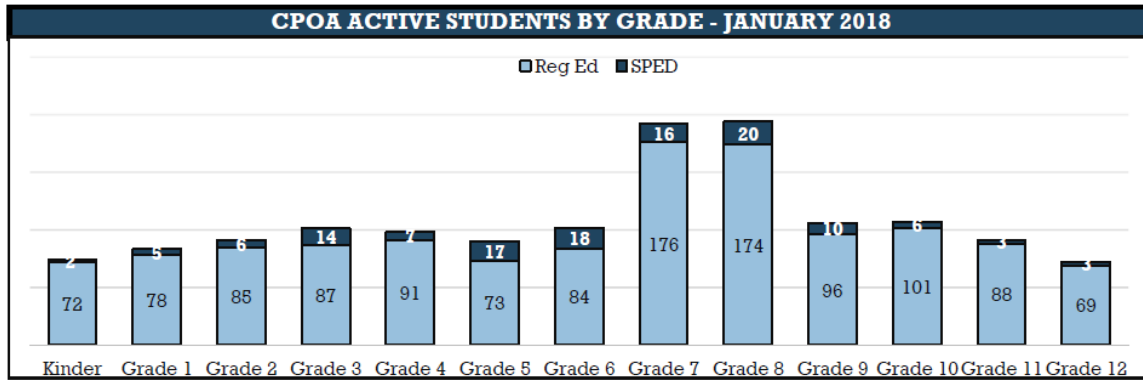
- All CPA and PPOS test administrators training for the ACCESS for ELL's assessment was completed on December 14<sup>th</sup> by the school SAC.
- Both schools are currently completing the ACCESS for ELL's testing.
- The middle of the year PPOS site visit was attended in Westminster.
- Dynamic Learning Map (DLM) assessment training webinar was attended on Dec. 17<sup>th</sup>. The DLM Alternate Assessment System is a computer-based assessment system for public school students with significant cognitive disabilities.
- Data was gathered for the engagement data in the board coversheet. The number of required courses was added and the average number of courses was taken off for better clarity.
- Training and preparation for CMAS testing will begin in February.



4035 Tutt Boulevard  
Colorado Springs, CO 80922

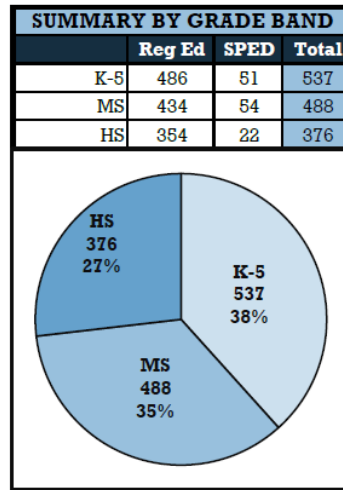






#### ACTIVE STUDENTS THIS MONTH

COUNT				PERCENT OF COLUMN			
GL	Reg Ed	SPED	GL Totals	GL	Reg Ed	SPED	% of Tot
Kinder	72	2	74	Kinder	5.7%	1.6%	5.3%
Grade 1	78	5	83	Grade 1	6.1%	3.9%	5.9%
Grade 2	85	6	91	Grade 2	6.7%	4.7%	6.5%
Grade 3	87	14	101	Grade 3	6.8%	11.0%	7.2%
Grade 4	91	7	98	Grade 4	7.1%	5.5%	7.0%
Grade 5	73	17	90	Grade 5	5.7%	13.4%	6.4%
Grade 6	84	18	102	Grade 6	6.6%	14.2%	7.3%
Grade 7	176	16	192	Grade 7	13.8%	12.6%	13.7%
Grade 8	174	20	194	Grade 8	13.7%	15.7%	13.8%
Grade 9	96	10	106	Grade 9	7.5%	7.9%	7.6%
Grade 10	101	6	107	Grade 10	7.9%	4.7%	7.6%
Grade 11	88	3	91	Grade 11	6.9%	2.4%	6.5%
Grade 12	69	3	72	Grade 12	5.4%	2.4%	5.1%
<b>TOTAL</b>	<b>1274</b>	<b>127</b>	<b>1401</b>	<b>Percents</b>	<b>90.9%</b>	<b>9.1%</b>	



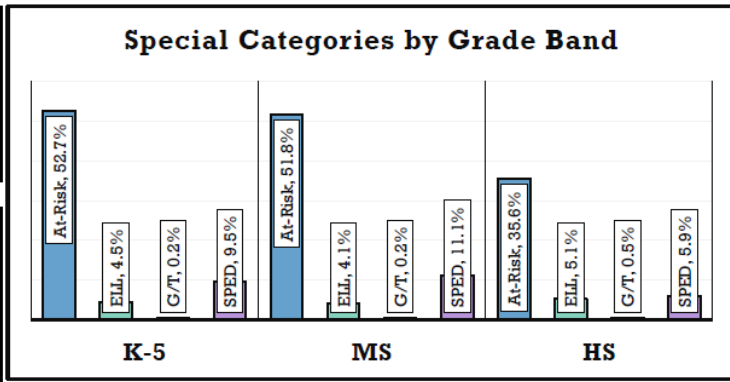
#### SPECIAL CATEGORY COUNTS

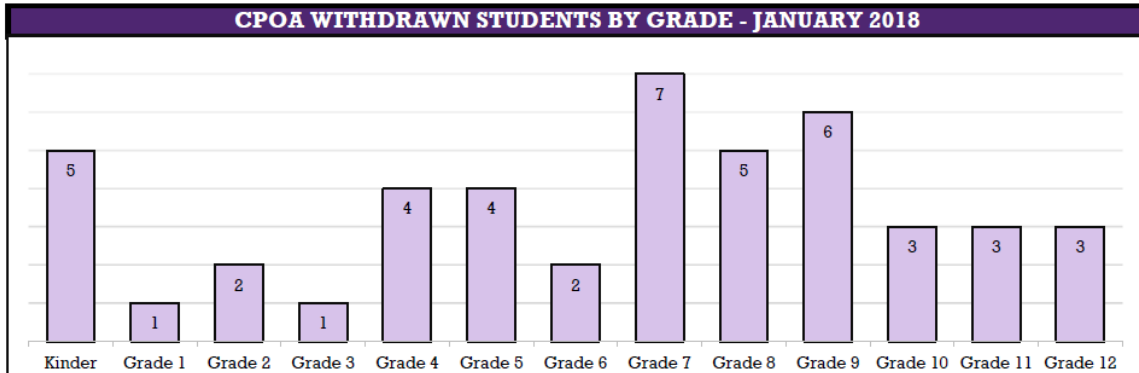
Category	K-5	MS	HS
At-Risk	283	253	134
ELL	24	20	19
G/T	1	1	2
SPED	51	54	22

#### SPECIAL CATEGORY % OF BAND

Category	K-5	MS	HS
At-Risk	52.7%	51.8%	35.6%
ELL	4.5%	4.1%	5.1%
G/T	0.2%	0.2%	0.5%
SPED	9.5%	11.1%	5.9%

\* At risk = students on Free/Reduced Lunch



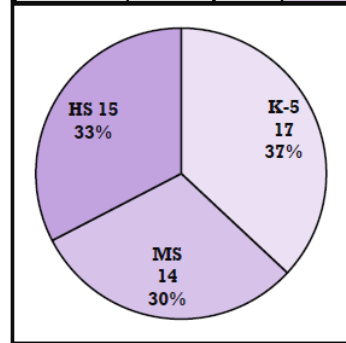


**WITHDRAWN STUDENTS THIS MONTH**

COUNT				PERCENT OF COLUMN			
GL	Reg Ed	SPED	GL Totals	GL	Reg Ed	SPED	% of Tot
Kinder	5	0	5	Kinder	11.4%	0.0%	10.9%
Grade 1	1	0	1	Grade 1	2.3%	0.0%	2.2%
Grade 2	2	0	2	Grade 2	4.5%	0.0%	4.3%
Grade 3	1	0	1	Grade 3	2.3%	0.0%	2.2%
Grade 4	4	0	4	Grade 4	9.1%	0.0%	8.7%
Grade 5	4	0	4	Grade 5	9.1%	0.0%	8.7%
Grade 6	2	0	2	Grade 6	4.5%	0.0%	4.3%
Grade 7	7	0	7	Grade 7	15.9%	0.0%	15.2%
Grade 8	5	0	5	Grade 8	11.4%	0.0%	10.9%
Grade 9	5	1	6	Grade 9	11.4%	50.0%	13.0%
Grade 10	3	0	3	Grade 10	6.8%	0.0%	6.5%
Grade 11	2	1	3	Grade 11	4.5%	50.0%	6.5%
Grade 12	3	0	3	Grade 12	6.8%	0.0%	6.5%
<b>TOTAL</b>	<b>44</b>	<b>2</b>	<b>46</b>	<b>Percents</b>	<b>95.7%</b>	<b>4.3%</b>	

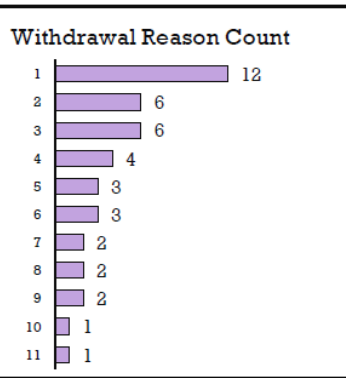
**WITHDRAWAL SUMMARY**

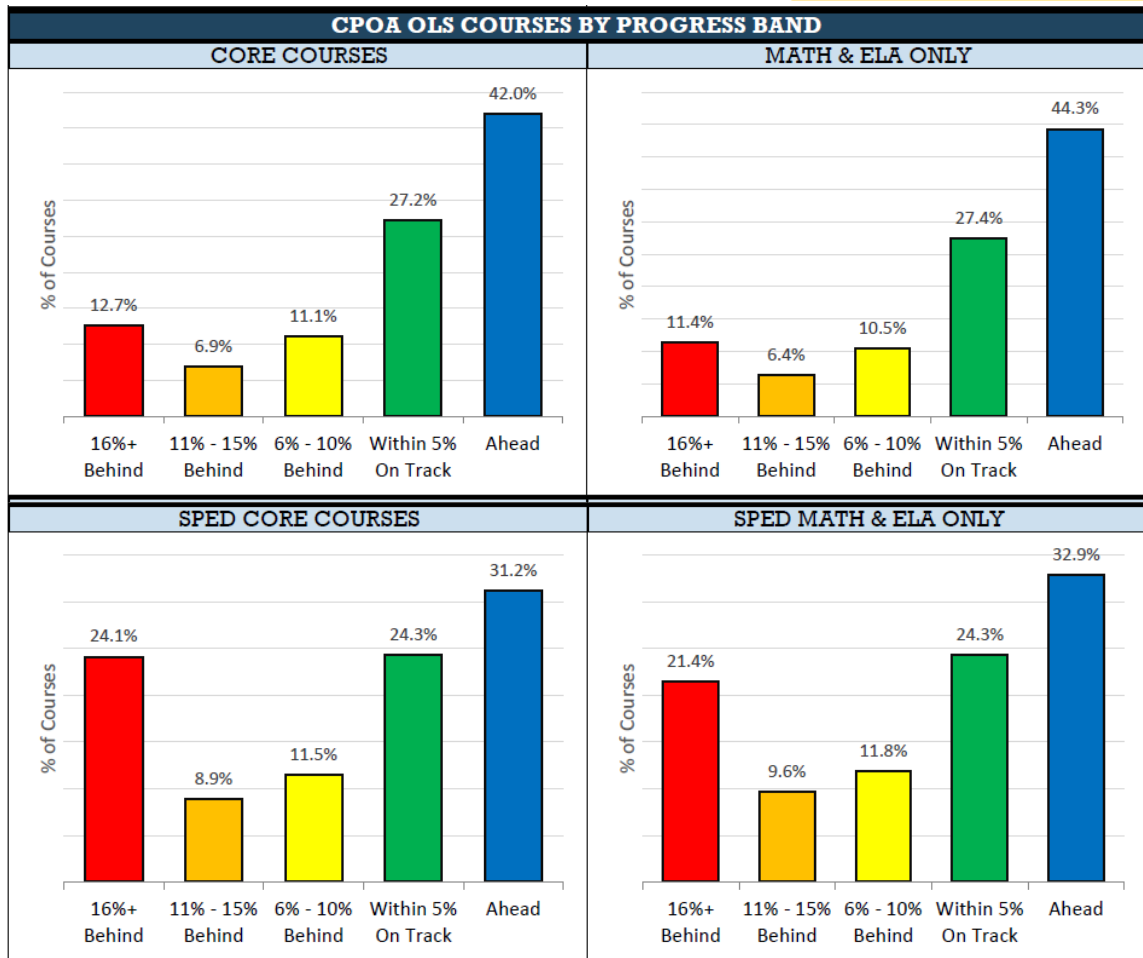
	Reg Ed	SPED	Total
K-5	17	0	17
MS	14	0	14
HS	13	2	15



**Counts by Withdrawal Reason**

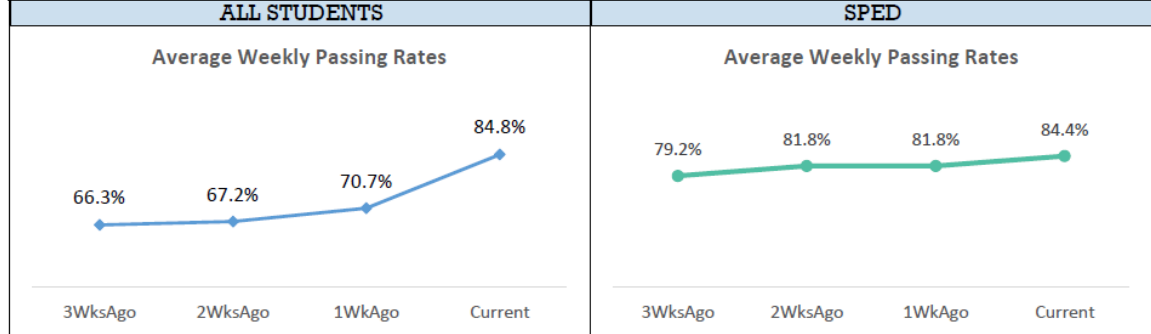
Reason	Cnt
Attendance issue withdrawal	12
Learning coach no longer available	6
Student not motivated to complete work in this environment	6
Too much time commitment for the learning coach	4
Lack of socialization	3
Transferring to another K12 program	3
Moving out of area served by school	2
Criminal/Legal Related	2
Pace of program is too fast for the student	2
Health issues in the family	1
Time requirement for student being online	1



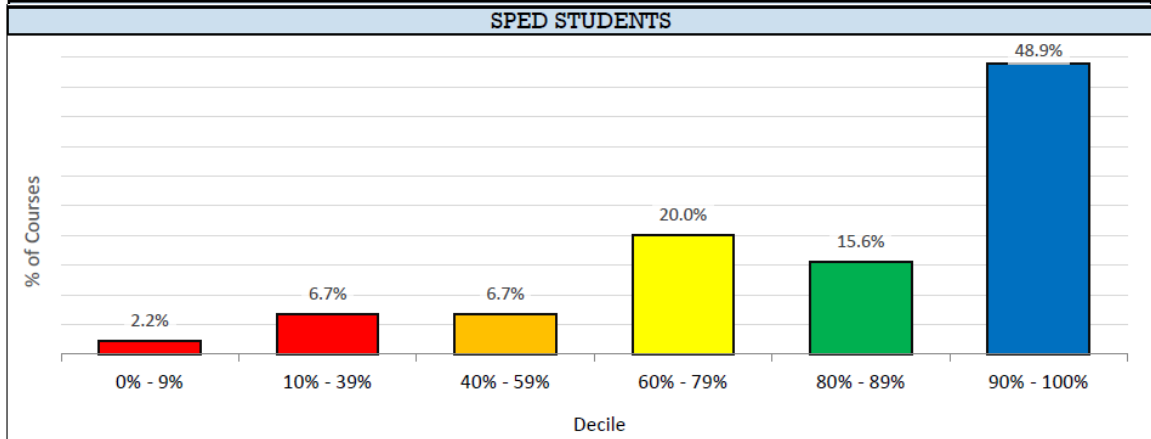
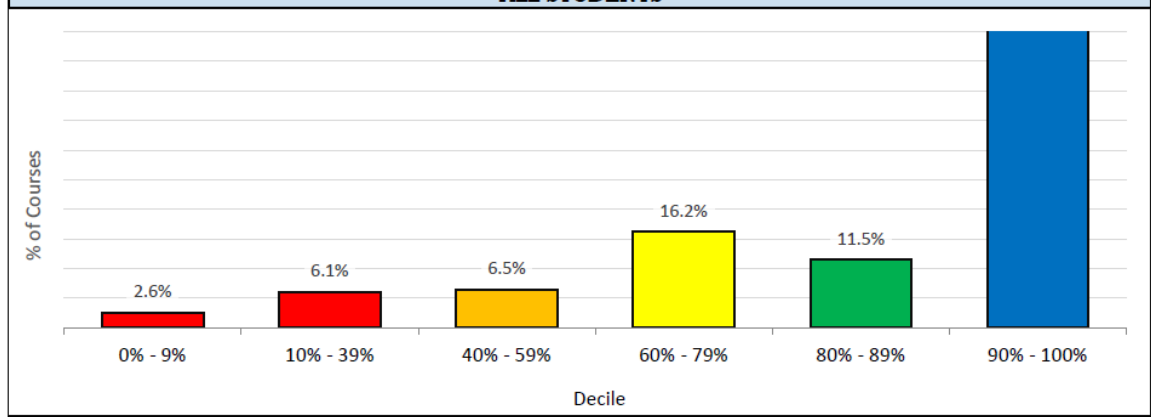


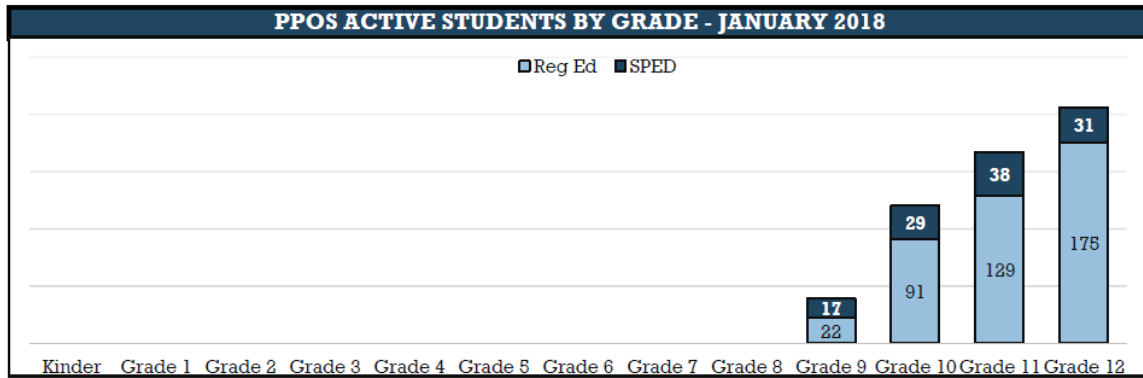


**CPOA ONLINE MIDDLE-HIGH SCHOOL WEEKLY PASSING RATES**



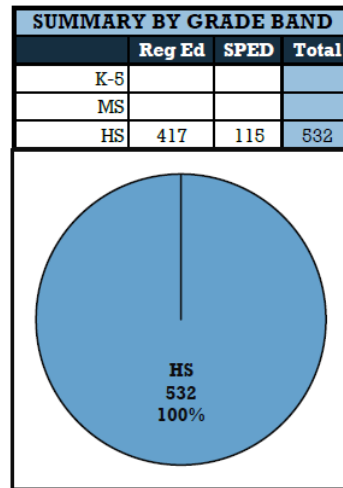
**CPOA ONLINE MIDDLE-HIGH SCHOOL COURSES BY DECILE**





#### ACTIVE STUDENTS THIS MONTH

COUNT				PERCENT OF COLUMN			
GL	Reg Ed	SPED	GL Totals	GL	Reg Ed	SPED	% of Tot
Kinder				Kinder			
Grade 1				Grade 1			
Grade 2				Grade 2			
Grade 3				Grade 3			
Grade 4				Grade 4			
Grade 5				Grade 5			
Grade 6				Grade 6			
Grade 7				Grade 7			
Grade 8				Grade 8			
Grade 9	22	17	39	Grade 9	5.3%	14.8%	7.3%
Grade 10	91	29	120	Grade 10	21.8%	25.2%	22.6%
Grade 11	129	38	167	Grade 11	30.9%	33.0%	31.4%
Grade 12	175	31	206	Grade 12	42.0%	27.0%	38.7%
<b>TOTAL</b>	<b>417</b>	<b>115</b>	<b>532</b>	<b>Percents</b>	<b>78.4%</b>	<b>21.6%</b>	



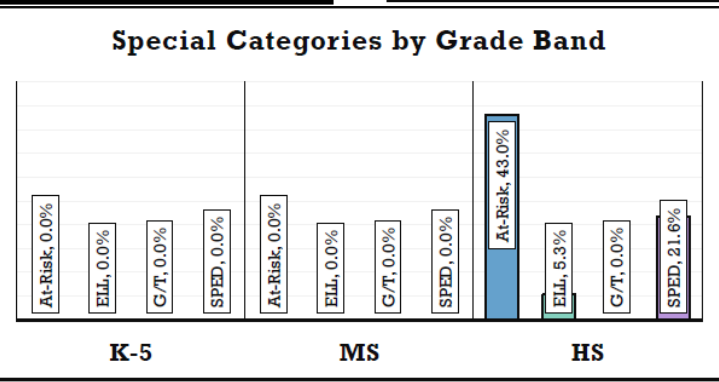
#### SPECIAL CATEGORY COUNTS

Category	K-5	MS	HS
At-Risk			229
ELL			28
G/T			0
SPED			115

#### SPECIAL CATEGORY % OF BAND

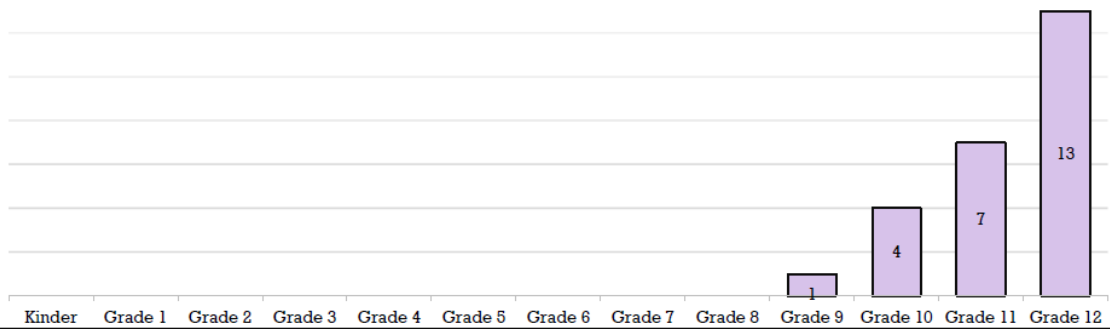
Category	K-5	MS	HS
At-Risk			43.0%
ELL			5.3%
G/T			0.0%
SPED			21.6%

\* At risk = students on Free/Reduced Lunch





**PPOS WITHDRAWN STUDENTS BY GRADE - JANUARY 2018**

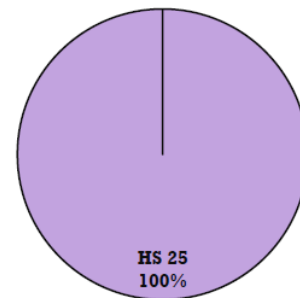


**WITHDRAWN STUDENTS THIS MONTH**

COUNT				PERCENT OF COLUMN			
GL	Reg Ed	SPED	GL Totals	GL	Reg Ed	SPED	% of Tot
Kinder				Kinder			
Grade 1				Grade 1			
Grade 2				Grade 2			
Grade 3				Grade 3			
Grade 4				Grade 4			
Grade 5				Grade 5			
Grade 6				Grade 6			
Grade 7				Grade 7			
Grade 8				Grade 8			
Grade 9	1	0	1	Grade 9	4.0%	0.0%	4.0%
Grade 10	4	0	4	Grade 10	16.0%	0.0%	16.0%
Grade 11	7	0	7	Grade 11	28.0%	0.0%	28.0%
Grade 12	13	0	13	Grade 12	52.0%	0.0%	52.0%
<b>TOTAL</b>	<b>25</b>	<b>0</b>	<b>25</b>	<b>Percents</b>	<b>100.0%</b>	<b>0.0%</b>	

**WITHDRAWAL SUMMARY**

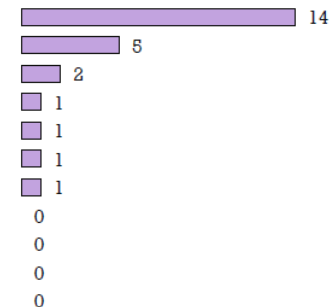
	Reg Ed	SPED	Total
K-5			
MS			
HS	25	0	25

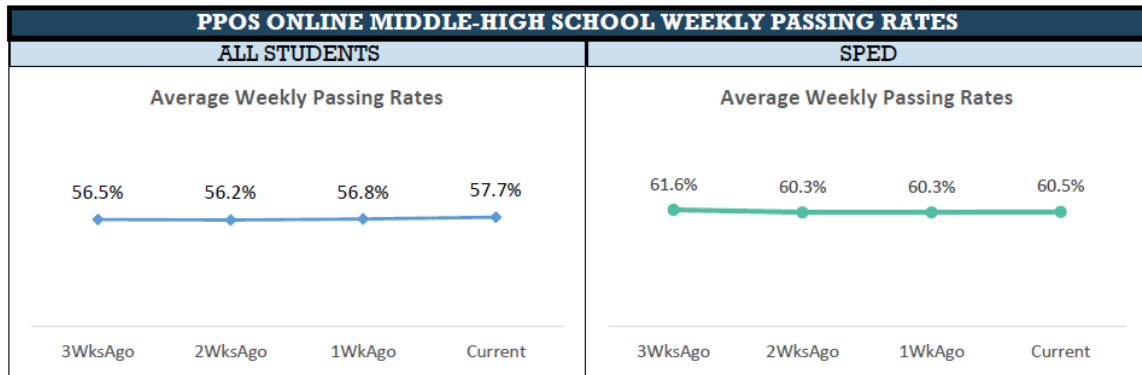


**Counts by Withdrawal Reason**

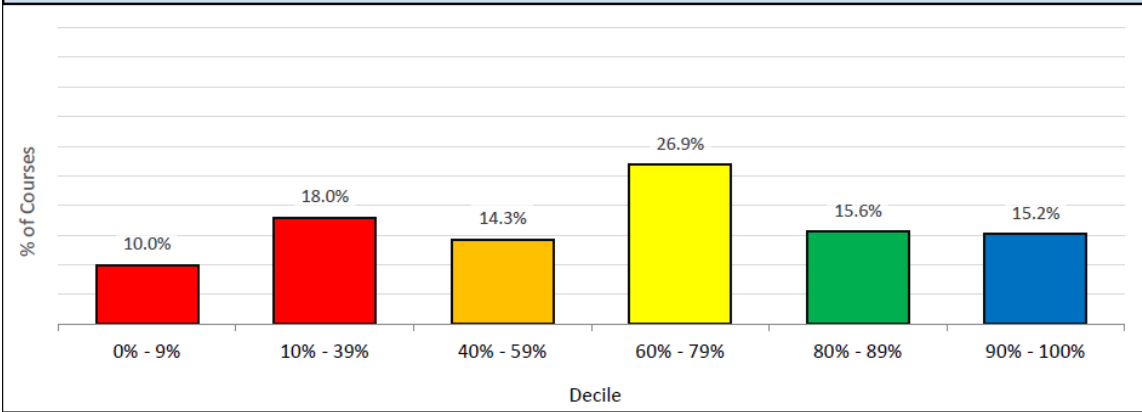
Reason	Cnt
Attendance issue withdrawal	14
Graduated	5
Moving out of area served by school	2
Health issues in the family	1
Learning coach no longer available	1
Student not motivated to complete work in this environment	1
Records request received	1

**Withdrawal Reason Count**

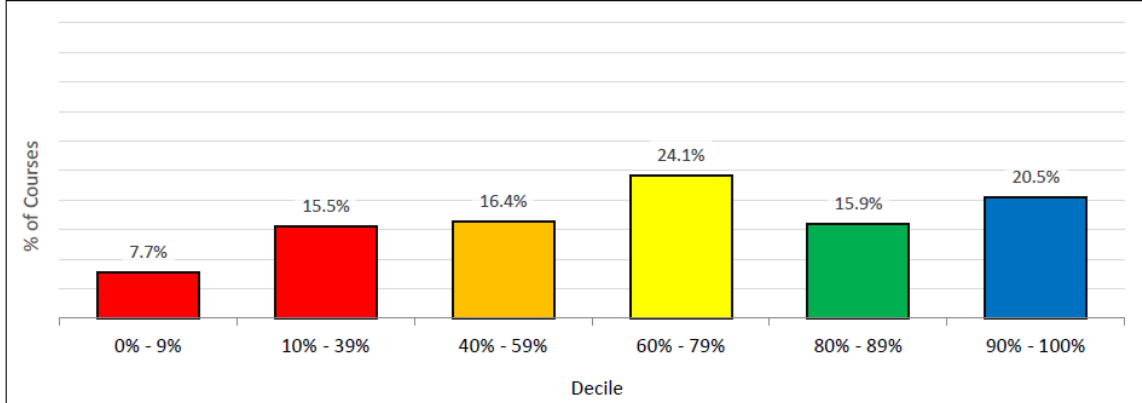




**PPOS ONLINE MIDDLE-HIGH SCHOOL COURSES BY DECILE**  
**ALL STUDENTS**



**SPED STUDENTS**





Please click on the following links to view our school newsletters.

CPA Wolf Pack Press

<https://www.smores.com/z7w5p>

PPOS Mountain Lion Messenger

<https://www.smores.com/2kty5>

Alternative Education Campus Update:

The internal data at this time shows that 91% of students enrolled in PPOS qualify for alternative education campus. We will complete an internal audit in February once the state releases the official data form to the school. The team completed 1,493 phone calls to conduct the student interviews and collect the data.

Important Dates:

January 8, 2018: Start of CPA second semester

January 22, 2018: Start of PPOS second semester

February 16, 2018: Annual Day at the Capitol



