



# STEM School Highlands Ranch

## Board of Director's Meeting

Published on September 27, 2024 at 8:54 AM MDT

Amended on September 28, 2024 at 7:58 PM MDT

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### Date and Time

Tuesday October 1, 2024 at 5:30 PM MDT

### Location

8920 Barrons Blvd  
P-TECH Mechatronics Room  
Highlands Ranch, CO 80129

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Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join. <https://zoom.us/j/96916599576?pwd=3FbC4D1oROtEaq1eZXVvPxxWnRc2lY.1>

Passcode: 631204

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:30 PM</b>
<b>A.</b>	Record Attendance		2 m
<b>B.</b>	Call the Meeting to Order		
<b>C.</b>	Pledge of Allegiance	Ishmeet Kalra	
<b>D.</b>	Reciting of the Mission Statement	Gina Wing	

	Purpose	Presenter	Time
<p>Never Stop Innovating! We envision a world of exponential possibilities where every child develops the innate knowledge, skills, creativity and character to thrive, lead and succeed in an ever-changing future.</p>			
<b>II. Approve Meeting Minutes</b>			<b>5:32 PM</b>
<b>A. Approve Minutes</b>	Approve Minutes	Carla Gustafson	2 m
<p>Approve minutes for Board of Director's Meeting on September 10, 2024</p>			
<b>III. STEM School Highlands Ranch Updates</b>			<b>5:34 PM</b>
<b>A. 2025/26 Academic Calendar Approval</b>	Vote	LynAnn Kovalesky	5 m
<p>LynAnn Kovalesky and Michelle Gasser updates the board on the proposed calendar for 2025/26 calendar for Board vote</p>			
<b>B. SAC 23/24 Academic Data and Proposed UIP Presentation</b>	Discuss	LynAnn Kovalesky	15 m
<p>LynAnn Kovalesky and Ish Kalra (Academic Excellence committee) will present STEM 2023/24 Academic Data and 2024/25 Unified Improvement Plan (UIP) Proposed Goals. Propose Board Vote to approve at Oct 8th Special Meeting. UIP is due to CDE by mid October.</p>			
<b>C. Enrollment Policy updates and Q&amp;A</b>	Discuss	Carla Gustafson	10 m
<p>Governance committee presents proposed updates to Enrollment Policy Propose Board Vote to approve at Oct 8th Special Meeting. Open Enrollment starts November 1st.</p>			
<b>IV. KOSON Schools</b>			<b>6:04 PM</b>
<b>A. Strategic Plan Approval</b>	Vote	Matt Cartier	20 m
<p>CIO Matt Cartier will provide Strategic Plan (with support from Greg Shick and Advancement Committee) for Board vote</p>			
<b>V. Board Committee Updates</b>			<b>6:24 PM</b>

	Purpose	Presenter	Time
<b>A. Meeting Plan and Committee Updates</b> Erin Quigley will present feedback on meeting effectiveness <ul style="list-style-type: none"> <li>• Use of time during meetings</li> </ul> Carla Gustafson will present Chair updates <ul style="list-style-type: none"> <li>• Plan/Timeline for Committee updates to Board</li> </ul>	Discuss	Carla Gustafson	20 m
<b>B. Academic Excellence Committee</b> <ul style="list-style-type: none"> <li>• Feedback/Discussion on One Pager</li> </ul>	FYI	Ishmeet Kalra	10 m
<b>C. CIO Support and Evaluation</b> <ul style="list-style-type: none"> <li>• Feedback/Discussion on one pager</li> <li>• Present proposed CIO goals for 2024/25 for Board approval</li> </ul>	Vote	Erin Quigley	15 m
<b>D. Advancement Committee</b> Feedback/discussion on one pager	FYI	Greg Shick	10 m
<b>E. Finance Committee</b> <ul style="list-style-type: none"> <li>• Present finance committee update</li> <li>• Feedback/discussion on one pager</li> </ul>	FYI	Darrell Lomelino	10 m
<b>F. Governance Committee</b> <ul style="list-style-type: none"> <li>• Feedback/discussion on one pager</li> <li>• Plan for finalizing Committee One pagers - Will be in November consent agenda for approval</li> <li>• Board Policies for confirmation in November Meeting (consent agenda)               <ul style="list-style-type: none"> <li>◦ Procedures for Selecting Instructional Materials</li> <li>◦ Selection of Controversial Learning Resources</li> <li>◦ Electronic Device Monitoring</li> <li>◦ Viewpoint Neutrality</li> <li>◦ Opt-in and Opt-out Procedures</li> <li>◦ Status of CE Waiver request</li> </ul> </li> </ul>	Discuss	Carla Gustafson	10 m

	Purpose	Presenter	Time
<b>VI. Board of Directors Updates</b>			<b>7:39 PM</b>
<b>A. Consent Agenda</b>	Vote	Carla Gustafson	5 m
Confirm the following Board Committee One Pagers:			
<ul style="list-style-type: none"> <li>• None for this month</li> </ul>			
Confirm the following policies - no updates needed:			
<ul style="list-style-type: none"> <li>• IT and Student Data Privacy</li> <li>• Electronic Device Monitoring</li> </ul>			
<b>B. Preview of Next Meeting</b>	FYI	Carla Gustafson	5 m
<ul style="list-style-type: none"> <li>• Academic - UIP and SPF Presentation and Q&amp;A</li> <li>• Finance - Audit report</li> <li>• Board on Track Assessment Results</li> </ul>			
<b>VII. Public Comment</b>			<b>7:49 PM</b>
<p>This is the time to voice opinions and provide feedback about specific agenda item(s) prior to any Board action. Speakers must complete the Public Comment Form and submit it electronically no later than 12 p.m. the day of each Board meeting. If written testimony or a handout is submitted, presenters are asked to supply one (1) copy via email to <a href="mailto:communications@stemk12.org">communications@stemk12.org</a></p>			
<b>A. Public Comment Sign up link</b>			5 m
<a href="https://forms.gle/xjYxbDmtekd7PC7B6">https://forms.gle/xjYxbDmtekd7PC7B6</a>			
<b>VIII. Closing Items</b>			<b>7:54 PM</b>
<b>A. Adjourn Meeting</b>	Vote	Carla Gustafson	
Adjournment			

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# Coversheet

## Approve Minutes

**Section:** II. Approve Meeting Minutes  
**Item:** A. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board of Director's Meeting on September 10, 2024

DRAFT



## STEM School Highlands Ranch

### Minutes

#### Board of Director's Meeting

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**Date and Time**

Tuesday September 10, 2024 at 5:30 PM

**Location**

8920 Barrons Blvd  
P-TECH Mechatronics Room  
Highlands Ranch, CO 80129

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Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join. [https://zoom.us/j/96916599576?](https://zoom.us/j/96916599576?pwd=3FbC4D1oROtEaq1eZXVvPxxWnRc2lY.1)

[pwd=3FbC4D1oROtEaq1eZXVvPxxWnRc2lY.1](https://zoom.us/j/96916599576?pwd=3FbC4D1oROtEaq1eZXVvPxxWnRc2lY.1)

Passcode: 631204

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**Directors Present**

C. Gustafson, D. Lomelino, E. Quigley, G. Shick, G. Wing, I. Kalra, K. Reyna, L. Davison, R. Lukez

**Directors Absent**

*None*

**Ex Officio Members Present**

M. Cartier

**Non Voting Members Present**

M. Cartier

**Guests Present**

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L. Kovalesky

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## I. Opening Items

### A. Record Attendance

### B. Call the Meeting to Order

C. Gustafson called a meeting of the board of directors of STEM School Highlands Ranch to order on Tuesday Sep 10, 2024 at 5:38 PM.

### C. Pledge of Allegiance

### D. Reciting of the Mission Statement

## II. Approve Meeting Minutes

### A. Approve Minutes

R. Lukez made a motion to approve the minutes from Board of Director's Meeting on 08-20-24.

E. Quigley seconded the motion.

The board **VOTED** to approve the motion.

#### Roll Call

L. Davison	Aye
G. Wing	Aye
C. Gustafson	Aye
R. Lukez	Aye
D. Lomelino	Aye
G. Shick	Aye
K. Reyna	Abstain
I. Kalra	Aye
E. Quigley	Aye

## III. STEM School Highlands Ranch Updates

### A. Present Staff and Student Surveys from 2023/24

\* Only student and parent survey data was presented

#### Student Advisory Group

- Great response rate (over 500 responses secondary only) due to completing in Access
- Proposed action items in slides

- This year's survey would be broken down into 7 surveys (1/month, focusing on a single topic); will do more ranking and multiple choice questions
- Suggestions to report back decisions being made based on survey results

Michelle Gasser shared Parent survey data from Fall/Spring

- Saw increase in positive responses from Fall to spring

LynAnn shared enrollment update - 1399 total students

## **B. 2025/26 Academic Calendar Presentation and Q&A**

ED Updates

- Teacher of the Year Finalist Tera Johnson-Swartz
- 5 NMSQT students
- Increase of 4.3% to 88.1% on SPF

Michelle Gasser

- Three calendar options for 2025-2026 academic year, based on DCSD and parent feedback
- Cannot pre-plan remote days
- Delaying start time would have to adjust soccer field time, traffic management plan
- Calendar 3 is staff's 1st choice (52.7%), Calendar 1 is staff's 2nd choice (129 responses)
- Calendar 3 is parents' 1st choice (52.4%), Calendar 2 is parents' 2nd choice (353 responses)
- Board needs to make a decision by October 1st, due to DCSD by October 15th

## **C. Student Government Spotlight**

Student Government Officers introduced themselves and shared their goals for the semester

## **IV. KOSON Schools**

### **A. Strategic Plan Discussion**

Matt Cartier

- Must celebrate improvements on facilities, enrollment, retention, community surveys, etc.
- Proposed growth goals are moderate increases year over year



- Many growth opportunities, even if 5A passes
- Wants to propose applying for an additional location in 2025, take 3 years to build out
- Wants to look at Golden and St. Vrain for other opportunities due to CU Boulder and School of Mines for higher education opportunities
- Parallel build of sustainable infrastructure system and processes concurrently while planning for future
- LD expresses concern that board has not had a lot of information on the items that have been historically neglected
- KR requests specific steps and more concrete information to show narrow focus on advancement to share with the board and to share changes that
- CG asks board to discuss and approve general strategic plan, and to discuss details and updates as we approach them
- The work to build STEM brand and KOSON shared services has helped to inform strategic goals
- MC believes that we have the right people and right resources to grow
- Discussion about subcommittee structure and goals
  - Strategic Plan in Advancement Committee meeting open to public 9/24
  - Will have a refined strategic plan for board vote for Oct 1st meeting

## **V. Board Committee Updates**

### **A. Academic Excellence Committee**

Created one-pager

Meeting on 9/17 with SAC-UIP to discuss SPF/UIP

### **B. CIO Support and Evaluation**

Discussion around draft CIO goals for 2024-2025 year

- general consensus on themes and goals, need some specifics on systems and implementation
- what evidence will be shared periodically?
- ask for feedback

Will include a 360 from shared services team

Will have a mid-year review and provide evidence

### **C. Advancement Committee**

GS provided update

- Met on 8/27 to go through and update one-pager. Discussed annual fund campaign and events at school, golf tournament and gala for 2025-2026 academic year
- Established recurring meeting and is available on All School calendar

- Developing fundraising strategy will be this year's goal

#### **D. Finance Committee**

Finance committee met with financial advisor

- discussed and decided to not to exercise bond call until rates improve
- working on finance work flow and systems

#### **E. Governance Committee**

Highlighted changes to financial policies to vote on.

- Clarifying language
- Check in excess of \$10k, clarifying oversight/transparency/fraud prevention workflow
- No \$ values changed.
- Consultants will help further refine and update policies later in the year
- KR highlighted need to make sure that auditor selection process is clarified

KR moved to approve Financial Policy, RL second, approved unanimously

### **VI. Board of Directors Updates**

#### **A. Douglas County Bond Resolution**

EQ motions to approve resolution to support 2024 5A , IK seconds.

Passed unanimously

#### **B. Consent Agenda**

RL motioned to approve, and DL seconded.

Passed unanimously

#### **C. Chair Update**

Requesting feedback on committee one-pagers

IT policies up for review

Complete CDE nondiscrimination policy certificates

Next Board Meeting on Oct 1, have executive session on Oct 8th

#### **D. Discuss Proposed Annual Calendar for Board Meetings**

### **VII. Public Comment**

**A. Public Comment Sign up link**

No public comment

**VIII. Closing Items**

**A. Adjourn Meeting**

GS left early (8:32pm)

RL motioned to adjourn, KR seconded. Approved unanimously.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:16 PM.

Respectfully Submitted,  
I. Kalra

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**Documents used during the meeting**

- Abridged Student Survey Report 23-24.pdf
- Calendar1.pdf
- Calendar2.pdf
- Calendar3.pdf
- September Board Presentation 24\_25.pdf
- Board meeting slides.pdf
- STEM Strategic Plan GROWTH Essential Slides for 20240910 Board Agenda.pdf
- 2024-2025 CIO Goals (DRAFT).pdf
- 2024.09 Financial Controls Policy Revisions\_CLEAN.pdf
- 2024.09 Financial Controls Policy Revisions\_REDLINE.pdf
- 1stem\_financial\_controls\_policy\_updated\_2022-2023-signed.pdf
- Board\_Resolution\_declaring\_support\_for\_Bond 2024.pdf

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# Coversheet

## 2025/26 Academic Calendar Approval

**Section:** III. STEM School Highlands Ranch Updates  
**Item:** A. 2025/26 Academic Calendar Approval  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Proposed 25-26 Calendar.pdf  
Proposed 25-26 Calendar - New Start-Dismissal times.pdf

July 2025						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

New Teachers 4 +2

August 2025						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

14 Student: 19 Teacher Days

September 2025						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

20 Student: 21 Teacher Days

October 2025						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9*	10*	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

18 Student: 18 Teacher Days

November 2025						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

15 Student: 15 Teacher Days

December 2025						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

14 Student: 15 Teacher Days

January 2026						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

18 Student: 19 Teacher Days

February 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

18 Student: 19 Teacher Days

March 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12*	13*	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

17 Student: 17 Teacher Days

April 2026						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

22 Student: 22 Teacher Days

May 2026						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20*	21**	22	23
24	25	26	27	28	29	30
31						

13 Student: 14 Teacher Days

June 2026						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Teacher Days

- School Closed/Holidays
- First/Last Day of School
- Summer Office Hours/Tours

- Planning/Professional Development
- Graduation Day - School Closed

- New Teachers Only
- Early Release Day

# Proposal #1

Extending the day to:

- ES- 8:10-3:00 (K/1) 8:10- 3:10 (2nd-5th)
- Secondary- 8:00-3:30

This would increase our number of days in secondary from 6 days to 11 days which means we could end the prior to Memorial Day and start in August.

# Coversheet

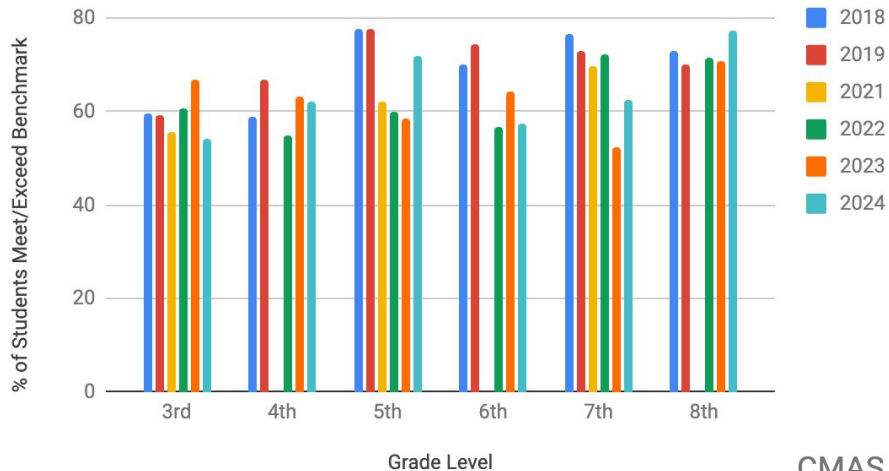
## SAC 23/24 Academic Data and Proposed UIP Presentation

**Section:** III. STEM School Highlands Ranch Updates  
**Item:** B. SAC 23/24 Academic Data and Proposed UIP Presentation  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** SAC 2023-24 School Academic Data Presentation.pdf  
2024 STEM Prelim School Performance Framework.pdf  
SAC 24-25 STEM Proposed UIP Goals Presentation.pdf

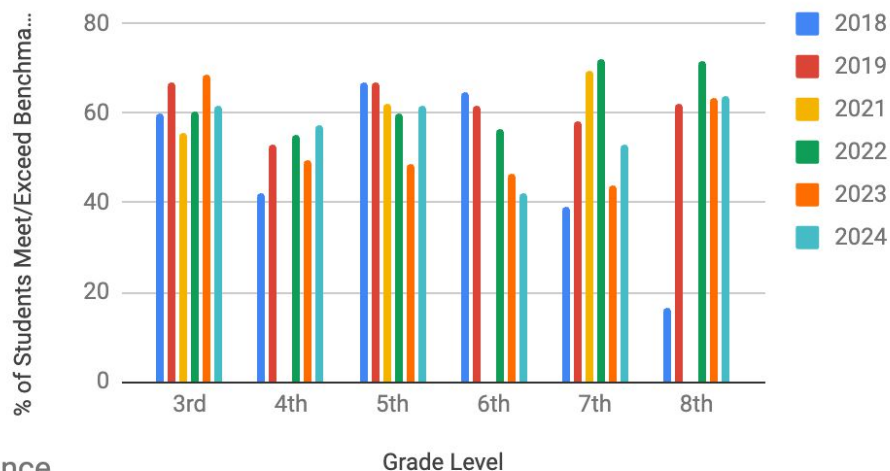
# 2023/2024 School Academic Data



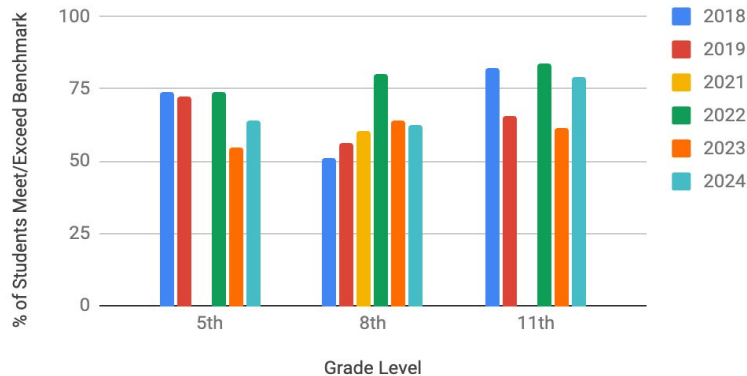
### CMAS English Language Arts 2018-2024

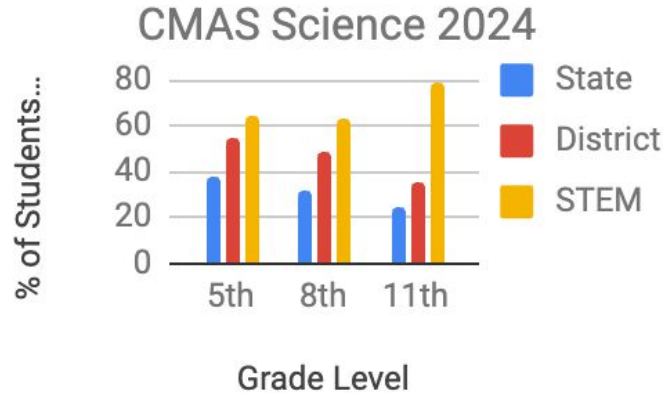
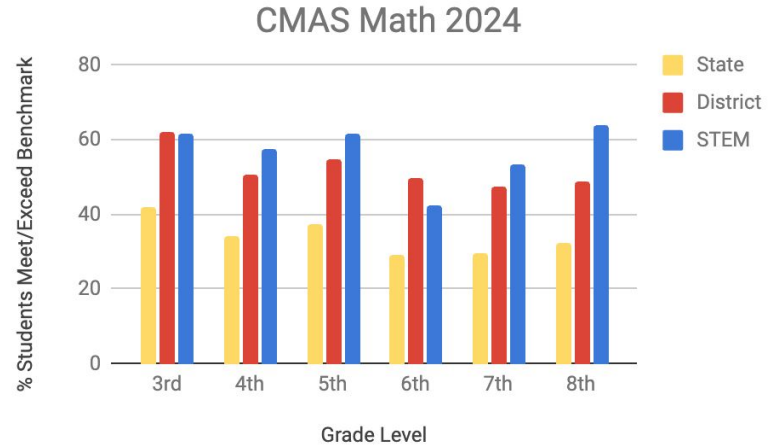
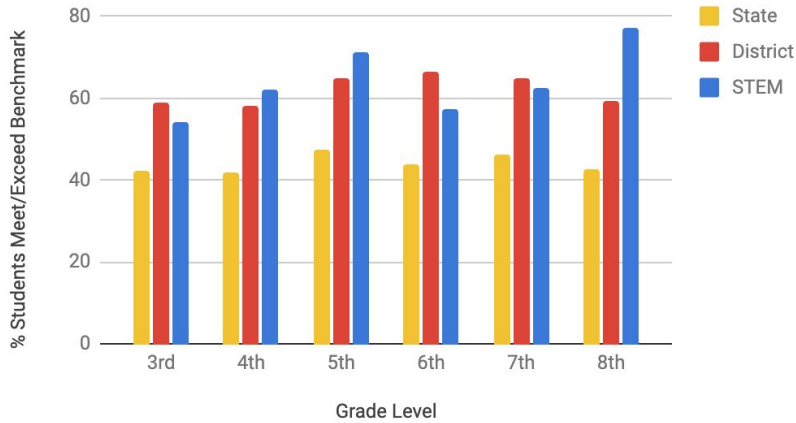


### CMAS Math 2018 - 2024



### CMAS Science

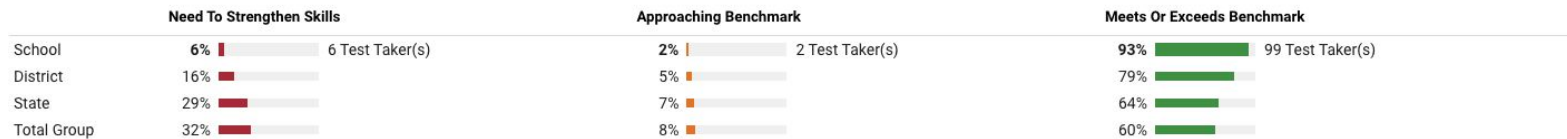




# PSAT- 8/9- Spring (9th graders)

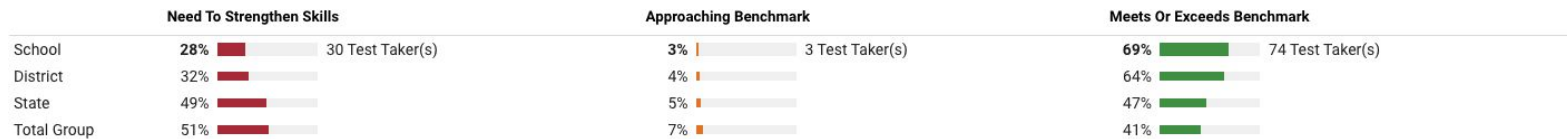
## Evidence-Based Reading and Writing ⓘ

Mean Score 520


[See Students in Each Performance Group](#)

## Math ⓘ

Mean Score 490


[See Students in Each Performance Group](#)

During Spring 2024, the Total Mean Score for STEM students was **1015**, as compared to the district (948), and the state (878). The PSAT 8/9 Mean Score for the Evidence-Based Reading and Writing exam for STEM students was 521, the district (484), and the state (449). The Mean Score for Math for STEM students was 521, the district (484), and the state (449).

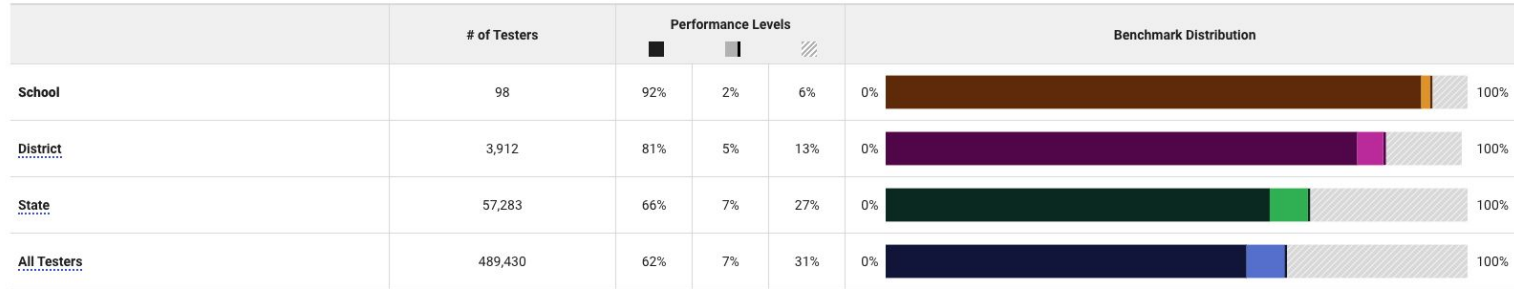
In 2022-2023, **88% of STEM students met the ERW benchmark**, which is 8% higher than the district and 23% higher than the state. **63% of STEM School students met the Math benchmarks**, which is 8% higher than the district and 24% higher than the state.

# students

## Reading and Writing

### Performance Levels

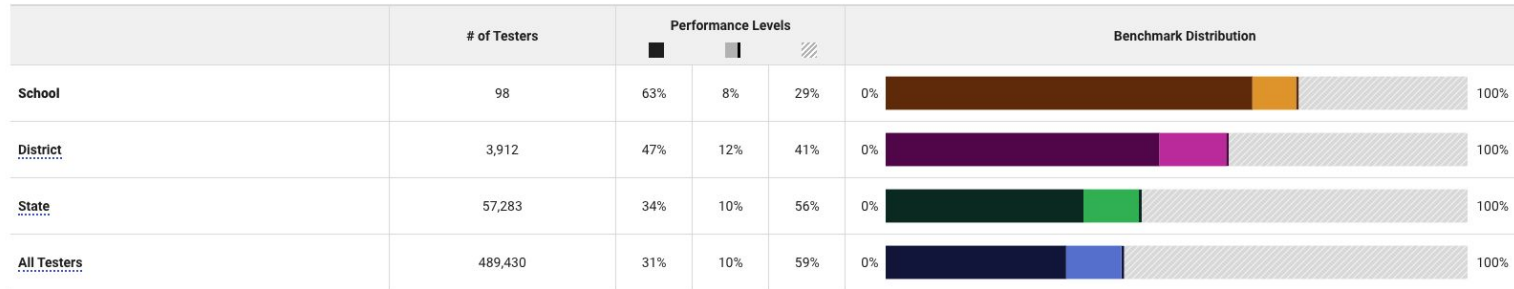
■ Meets/ Exceeds Benchmark   ■ Approaching Benchmark   ▨ Not Yet Approaching Benchmark



## Math

### Performance Levels

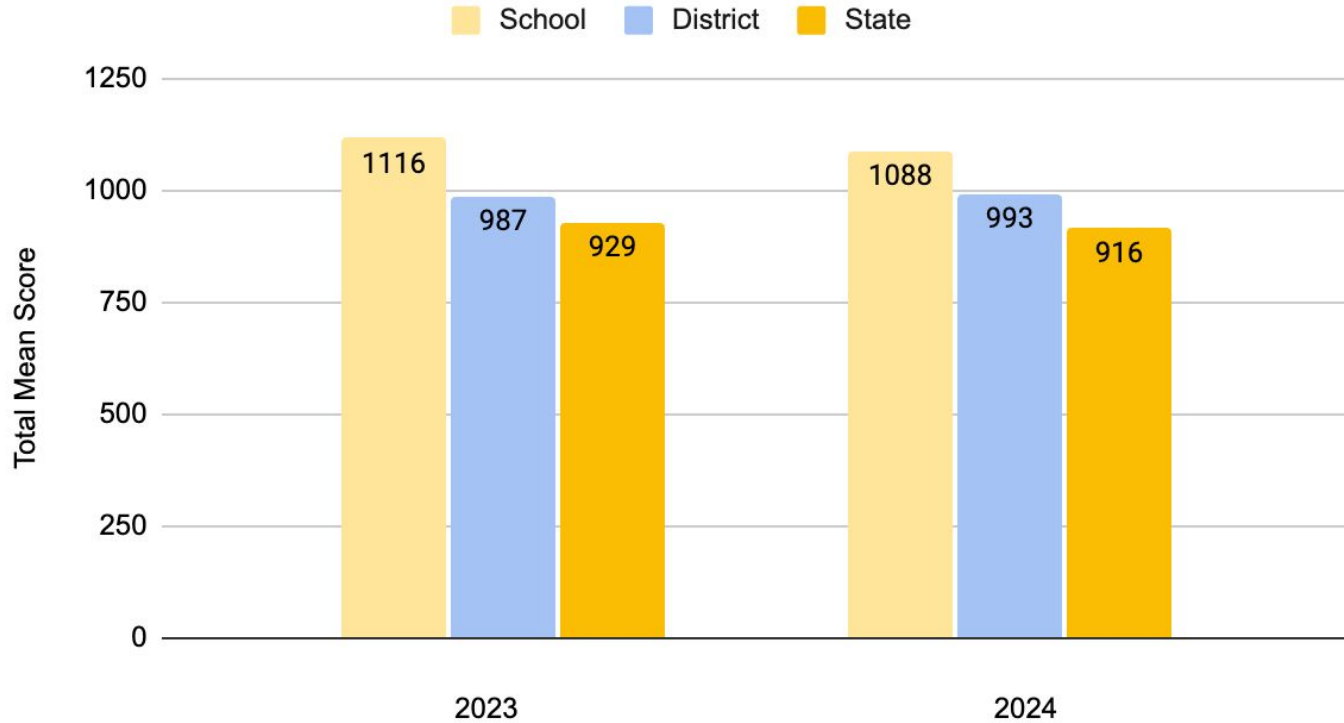
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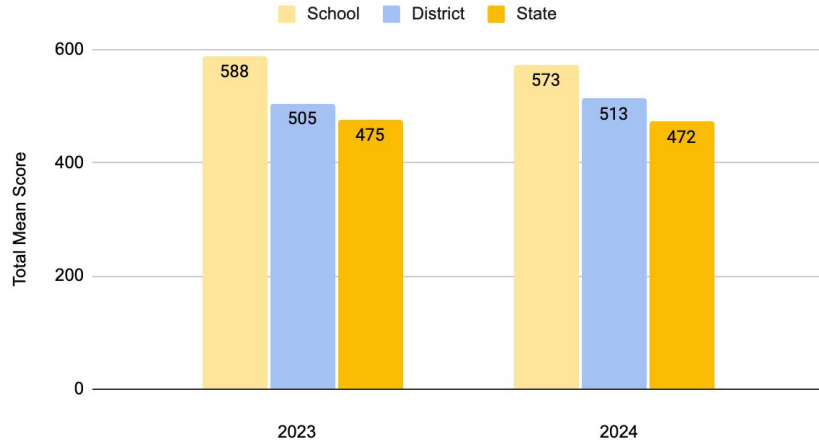
For Spring 2024, the Total Mean Score for STEM students on the PSAT 10 was 1088, as compared to the district (993), and the state (916). The PSAT 10 Mean Score for the Evidence-Based Reading and Writing exam for STEM students was 573, the district (513), and the state (472). The Mean Score for Math for STEM students was 515, the district (481), and the state (444).

In 2022-23, 92% of 10th graders met the ERW benchmark, which is 11% higher than the district and 26% higher than the state. 63% of STEM School 10th graders met the Math benchmarks, which is 16% higher than the district and 29% higher than the state.

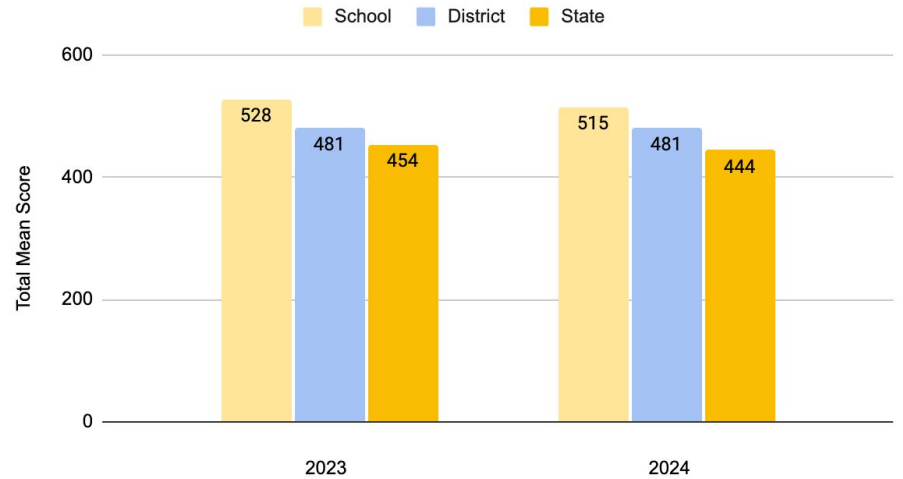
## PSAT 10 Growth- Total Mean Score



### PSAT 10 Growth Reading and Writing



### PSAT 10 Growth- Math



# testers

In 2024, **96% of STEM students met the ERW benchmark** which is 23% higher than the district and 39% higher than the state. **81% of STEM students met the Math benchmark**, which is 36% higher than the district and 50% higher than the state.

In 2023, STEM students scored a mean score of **1239** on the SAT. The DCSD mean score was 1054 and the state mean score was 976.

## Reading and Writing

### Performance Levels

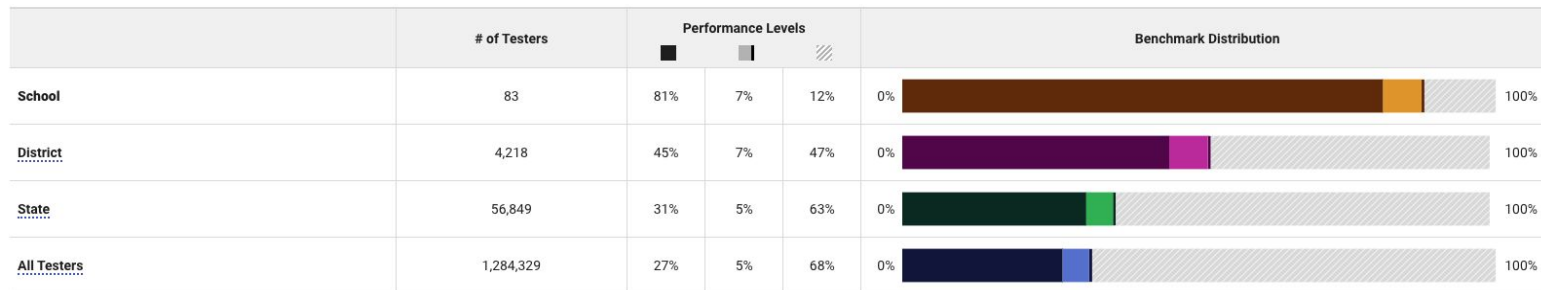
■ Meets/ Exceeds Benchmark   ■ Approaching Benchmark   ▨ Not Yet Approaching Benchmark



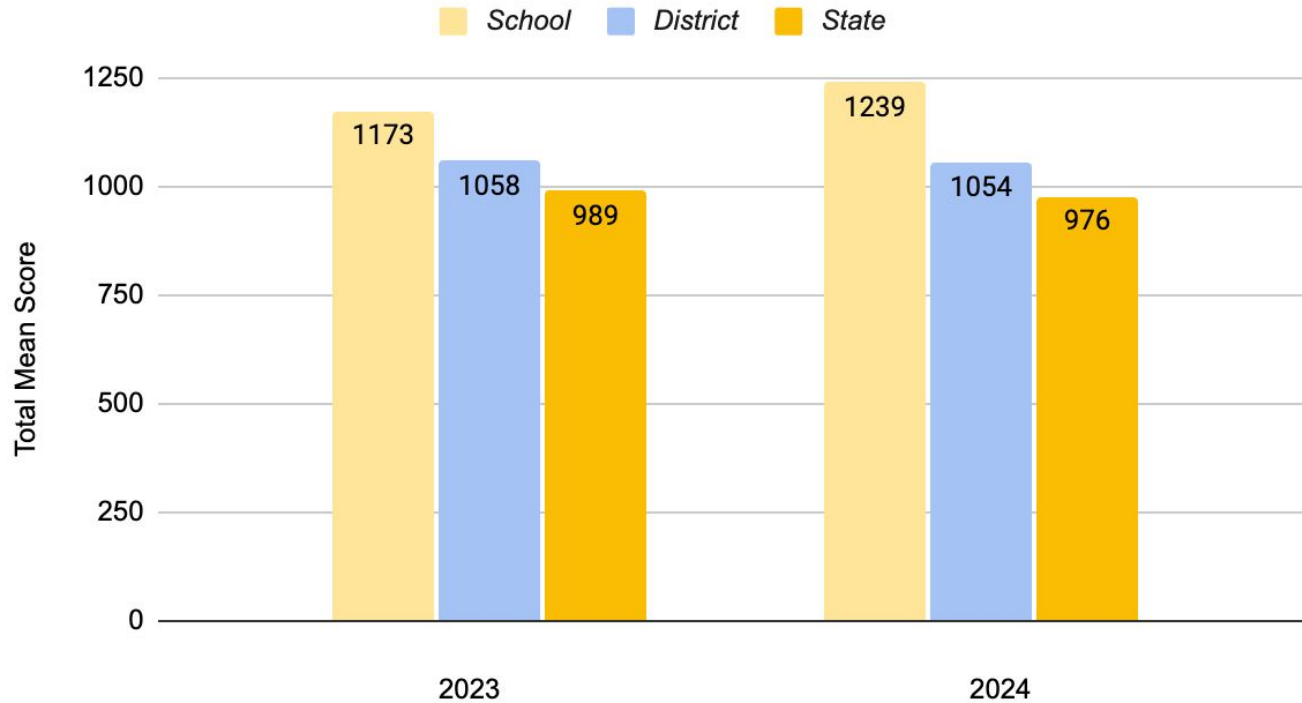
## Math

### Performance Levels

■ Meets/ Exceeds Benchmark   ■ Approaching Benchmark   ▨ Not Yet Approaching Benchmark

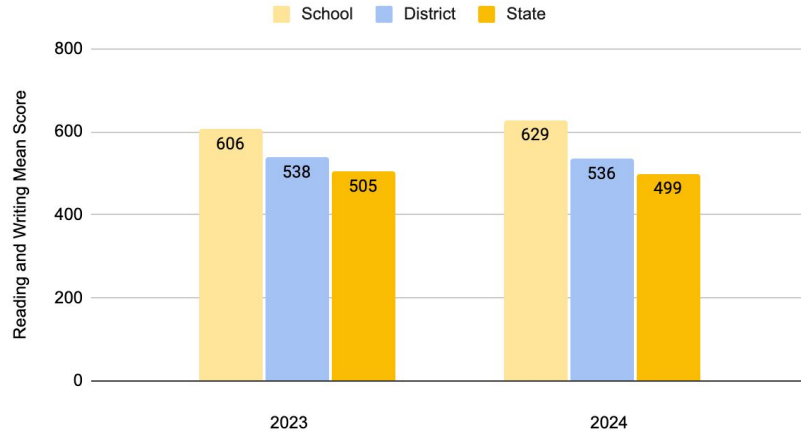


## SAT Growth Data- Total Mean Score

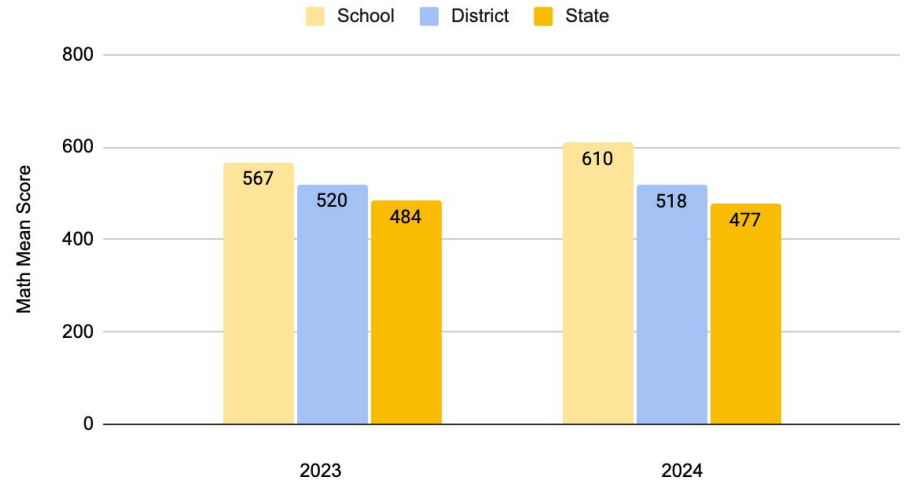




### SAT Growth Data- Reading and Writing Mean Score

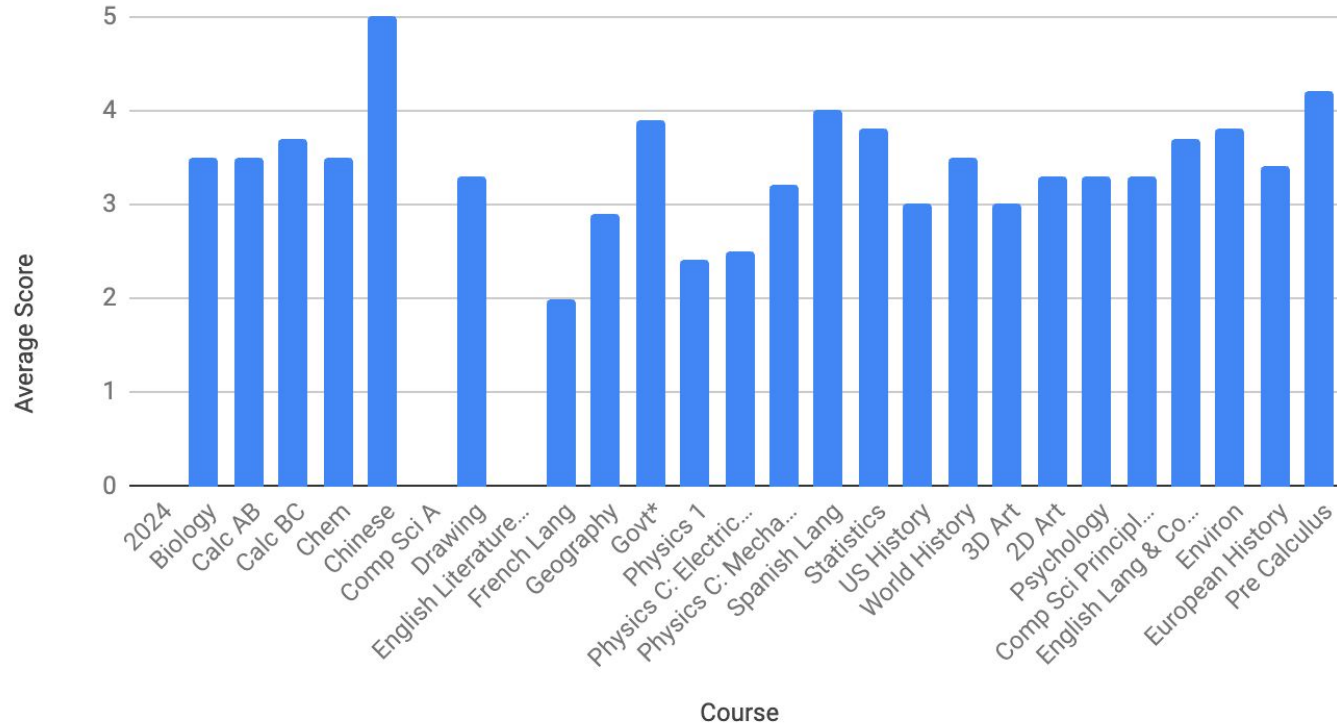


### SAT Growth Data- Math Mean Score

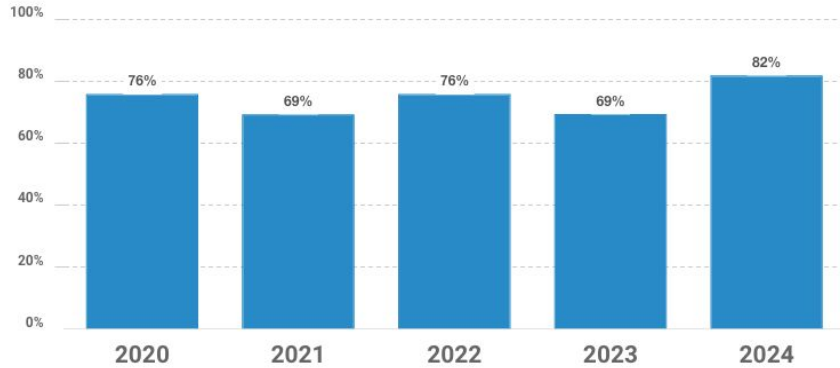


# AP

## Average AP Scores 2024



 % OF TOTAL AP STUDENTS WITH SCORES 3+



 SCHOOL SUMMARY

	2020	2021	2022	2023	2024
Total AP Students	223	254	227	199	203
Number of Exams	404	478	412	390	450
AP Students with Scores 3+	169	176	172	138	166
% of Total AP Students with Scores 3+	75.78	69.29	75.77	69.35	81.77



# 2024 Preliminary School Performance Framework

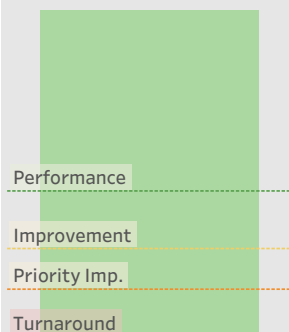
5259: STEM School Highlands Ranch | 0900: Douglas County Re 1

Grade Levels: EMH - (1 Year)

## Plan Type Official Rating based on SINGLE-YEAR SPF Report

<b>Performance Plan</b>	<b>88.1/100</b> Points Earned	<b>88.1%</b>
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The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.



School plan types are based on the total percentage of points earned.

**Performance Plan:**  
53.0% - 100%

**Improvement Plan:**  
42.0% - 52.9%

**Priority Improvement Plan:**  
34.0% - 41.9%

**Turnaround Plan:**  
0.0% - 33.9%

**Insufficient State Data:**  
No reportable achievement and growth data.

### Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	95.0%	28.5/30	Exceeds
Academic Growth	76.1%	30.4/40	Meets
Postsecondary & Workforce Readiness	97.4%	29.2/30	Exceeds

### Assurances

Assurance	Rating
Participation	Meets 95% Participation

### Test Participation Rates and Total Participation Rate Descriptor\*

Subject	Total Records	Valid Scores	Total Participation		Accountability Participation		Rating
			Rate	Parent Excusals	Rate	Rate	
English Language Arts	1,031	911	88.4%	96	97.4%	Meets 95% Participation	
Math	1,032	911	88.3%	94	97.1%	Meets 95% Participation	

<b>Total Participation Rate Descriptor for Planning Purposes:</b>	<b>Low Total Participation</b>
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### Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	93.2%	37.3/40	Exceeds	81.7%	Performance
	Academic Growth	74.0%	44.4/60	Meets		
Middle	Academic Achievement	93.2%	37.3/40	Exceeds	79.8%	Performance
	Academic Growth	70.8%	42.5/60	Meets		
High	Academic Achievement	99.1%	29.7/30	Exceeds	93.1%	Performance
	Academic Growth	85.5%	34.2/40	Meets		
	Postsecondary & Workforce Readiness	97.4%	29.2/30	Exceeds		

(-) No Reportable Data

\*Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Low Total Participation" descriptor to help readers when interpreting accountability data. The descriptor does not impact framework calculations. Multilingual Learners in their first year in the U.S. who were eligible to take the ELP assessment count as participants for ELA.



## 2024 Preliminary School Performance Framework

5259: STEM School Highlands Ranch | 0900: Douglas County Re 1

Elementary School - (1 Year)

## ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	271	97.2%	761.7	92	8.00/8	Exceeds
	Previously Identified for READ Plan	18	95.0%	710.6	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	35	92.1%	744.9	62	0.75/1	Meets
	Minority Students	154	97.6%	767.6	96	1.00/1	Exceeds
	Multilingual Learners	33	94.9%	747.8	68	0.75/1	Meets
	Students with Disabilities	24	85.7%	721.3	12	0.25/1	Does Not Meet
CMAS - Math	All Students	273	96.9%	759.9	94	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	35	92.1%	742.1	66	0.75/1	Meets
	Minority Students	156	97.0%	765.2	98	1.00/1	Exceeds
	Multilingual Learners	35	94.9%	749.6	82	0.75/1	Meets
	Students with Disabilities	24	85.7%	734.0	48	0.50/1	Approaching
CMAS - Science	All Students	95	94.2%	757.9	91	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0.00/0	-
	Minority Students	55	96.6%	760.0	94	1.00/1	Exceeds
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	30.75/33	Exceeds

## ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	187	52.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	22	49.0	0.50/1	Approaching
	Minority Students	104	54.5	0.75/1	Meets
	Multilingual Learners	25	67.0	1.00/1	Exceeds
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	186	53.5	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	22	26.5	0.25/1	Does Not Meet
	Minority Students	104	52.0	0.75/1	Meets
	Multilingual Learners	25	38.0	0.50/1	Approaching
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	25	58.0	1.50/2	Meets
	On Track to EL Proficiency	25	84.0%	2.00/2	Exceeds
TOTAL		*	*	19.25/26	Meets

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 results.

**Academic Achievement:** mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants. Cut-scores for the CMAS Science metric were re-normed based on 2024 results.

**Academic Growth:** median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document. Additional resources are available at <http://www.cde.state.co.us/accountability/accountability-resources>

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(\*) Not Applicable; (-) No Reportable Data



## 2024 Preliminary School Performance Framework

5259: STEM School Highlands Ranch | 0900: Douglas County Re 1

Middle School - (1 Year)

## ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	342	79.6%	760.4	90	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	42	78.2%	746.5	65	0.75/1	Meets
	Minority Students	164	83.9%	768.4	96	1.00/1	Exceeds
	Multilingual Learners	22	93.5%	735.7	38	0.50/1	Approaching
	Students with Disabilities	28	70.0%	733.3	33	0.50/1	Approaching
CMAS - Math	All Students	346	79.6%	753.4	92	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	42	78.2%	736.3	63	0.75/1	Meets
	Minority Students	168	83.9%	762.1	97	1.00/1	Exceeds
	Multilingual Learners	26	93.5%	734.9	61	0.75/1	Meets
	Students with Disabilities	29	72.5%	729.7	46	0.50/1	Approaching
CMAS - Science	All Students	99	69.7%	753.5	92	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0.00/0	-
	Minority Students	52	81.3%	756.7	95	1.00/1	Exceeds
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	30.75/33	Exceeds

## ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	315	50.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	38	52.0	0.75/1	Meets
	Minority Students	151	48.0	0.50/1	Approaching
	Multilingual Learners	25	38.0	0.50/1	Approaching
	Students with Disabilities	27	43.0	0.50/1	Approaching
CMAS - Math	All Students	317	54.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	38	59.0	0.75/1	Meets
	Minority Students	152	59.5	0.75/1	Meets
	Multilingual Learners	25	45.0	0.50/1	Approaching
	Students with Disabilities	27	51.0	0.75/1	Meets
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	17.00/24	Meets

This page displays the performance indicator data for the middle school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 results.

**Academic Achievement:** mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants. Cut-scores for the CMAS Science metric were re-normed based on 2024 results.

**Academic Growth:** median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document. Additional resources are available at <http://www.cde.state.co.us/accountability/accountability-resources>

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(\*) Not Applicable; (-) No Reportable Data

## 5259: STEM School Highlands Ranch | 0900: Douglas County Re 1

High School - (1 Year)

**ACADEMIC ACHIEVEMENT**

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Reading & Writing	All Students	197	93.0%	548.3	97	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	23	95.8%	510.9	87	1.00/1	Exceeds
	Minority Students	68	89.7%	525.9	94	1.00/1	Exceeds
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CO PSAT - Math	All Students	198	93.0%	504.3	95	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	23	95.8%	451.3	68	0.75/1	Meets
	Minority Students	69	89.7%	493.6	90	1.00/1	Exceeds
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CMAS - Science	All Students	63	70.0%	762.3	98	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0.00/0	-
	Minority Students	28	68.3%	759.1	98	1.00/1	Exceeds
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	28.75/29	Exceeds

**ACADEMIC GROWTH**

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Reading & Writing	All Students	168	65.0	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	n < 20	-	0.00/0	-
	Minority Students	67	57.0	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CO PSAT/SAT - Math	All Students	251	64.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	28	43.5	0.50/1	Approaching
	Minority Students	98	71.5	1.00/1	Exceeds
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	16.25/19	Meets

This page displays the performance indicator data for the high school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 results.

**Academic Achievement:** mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants. Cut-scores for the digital PSAT/SAT and CMAS Science metrics were re-normed based on 2024 results.

**Academic Growth:** median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document. Additional resources are available at <http://www.cde.state.co.us/accountability/accountability-resources>

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(\*) Not Applicable; (-) No Reportable Data



## 2024 Preliminary School Performance Framework

5259: STEM School Highlands Ranch | 0900: Douglas County Re 1

High School - (1 Year)

## POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - Reading & Writing	All Students	83	*	629.0	92.2%	4.00/4	Exceeds
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	-	0.00/0	-
	Minority Students	38	*	623.4	92.7%	1.00/1	Exceeds
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
CO SAT - Math	All Students	83	*	609.8	92.2%	4.00/4	Exceeds
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	-	0.00/0	-
	Minority Students	38	*	606.1	92.7%	1.00/1	Exceeds
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
Dropout Rate	All Students	551	*	0.4%	*	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	32	*	3.1%	*	1.00/2	Approaching
	Minority Students	225	*	0.0%	*	2.00/2	Exceeds
	Multilingual Learners	n < 16	*	-	*	0.00/0	-
	Students with Disabilities	42	*	0.0%	*	2.00/2	Exceeds
Matriculation Rate	All Students	111	*	82.9%	*	4.00/4	Exceeds
	2 Year	*	*	7.2%	*	0.00/0	-
	4 Year	*	*	64.9%	*	0.00/0	-
	CTE	*	*	10.8%	*	0.00/0	-
	Military	*	*	0.0%	*	0.00/0	-
	Postsecondary Program	*	*	10.8%	*	0.00/0	-
Graduation Rate	All Students	113	7yr	98.2%	*	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	*	0.00/0	-
	Minority Students	40	5yr	100.0%	*	2.00/2	Exceeds
	Multilingual Learners	n < 16	-	-	*	0.00/0	-
	Students with Disabilities	n < 16	-	-	*	0.00/0	-
TOTAL		*	*	*	*	37.00/38	Exceeds

## REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	98.2%	97.3%	94.1%	98.2%	7yr
Free/Reduced-Price Lunch Eligible	-	-	-	-	-
Minority Students	100.0%	100.0%	95.7%	97.3%	5yr
Multilingual Learners	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

**CO SAT:** represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022-2024 results. Cut-scores were re-normed based on 2024 results.

**Dropout Rates:** represent percentages of students enrolled in grades 7-12 for districts and 9-12 for schools at any time during the year who left and did not subsequently enroll in another Colorado school. 1-Year calculations are based on the 2023 End of Year (EOY) data submission. Multi-year reports include 2021 through 2023 records.

**Matriculation Rates:** represent percentages of high school graduates with a qualifying credential, enrollment, or enlistment status in a Career & Technical Education (CTE) program, a 2- or 4-year institute of higher education, a branch of the military, or a postsecondary program. Beginning in 2024, high school graduates who were enrolled in ASCENT, P-TECH, or TREP programs (i.e., Postsecondary Program) during their 5th year of high school count as successes. 1-Year calculations are based on the 2023 graduation cohort. Multi-year reports include 2021 through 2023 records.

**Graduation Rates:** represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for 1-Year and Multi-Year reports are based on data for students with AYGs between 2020 and 2023.

For additional information about ratings, refer to the scoring guide on the last page of this report. Additional resources are available at <http://www.cde.state.co.us/accountability/accountability-resources>

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(\*) Not Applicable; (-) No Reportable Data



### Scoring Guide for 2024 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value			
Academic Achievement & ELP On Track Growth	Mean Scale Score was:		All Students	Each Disaggregated Group	ELP On Track Growth	
	• at or above the 85th percentile	Exceeds	8	1.00	2.0	
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5	
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0	
	• below the 15th percentile	Does Not Meet	2	0.25	0.5	
	Students Previously Identified for a READ Plan (bonus point)			1 bonus point		
• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)						
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP	
	• at or above 65	Exceeds	8	1.00	2.0	
	• at or above 50 but below 65	Meets	6	0.75	1.5	
	• at or above 35 but below 50	Approaching	4	0.50	1.0	
	• below 35	Does Not Meet	2	0.25	0.5	
Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:		All Students	Each Disaggregated Group		
		1-Year	3-Year			
	• at or above	553.1	552.5	Exceeds	4	1.00
	• below previous cut but at or above	494.6	495.1	Meets	3	0.75
	• below previous cut but at or above	448.1	452.5	Approaching	2	0.50
	• below	448.1	452.5	Does Not Meet	1	0.25
	Mean CO SAT Math scale score was**:	1-Year	3-Year	All Students	Each Disaggregated Group	
	• at or above	527.0	522.5	Exceeds	4	1.00
	• below previous cut but at or above	465.8	466.4	Meets	3	0.75
	• below previous cut but at or above	423.3	424.7	Approaching	2	0.50
	• below	423.3	424.7	Does Not Meet	1	0.25
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):			All Students	Each Disaggregated Group	
	• at or below 0.5%			Exceeds	8	2.0
	• at or below 2.0% but above 0.5%			Meets	6	1.5
	• at or below 5.0% but above 2.0%			Approaching	4	1.0
	• above 5.0%			Does Not Meet	2	0.5
	Matriculation Rate (of all schools in 2018):			All Students		
	• at or above the 75.8%			Exceeds	4	
	• at or above 61.1% but below 75.8%			Meets	3	
	• at or above 46.8% but below 61.1%			Approaching	2	
	• below 46.8%			Does Not Meet	1	
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):			All Students	Each Disaggregated Group	
	• at or above 95.0%			Exceeds	8	2.0
• at or above 85.0% but below 95.0%			Meets	6	1.5	
• at or above 75.0% but below 85.0%			Approaching	4	1.0	
• below 75.0%			Does Not Meet	2	0.5	

#### Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement

Percentile	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	419.1	719.1	716.5	387.4	397.6	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	457.7	734.3	731.2	430.2	434.3	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	505.0	751.9	746.2	480.4	479.4	753.2	749.3	746.4

Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	52.1%	13.8%	14.1%
50th percentile	64.4%	24.2%	22.7%
85th percentile	76.7%	37.3%	35.1%

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator	
Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of points eligible
	• at or above 87.5%
	• at or above 62.5% but below 87.5%
	• at or above 37.5% but below 62.5%
	• below 37.5%

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

\* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2024 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). 2024 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.


\*\* 2024 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

# 2024/2025 STEM SCHOOL HR UIP



# Goal #1


 **Priority Performance Challenge : Priority Performance Challenge: Academic Growth: Disaggregated Groups**

<b>Performance Indicator:</b> Disaggregated Growth	
<b>Measures / Metrics:</b> ELA	
 <b>Annual Performance Targets</b>	<b>2024-2025:</b> STEM Middle School Minority Students, Multilingual Learners, and Students with Disabilities will increase Academic Growth from May 2024 to May 2025 as measured by the 2024-2025 ELA CMAS. In middle school, we will focus on the area of informational text, by increasing the exposure to informational text in all subject areas. We will focus on building up students vocabulary by incorporating instructional strategies such as using context clues and inferencing, while incorporating high order thinking skills.
	<b>2025-2026:</b>
<b>Interim Measures for 2024-2025:</b> We will use the iReady ELA benchmark assessment given in December to determine the progress made towards our Growth goal. We will use the data to drive our instructional decision making.	

 Edit  Delete

# Goal #2


 Priority Performance Challenge : Priority Performance Challenge: Academic Growth: Disaggregated groups

<b>Performance Indicator:</b> Academic Growth	
<b>Measures / Metrics:</b> ELA	
 Annual Performance Targets	<b>2024-2025:</b> STEM Elementary School Students with Disabilities will increase Academic Growth from May 2024 to May 2025 as measured by the 2024-2025 ELA CMAS. In elementary school, we will focus on the area of informational text by strengthening the use of vocabulary instruction in all subject areas. We will use various instructional strategies to include direct instruction, small group instruction, and context clues strategies.
	<b>2025-2026:</b>
<b>Interim Measures for 2024-2025:</b> We will use the iReady ELA benchmark assessment given in December to determine the progress made towards our Growth goal. We will use the data to drive our instructional decision making.	

 Edit  Delete

# Goal # 3


## Priority Performance Challenge : Priority Performance Challenge: READ Act

<b>Performance Indicator:</b> Academic Growth	
<b>Measures / Metrics:</b> ELA	
 <b>Annual Performance Targets</b>	<b>2024-2025:</b> STEM elementary school will decrease the percentage of students requiring reading intervention, thus closing the achievement gap, from 8% to 6% of the K-3 population, as measured by the READ Act data.
	<b>2025-2026:</b>
<b>Interim Measures for 2024-2025:</b>	We will use the iReady ELA benchmark assessment, as well as the progress monitoring data, given in December and quarterly to determine the progress made towards our Growth goal. We will use the data to drive our instructional decision making.

 Edit  Delete

# Goal # 4

 Priority Performance Challenge : Priority Performance Challenge: Academic Growth

<b>Performance Indicator:</b> Academic Growth	
<b>Measures / Metrics:</b> M	
 Annual Performance Targets	<b>2024-2025:</b> STEM High School students who are eligible for Free and Reduced Lunch will increase Academic Growth in math from May 2024 to May 2025 as measured by the 2024-2025 Math CMAS. In high school, we will focus on incorporating graphing and high order thinking skills throughout all content areas.
	<b>2025-2026:</b>
<b>Interim Measures for 2024-2025:</b> We will use the our PLC data conversations to align our instruction and to analyze the data from common assessments.	

 Edit  Delete

# Coversheet

## Enrollment Policy updates and Q&A

**Section:** III. STEM School Highlands Ranch Updates  
**Item:** C. Enrollment Policy updates and Q&A  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Policy\_Enrollment\_Proposed Changes 20241001.pdf  
Policy\_Enrollment\_Proposed Changes Redline 20241001.pdf  
Presentation - Enrollment Policy Updates 10-2024.pdf

## *Enrollment Policy*

### STEM SCHOOL HIGHLANDS RANCH POLICY Enrollment

#### I. PURPOSE

The purpose of this policy is to define the enrollment process and requirements for STEM School Highlands Ranch (STEM). STEM is a free, public charter school authorized by the Douglas County School District (DCSD) and serves grades Kindergarten through 12.

#### II. POLICY

##### A. Open and Choice Enrollment

STEM participates in DCSD's annual open enrollment and choice enrollment processes, adhering to all applicable dates and deadlines. Parents/guardians must submit an application to enroll their student(s) in STEM. STEM utilized DCSD's open enrollment application software platform for open enrollment.

##### B. Prioritizing Applicants

When the number of eligible applicants during the open enrollment period exceeds the spaces available in a particular program, grade or school, as determined by the Executive Director or designee, applications will be prioritized by grade level on the annual prioritized list by the priorities listed below.

- First Priority: Siblings of current STEM students
- Second Priority: Founding Families and children and grandchildren of current STEM staff and board members
  - An Enrollment Priority Request Form is required to provide proof of enrollment priority
- Third Priority: Student applicants who are DCSD Residents
- Fourth Priority: Student applicants who are not DCSD residents.

Enrollment priority does not guarantee enrollment if there is no availability at the applicant's grade level. Due to enrollment priorities, STEM does not release information regarding a particular applicant's position on the list. Founding Families, staff members, and board members must complete the Enrollment Priority Request Form in order to provide proof they meet these enrollment priority criteria prior to the First Round Open Enrollment Application period.



## *Enrollment Policy*

Applicants not accepted during enrollment by STEM during the First Round Open Enrollment Application period will automatically be placed on the annual prioritized list and will have priority over those applicants by applying during the Second Round Open Enrollment Application period. STEM's annual prioritized list will be purged upon the close of the Second Round Open Enrollment period of each year, in accordance with DCSD policies. Applicants not offered enrollment must reapply the following year, as the list does not carry over from year to year.

### C. STEM Interest List

STEM offers prospective families the opportunity to complete the STEM Interest Form to receive notifications about open enrollment dates and enrollment related information. Completing the STEM Interest Form is separate from the DCSD/STEM Open and Choice Enrollment processes, and is not considered an open or choice enrollment application. The STEM Interest Form does not guarantee enrollment nor does it obligate families to enroll in STEM.

### D. Admission Phase

As per the DCSD Open Enrollment process, STEM offers a First Round Open Enrollment Application period and a Second Round Open Enrollment Application period. Once issued an offer of enrollment during the First Round Open Enrollment Application period, parents/guardians must accept the offer by the First Round Open Enrollment Application period deadline. Once issued an offer of enrollment during the Second Round Open Enrollment Application period, parents/guardians must accept the offer within 48 hours.

Parents/guardians are responsible for providing a reasonable way for STEM to reach them regarding enrollment and are also responsible for informing the school of any change to their contact information. While STEM will attempt to notify families, the school is not responsible for the inability to contact families should they be unreachable (i.e., traveling, inaccurate information, etc.). Failure to respond to the enrollment offer by the deadline may result in the enrollment offer becoming void and the opening will be offered to the applicant next on the annual prioritized list.

### E. Enrollment Phase

To complete the enrollment phase, parents/guardians must complete and return all registration and enrollment forms within five working days of when the enrollment offer was issued. Failure to complete and return all required registration and enrollment forms by the deadline may result in the enrollment offer becoming void and the opening will be offered to the applicant next on the annual prioritized list. Under DCSD guidelines, by accepting an offer of enrollment at STEM, you have established STEM as your student's assigned school through 12th grade.

### F. Enrollment for Students Receiving Special Education Services

Requests from the parents/guardians of students receiving special education services for choice enrollment to STEM shall be considered in accordance with applicable state and federal laws. Consideration of whether or not a student receiving special education services is

## *Enrollment Policy*

able to enroll in a school of choice shall be implemented in a two-step process. The first step of the process is the Admissions Phase and the second step is the Enrollment Phase. In order for a student receiving special education services to enroll and attend a school of choice, the student must be admitted after completion of the Admissions Phase of the process and then must be approved for enrollment during the Enrollment Phase of the process.

During a school's Admissions Phase of the process, including any lottery or similar process, school shall not in any way inquire into the disability status of a student. If a student receiving special education services is admitted through the Admissions Phase of the process, the student must still be approved for enrollment into the school of choice. During the Enrollment phase of the process, the student's current Individualized Education Program (IEP) shall be reviewed to determine if the student's IEP can be appropriately implemented at the requested school or program so the student can be provided a Free Appropriate Public Education (FAPE). If there is a determination that the student's IEP cannot be implemented at the requested school, student enrollment may be denied and the student may be assigned to another school where the student's IEP can be implemented as developed by the IEP team. Decisions to assign the student to another school shall be made with due consideration for the impact on the child's total education program and must include parent/guardian participation.

### G. Vacancies

Should a vacancy become available prior to the end of the Second Round Open Enrollment Application period, the vacancy will be filled as specified above. Should a vacancy become available between the end of the Second Round Open Enrollment Application period and October 1st, the vacancy may be filled through the Choice Enrollment process. Should a vacancy become available after October 1st, it will be the decision of the Executive Director or designee to fill that vacancy or leave it open until the following school year.

### H. Choice Enrollment

Following the close of the Second Round Open Enrollment Application period, STEM may offer choice enrollment to new DCSD and non-DCSD students throughout the school year based on availability. New DCSD students are those who have moved into DCSD after the Second Round Open Enrollment Application period has closed and/or have not yet enrolled in a DCSD school. For eligible students, STEM offers a STEM School Highlands Ranch New Student Choice Application process available on the [STEMK12.org](http://STEMK12.org) website.

*Enrollment Policy*

I. Transfers

Students may choose to enroll in STEM after Second Round Open Enrollment Application period closes; however, for students already enrolled in DCSD, the process for administrative transfers in accordance with DCSD Policy JCA/JFB-R shall be followed.

Approved by the STEM School Board on \_\_\_\_\_.  
(dd/mm/yyyy)

STEM School Highlands Ranch

By: \_\_\_\_\_  
(Signature, Board Secretary)

\_\_\_\_\_  
(Printed name, Board Secretary)

Adopted: 2019

Revised: January 2023

Revised: August 2023

Revised: October 2023

Revised: October 2024

## Enrollment Policy

### STEM SCHOOL HIGHLANDS RANCH POLICY Enrollment

#### I. PURPOSE

The purpose of this policy is to define the enrollment process and requirements for enrollment into STEM School Highlands Ranch (STEM). STEM is a free, public charter school authorized by the Douglas County School District (DCSD) and serves grades Kindergarten through 12 and school of choice.

#### II. POLICY

##### 4A. Open and Choice Enrollment

STEM participates in DCSD's annual open enrollment and choice enrollment processes, adhering to all applicable dates and deadlines. Parents/guardians must submit an application to enroll their student(s) in STEM. STEM utilized DCSD's open enrollment application software platform for open enrollment.

##### B. Prioritizing for Enrollment Applicants

When the number of eligible applicants during the open enrollment period exceeds the spaces available in a particular program, grade or school, as determined by the Executive Director or designee, applications will be prioritized by grade level on the annual prioritized list by the priorities listed below.

~~STEM gives priority for enrollment to the following:~~

- ~~● First Priority: Founding Families~~
- First Priority: Siblings of current STEM students
- Second Priority: Founding Families and children and grandchildren of current STEM staff and board members
  - An Enrollment Priority Request Form is required to provide proof of enrollment priority
- Third Priority: Student applicants who are DCSD Residents
- Fourth Priority: ~~Prior waitlisted families~~ Student applicants who are not DCSD residents.

~~\* Families will need to email [registrar@stemk12.org](mailto:registrar@stemk12.org) in order to provide proof they meet these criteria.~~

~~Enrollment Priority in enrollment does not guarantee enrollment if there is no availability at the applicant's student's grade level.~~

Due to enrollment priorities, STEM ~~does not~~ cannot release information regarding a particular prospective student's applicant's position on the list. Founding Families, staff

## Enrollment Policy

members, and board members must complete the Enrollment Priority Request Form in order to provide proof they meet these enrollment priority criteria prior to the First Round Open Enrollment Application period.

¶

Applicants ~~Families~~ not accepted during enrollment by STEM during the First Round Open Enrollment Application period will automatically be placed on the annual prioritized list and will have priority over those applicants by applying during the Second Round Open Enrollment Application period. STEM's annual prioritized list will be purged upon the close of the Second Round Open Enrollment period of each ~~the current school year~~, in accordance with DCSD policies. Applicants not offered enrollment ~~following~~ must reapply the following year, as the list does not carry over from year to year.

### C. STEM Interest List

STEM offers prospective families the opportunity to complete the STEM Interest Form to receive notifications about open enrollment dates and enrollment related information. Completing the STEM Interest Form is separate from the DCSD/STEM Open and Choice Enrollment processes, and is not considered an open or choice enrollment application. The STEM Interest Form does not guarantee enrollment nor does it obligate families to enroll in STEM.

### 2D. Admission Phase

As per the DCSD Open Enrollment process, STEM offers a First Round Open Enrollment Application period and a Second Round Open Enrollment Application period. Once issued an offer of enrollment during the First Round Open Enrollment Application period, parents/guardians must accept the offer by the First Round Open Enrollment Application period deadline. Once issued an offer of enrollment during the Second Round Open Enrollment Application period, parents/guardians must accept the offer within 48 hours.

~~Enrollment will follow the District's open enrollment timeline. The District opens enrollment on November 1 of each year. The District offers enrollment on December 1. STEM allows parents to place their names on the list throughout the year, and notifications will begin on December 1 for the following school year. ¶~~

~~If the number of students prior to the deadline is less than or equal to the number of student spaces available for any grade, STEM will extend an invitation to enroll every student in that grade. ¶~~

~~Should the number of students listed prior to the deadline be higher than the number of available spaces, students are offered space based on the priorities and then by date entered in the enrollment tool. ¶~~

### ~~3. Deadline for Acceptance ¶~~

~~Invitations to enroll shall be extended via email through the DCSD EngagED Parent Portal.~~

## Enrollment Policy

~~After the family is contacted and enrollment is offered, the school will require a decision by a parent or legal guardian. Parents and legal/guardians are responsible for providing a reasonable way for STEM to reach them regarding enrollment and are also responsible for informing the school of any change to their contact information. While STEM will make every attempt to notify families, the school is not responsible for the inability to contact families should they be unreachable (i.e., traveling, inaccurate information, etc.). Failure to respond to the enrollment offer by the deadline may result in the enrollment offer becoming void and the opening will be offered to the applicant next on the annual prioritized list.~~

### E. Enrollment Phase

~~To complete the enrollment phase, parents/guardians must complete and return all Completion of the registration end enrollment forms within five working days of when the enrollment offer was issued. Failure to complete and return all required registration and enrollment forms by the deadline may result in the enrollment offer becoming void and the opening will be offered to the applicant next on the annual prioritized list. Under DCSD guidelines, by accepting an offer of enrollment at STEM, you have established STEM as your student's assigned school through 12th grade. packet is required to initiate the registration/transfer process.~~

### F. Enrollment for Students Receiving Special Education Services

~~Requests from the parents/guardians of students receiving special education services for choice enrollment to STEM shall be considered in accordance with applicable state and federal laws. Consideration of whether or not a student receiving special education services is able to enroll in a school of choice shall be implemented in a two-step process. The first step of the process is the Admissions Phase and the second step is the Enrollment Phase. In order for a student receiving special education services to enroll and attend a school of choice, the student must be admitted after completion of the Admissions Phase of the process and then must be approved for enrollment during the Enrollment Phase of the process.~~

~~During a school's Admissions Phase of the process, including any lottery or similar process, school shall not in any way inquire into the disability status of a student. If a student receiving special education services is admitted through the Admissions Phase of the process, the student must still be approved for enrollment into the school of choice. During the Enrollment phase of the process, the student's current Individualized Education Program (IEP) shall be reviewed to determine if the student's IEP can be appropriately implemented at the requested school or program so the student can be provided a ↵~~

~~NOTE: For students on an IEP (Individualized Education Plan/ Special Education) or receiving 504 accommodations: ¶~~

~~If your student is currently on an Individualized Education Plan or receiving 504 accommodations, please be aware that STEM provides services for mild to moderate need students. STEM's Learning Services Department will contact you during the enrollment process to ensure that Free Appropriate Public Education (FAPE). can be provided once you initiate the process by advising the registrar. This may require a meeting with the prior~~

## Enrollment Policy

~~school's staff. No student with an IEP can be enrolled until this review occurs and it is the responsibility of the parent to initiate this review. If the review does not occur prior to enrollment and it is discovered. If there is a determination that the student's IEP cannot be implemented at the requested school, student enrollment may be that FAPE cannot be provided, the student will be denied acceptance and the student may be assigned to another school where the student's IEP can be implemented as developed by the IEP team. returned to a district school where FAPE can be provided. STEM School Highlands Ranch welcomes all students on IEP or 504, where FAPE can be provided.~~ Decisions to assign the student to another school shall be made with due consideration for the impact on the child's total education program and must include parent/guardian participation.

### 4G. Vacancies

Should a vacancy become available ~~created~~ prior to the end of the Second Round Open Enrollment Application period ~~or after the school year has begun~~, the vacancy will be filled as specified above. ~~A student who fills a vacancy will be considered a currently enrolled student, and that student's enrollment will continue beyond the current academic year.~~ Should a vacancy become available between the end of the Second Round Open Enrollment Application period and October 1st, the vacancy may be filled through the Choice Enrollment process. Should a vacancy ~~open up~~ become available after October 1st, it will be the decision of the Executive Director or designee to fill that vacancy or leave it open until the following school year.

### H. Choice Enrollment

Following the close of the Second Round Open Enrollment Application period, STEM may offer choice enrollment to new DCSD and non-DCSD students throughout the school year based on availability. New DCSD students are those who have moved into DCSD after the Second Round Open Enrollment Application period has closed and/or have not yet enrolled in a DCSD school. For eligible students, STEM offers a STEM School Highlands Ranch New Student Choice Application process available on the [STEMK12.org](http://STEMK12.org) website.¶



## Enrollment Policy

### 5. Open Enrollment Timelines ¶¶

~~Timeline Dates Unless otherwise specified, any dates identified in this Open Enrollment Timeline shall be applied such that if the date identified falls on a Saturday, Sunday, or holiday, the enforced date for compliance shall fall on the following business day. ¶¶~~

- ~~● The first round open enrollment period opens on November 1. ¶¶~~
- ~~● The first round open enrollment period closes on December 1st at 4:00 p.m. annually unless either day is not a school day, in which case the next regular school day will be the opening or ending day, respectively. ¶¶~~
- ~~● Once notified of acceptance by the school, the offer of enrollment must be accepted by the parent or guardian by 4:00 p.m. by December 15th annually or the first workday following the 15th. ¶¶~~
- ~~● Applicants not accepted by the school during the first open enrollment round will stay on the list. If an opening becomes available during the second round application period, applicants will be notified by the EngageED Parent Portal through DCSD. ¶¶~~
- ~~● Charter must update the District shared "Accepted Offers Spreadsheet" with all students who have accepted their enrollment offers. ¶¶~~
- ~~● Lines of enrollment for the first round must be made by January 19<sup>th</sup> for current DCSD students as well as new to district students. ¶¶~~
- ~~● The second round of open enrollment opens on January 22. ¶¶~~
- ~~● The second round of open enrollment closes on August 1. ¶¶~~
- ~~● Second round lines of enrollment for accepted offers must be created as soon as possible after the offer is accepted. ¶¶~~

### I. Transfers — Movement after Open Enrollment closes (August 1<sup>st</sup>) ¶¶

¶¶

¶¶

~~Students may choose to enroll in STEM Charter School after Second Round Open Enrollment Application period closes on August 1; however, for students already enrolled in the District DCSD, the process for administrative transfers in accordance with District DCSD Policy JCA/JFB-R shall be followed. The administrative transfer option is only available for the purpose of moving a student from one school to another in those circumstances where the choice enrollment option may not be timely or may be inappropriate or inapplicable, considering the best interest of the student and the school. Administrative transfers are not intended to accommodate students who fail to request a change in assigned schools during the open enrollment period or whose open enrollment request was not accepted. DCSD Principals must communicate about the move as well as fill out the administrative transfer paperwork. ¶¶~~

### 6. STEM School Highlands Ranch Interest Form ¶¶

~~During the timeframe when the DCSD Open Enrollment Tool is not accepting names, families can put their name on STEM's Interest Form to receive notifications as to when the DCSD Open Enrollment Tool will open. This list will also allow our registrar to communicate with~~



*Enrollment Policy*

~~families on upcoming tours. Completing the STEM Interest Form does not guarantee enrollment for the potential student, nor does it legally bind families to enroll in STEM. Families can find the Interest Form at [stemk12.org/enrollment](https://stemk12.org/enrollment).~~

Approved by the STEM School Board on \_\_\_\_\_.  
(dd/mm/yyyy)

STEM School Highlands Ranch

By: \_\_\_\_\_  
(Signature, Board Secretary)

\_\_\_\_\_  
(Printed name, Board Secretary)

Adopted: 2019

Revised: January 2023

Revised: August 2023

Revised: October 2023

Revised: October 2024 ~~TBD~~

# Policy Update - Enrollment

- Updated terminology to match DCSD
- Clearly delineate Admissions vs Enrollment phases - 2 steps
  - Special Education - not a consideration during Admission phase
  - Special Education review only during Enrollment phase
- Clarified Vacancies - no change in practice
- Added new paragraph on Choice Enrollment
  - Matches existing practice, set by DCSD and State
- Change - Priority list - move Founding Family to 2nd priority
  - Combine with current Staff and Board Members

**Propose vote during 10/8 meeting** - Open Enrollment Starts 11/1

# Coversheet

## Strategic Plan Approval

**Section:** IV. KOSON Schools  
**Item:** A. Strategic Plan Approval  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** STEM Strategic Plan For Approval 20241001.pdf

# STRATEGIC PLAN

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2024-2028

*Matt Cartier, Chief Innovation Officer • LynAnn Kovalesky, Executive Director*

# To achieve our goals, we will focus on three areas, starting from the inside out

## 3 Prepare for Sustainable Growth

Our long-term vision is to broaden the reach of and expand access to STEM education to more Denver-area students and families. In doing so, we will strengthen communities, drive innovation, and contribute to a more prosperous society.

### Prepare for Growth

Plan to expand STEM's impact to more students and families

## 2 Optimize the STEM Experience

Our goal is to create a world-class experience for every member of the STEM community, including students, staff, and parents, empowering them to reach their full potential and make a lasting impact on the world.

### STEM Experience

Optimize the student, staff, and parent experience

## 1 Clarify and Communicate our Identity

Our identity is at the core of who we are. Our first priority is to clearly define and codify STEM Highlands Ranch so that we can communicate this vision effectively to current and prospective students, staff, and parents.

### Identity

Define and communicate who we are



# With strategic planning and budgeting, we will invest time, energy, and resources into a number of strategic priorities

Focus Area	Strategic Priority*	Description	
<b>1 Identity</b> <i>Define and communicate who we are</i>	1A. <a href="#">Communications &amp; Marketing</a>	Define and communicate the identity and culture of STEM in order to effectively attract students, parents, and staff.	
	1B. <a href="#">Knowledge Management</a>	Document key operational systems and procedures for areas such as human resources, curriculum & instruction, and program model.	
<b>2 The STEM Experience</b> <i>Optimize the student, staff, and parent experience</i>	2. Optimize the STEM Experience	2A. <a href="#">For Students</a>	Codify STEM's program model to create a cohesive educational experience aligned to students' interests, abilities, and goals.
		2B. <a href="#">For Staff</a>	Foster a high quality staff culture that cares for one another (inclusive and equitable), shares decision-making, focuses on continual improvement, and prioritizes stability.
		2C. <a href="#">For Parents</a>	Strengthen communication, engagement, and support for parents in order to foster a positive and collaborative partnership between the school and families.
<b>3 Prepare for Growth</b> <i>Prepare to expand impact to more students and families</i>	3A. <a href="#">Long-Term Planning</a>	Develop annual and strategic plans aligned with STEM's long-term goals, including key performance indicators and systems for monitoring progress.	
	3B. <a href="#">Network Model &amp; Governance</a>	Establish a network model and governance structure to support growth, including roles, responsibilities, and decision-making processes.	

# STEM School Board, in partnership with its leadership, will use the following greenlighting criteria to determine readiness for expansion

Category	Metric	Description	No-Go	Discuss	Go
Enrollment	History of stable enrollment	Two years of increasing enrollment	No	Stable	Increasing
External	Funding / political environment	5B Status	-	Passed	Not Passed
Program	Academic performance	Average schoolwide state assessment scores	Below district/ state avg	At district/ state avg	Above district/ state avg
	Program Model	Model clearly defined (and staff equipped to deliver)	No	Nascent	Yes
Facilities	Future facility	Primary and backup facility options identified	No	Primary only	Yes
	Current facility	Plan for capital refresh in place	No	Plan only	Plan + funding
Talent / Human Capital	Staff retention	% of effective teachers retained across school in previous year	<70%	70-80%	>80%
	Staff performance	% staff rated effective or highly effective in previous year	<70%	70-80%	>80%
	Leadership	Successor leader identified	-	No	Yes
		% effective leaders retained in previous two years	<67%	75%	>80%
	Shared services	Shared services team, systems, and processes well-established	-	No	Yes



# Coversheet

## CIO Support and Evaluation

**Section:** V. Board Committee Updates  
**Item:** C. CIO Support and Evaluation  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2024-2025 CIO Goals for Board approval.pdf



## Goals for the CEO of a Charter School

2024-2025 School Year

**Big Goal:** Establish systems that empower contributors of the Strategic Plan to support achieving the objectives and focus areas for these priority areas: identity, experience, and growth.

### Summary of key deliverables related to this goal:

Strategy Component	Deliverables for 2024-2025	Deliverables for 2025-2026
<p><b>Identity</b></p> <p><i>Objective: Unify the organization around a singular mission and message that resonates within our internal and external community.</i></p>	<p>Admissions processes and material that reflect organizational nucleus (Fall 24)</p> <p>Hiring process that reflects core values (Spring 25)</p> <p>Brand adherence process and guidelines for</p> <ul style="list-style-type: none"> <li>● Web site (1/25)</li> <li>● Brand Guidelines (12/24)</li> <li>● Marketing Phase 1 (4/25)</li> </ul>	<p>Admissions processes and materials that reflect core values (Fall 2025)</p> <p>Systems of celebrating student achievement that reflect core values</p> <p>Admin support and eval system that reflect core values</p> <p>Brand adherence process and guidelines for</p> <ul style="list-style-type: none"> <li>● Marketing Phase 2</li> <li>● Curriculum Documents</li> <li>● Physical locations</li> <li>● Fundraising</li> </ul>
<p><b>Experience</b></p> <p><i>Objective: Gather comprehensive data to develop a 3-5-year plan to enhance the overall STEM experience for students, staff, and parents.</i></p>	<p>Admin process for understanding and responding to stakeholder feedback (4/25)</p> <p>Admin decision-making process (rooted in listening &amp; data collection) (4/25)</p> <p>Updated process for strategic planning and budgeting (4/25)</p> <p>Process for ongoing change management (communication, relationship management, progress monitoring) (4/25)</p>	<p>Implement and refine principles for ongoing change management</p>
<p><b>Growth</b></p> <p><i>Objective: Establish a solid foundation for future growth by putting the right people, policies, and procedures in place.</i></p>	<p>Begin knowledge management systems and manuals (Phase 1) (4/25)</p> <p>Updated processes for new personnel roles/responsibilities (4/25)</p> <p>Fundraising Strategy (4/25)</p> <p>Develop due diligence process for incoming opportunities (12/24)</p>	<p>Continue Knowledge management systems and manuals (Phase 2)</p> <p>Implement &amp; refine fundraising processes</p>

**Annual Themes:**

- 2023-24: Develop a Strategic Plan – Engage STEM leaders and stakeholders to identify the organization’s priority opportunities and create a roadmap for long-term success.
- ➔ ● **2024-25: Establish Systems and Procedures – Focus on building a solid foundation through well-defined systems and processes.**
- 2025-26: Delegate and Elevate – Empower leaders and staff by delegating responsibilities and elevating organizational performance.
- 2026-27: Locate Land / Hire Leadership/ Start Construction – Begin the construction and development of a new school to expand our educational reach.
- 2027-28 - Construction and Year Zero Development - Build building, Hire Teachers, Buy FFE, Purchase Materials
- 2028-29: Start New School – Open the new school, ensuring it aligns with our mission and standards.
- 2029-30: Refine, Refine, Refine – Continuously improve and fine-tune operations, programs, and initiatives.
- 2030-31: Plan for the Next Chapter – Strategically plan for the next phase of growth and innovation for the school network.

# Coversheet

## Advancement Committee

**Section:** V. Board Committee Updates  
**Item:** D. Advancement Committee  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Advancement Committee One Pager 24-25.pdf

## Board Committee One Pager

**Committee Name:** Advancement

**Year:** 2024-25

**Purpose:**

The purpose of the Advancement Committee is to assist the Board of Education in overseeing institutional advancement philosophy and policies, providing relationships that will assist and attract private sector support, reviewing proposed gifts and sponsorships that may require full Board consideration or action, providing leadership, guidance, and oversight of Institutional development efforts, including major fund-raising campaigns and projects, and oversee all fundraising efforts throughout the school. The Advancement committee serves to advise, review, and recommend to the school board and ultimately serves at the pleasure of the board.

**Scope of Work:**

1. Set the annual goals for school fundraising, orchestrate the board members' leadership and participation in the fund-raising program, and oversee all fund-raising activities by the school (including coordinating fund raising by the Parent Teacher Organization, Athletic Boosters, Enrichment, Scholarships, etc.).
2. Develop, coordinate, monitor, and establish leadership for the periodic capital campaigns of the school.
3. Plan and coordinate the ongoing annual-giving programs of the school (Annual Fund, Year End Giving)
4. Oversee fundraising events and initiatives aimed at fundraising and resource generation.
5. Assure appropriate parent, past parent, and alumni communications and programs to facilitate continuing cultivation of the friends and patrons of the school.
6. Enhance the school's visibility and reputation with the local and broader community, including partnerships and collaborations that benefit the school.
7. Oversee the fundraising website page to ensure consistency of message, goals, and overall philosophy.
8. Develop communication strategies that effectively share the school's achievements.
9. Maintain a culture of asking, thanking and reporting throughout the advancement committee and sub-committees.
10. Ensure that accurate and secure giving records are maintained by the business office of the school and that appropriate acknowledgment and recognition for gifts are offered.

**Appointments and Composition:** Committee chair and board members are determined as a result of annual Board training and/or summer working sessions and membership confirmed at a Board meeting at the start of each school year, typically August. Committee staff members are assigned/selected by CIO as needed to support committee work. Committee composition typically includes two Board members, CIO, and assigned staff. Advancement committee meetings are open to anyone to attend and participate. As the committee is in its initial growth phase, it will operate under consensus vote and will reevaluate for the 2025-2026 school year. Sub-Committee's include the following: Event Sub-Committee, industry partnerships Sub-Committee, Boosters (PTO, Athletic, Enrichment), and Growth Advisory Committee.

**Roles and Responsibilities Members (chair, members, etc):**

**Yearly Goals:**

1. Develop systems and processes that support an "ask, thank, report" culture

- a. Determine current asks
  - b. Determine current donations
  - c. Create thanking process
  - d. Create reporting process
2. Establish Advancement structure with sub-committees and events or projects connected to each committee that we can invite parents and partners to participate in.
  3. Leverage marketing team to craft school messages and strategic priorities with a development message.
  4. Create an annual calendar with events, committee meetings, annual fund, etc.
  5. Review and update fundraising philosophy, policies and procedures
  6. Establish sponsorship guidelines and resources
  7. Begin Annual Fund Campaign that is connected to strategic plan, operational plans, teacher needs, etc which is independent of the wish list process historically run through PTO.
  8. Investigate adding human resources to fundraising, specifically in terms of grant writing
  9. Events - This year – Blast Off, Year end giving and begin planning for golf tournament and gala next year.

**Annual Calendar:**

1. Sept 19th - Blast Off - Launch Advancement / Fundraising Committee
2. Fall - Annual Fund Launch
3. Year End Giving Campaign - Nov 1

**Scheduled Recurring Meetings:** 4th Tuesday of each month

**Board Roster :** Chair - Greg Shick, Board Members - Rudy Lukez, Kelly Ryena, CIO - Matt Cartier, includes various at will community members

# Coversheet

## Consent Agenda

**Section:** VI. Board of Directors Updates  
**Item:** A. Consent Agenda  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Policy\_IT-Student Data Privacy\_2022.pdf  
Policy\_Electronic Device Monitoring\_2022.pdf

## *Information Technology and Student Data Privacy Policy*

### STEM SCHOOL HIGHLANDS RANCH POLICY Information Technology and Student Data Privacy

#### I. PURPOSE

To support its educational mission, STEM School Highlands Ranch (STEM) may provide information technology (IT), such as computers, networks, Internet access, and email accounts, to its students. The STEM Board believes that IT should be used at STEM as a learning resource to educate and to inform, and that STEM has an obligation to teach its students to be responsible IT users.

Subject to this policy, STEM staff shall be free to select and implement IT which STEM, deems best furthers the STEM mission.

While parents and students themselves are ultimately responsible for student behavior at school and student use of STEM IT, STEM will make every reasonable effort to ensure that students use STEM IT appropriately and responsibly. To this end, STEM has implemented content filtering measures that direct student learning and restrict student access to inappropriate material, in accordance with applicable law.

Administrators, teachers, and staff have a professional responsibility to work together and with parents to help students develop the intellectual skills needed to evaluate and choose information sources, to identify information appropriate to the age and developmental levels of the students, and to evaluate and use information to meet their educational goals.

Because all STEM IT is owned, leased, or licensed by STEM, STEM is responsible for all content stored or retained on any STEM-owned IT device or on the STEM's networks (together referred to as "STEM IT activity"). STEM therefore has the right to monitor all School IT activity and students have a limited expectation of privacy in any information they access, receive, or create using or on STEM IT.

STEM IT may periodically fail or be interrupted, leading to loss of data or service interruption, and the School therefore makes no warranties of any kind related to its IT.

STEM shall develop and maintain operational policies addressing

- (1) monitoring and tracking of school-issued and student-owned computers;
- (2) student use, rights and responsibilities relating to computers used at STEM;
- (3) an "instructional technology" policy regarding use of technology in learning, including integrating technology for collaborative purposes, consistent with the STEM mission; and
- (4) the training of STEM staff with respect to student laptops and privacy, and the administration, oversight, and enforcement of such policies and regulations.

## *Information Technology and Student Data Privacy Policy*

### II. POLICY

The STEM Board authorizes the Executive Director to develop rules and procedures ("Administrative IT Policies") for staff and student use of technology which are consistent with this policy and the following standards.

1. All Administrative IT Policies shall comply with this policy.
2. Before adoption of monitoring software of any nature, STEM shall specifically identify the need for such software and whether there are less intrusive alternatives that can accomplish the same goal or need.
3. Student generated computer data ("SGCD") is data generated by a student while using a computer. Information or data contained on any such computer is "personal computer data" or "PCD". PCD includes specific "user logging information" ("ULI"). "Logging" is the process by which a system collects data about a computer network and the individuals using the network. STEM shall treat both SGCD and PCD as "records" as defined by the Family Educational Rights and Privacy Act ("FERPA").
4. Software that has the ability to collect PCD or SGCD shall not be used or implemented prior to the adoption of Administrative IT Policies governing use of such software.
5. STEM shall obtain informed consent from each student's parent or guardian prior to the installation of any software on any student-owned computer and prior to implementation of any technology which has the ability to collect or monitor PCD, so that prior to the giving of such consent students and their families are fully informed of the ability of any such software or technology to collect and monitor such data and to protect such data.
6. Any technology which permits viewing or collecting of PCD shall not permit such monitoring or collection beyond any legitimate educational interests.
7. Keystroke monitoring technology shall not be used or implemented in the absence of a specific legitimate educational purpose which cannot be achieved without this technology and without specific consent from each student's parent or guardian.
8. STEM shall not log or access PCD or SGCD other than for legitimate educational purposes. STEM shall maintain a record or log of all access or logging which records each instance of access, the data accessed, the identity of the accessing party, and the legitimate educational purpose for such access.
9. The exceptions allowing STEM staff to access PCD, other than where consent is given, shall be limited to situations where there is a reasonable suspicion of violation of either a law or school policy.
10. STEM staff shall complete training regarding technology and technology policies prior to use or implementation of any such technologies.
11. For students (a) who are unable or unwilling to bring personal computers to STEM or (b) whose parent or guardian do not consent to the use or installation of monitoring software on a personal computer, STEM shall use its best efforts to make necessary accommodations to ensure that such student's education is not adversely affected.
12. For computers issued by STEM, students and their parents shall be required to sign acceptable use agreements, which will detail appropriate and inappropriate use of STEM-owned computers.



*Information Technology and Student Data Privacy Policy*

13. Remote monitoring of any kind, including activation of webcams, screen shots, audio, and video, shall be prohibited.

14. All procedures shall comply with applicable state and federal law.

B. In addition to rules specifically concerning IT, general policies, regulations, and rules governing student conduct apply to the use of IT. Violating such policies, regulations, or rules may result in the loss of the privilege to use some or all of the School's IT, discipline (which can include suspension and expulsion), reimbursement to the School for unauthorized charges or costs, civil legal proceedings, and referral to law enforcement authorities. The School may provide examples of prohibited uses of IT in handbooks or Administrative IT Policies.

Sources:

20 U.S.C. 1232, Family Educational Rights and Privacy Act

47 U.S.C. 201 et seq., Communications Decency Act of 1995

47 U.S.C. 231 et seq., Children's Online Privacy Protection Act of 2000

C.R.S. 22-87-101 et seq., Children's Internet Protection Act

DCSD Policy JICD, Student Use of District Information Technology

Approved by the STEM School Board on 11/10/2022.  
(dd/mm/yyyy)

STEM School Highlands Ranch

By: Michelle Horne (signature on file)  
(Signature, Board secretary)

Michelle Horne  
(Printed name, Board secretary)

Adopted: 2013

Revised: October 2022

*Electronic Device Monitoring Policy*STEM SCHOOL HIGHLANDS RANCH POLICY  
Electronic Device Monitoring

## I. PURPOSE

Electronic devices are vital learning tools in the STEM environment. In order to better facilitate oversight by teachers of student electronic device use, to eliminate the distraction and danger of unsupervised use of the Internet, to eliminate the disruption caused by the use of unauthorized or inappropriate applications during instruction time, and to enhance teacher instruction capabilities in the classroom setting, student electronic devices used in classrooms at STEM School Highlands Ranch (STEM) shall all have monitoring software installed. The software is not intended to monitor student electronic device activity outside of STEM's network at any time for any reason.

## II. POLICY

## Monitoring Capabilities &amp; Restrictions

The STEM administration shall have authority to select the student computer monitoring software of its choice and revise the selection as new technologies become available. The software shall be installed directly onto all STEM-issued computers that are intended to be used by students and/or the student's personal computer(s). The STEM monitoring software shall only be active and functional while the computer is connected to the STEM network and/or during school hours.

While any computer is connected to the STEM network, the monitoring software should ideally allow STEM teachers or administrators to do the following:

- Give assessments and receive results instantly;
- Place the teacher screen onto student computers for close-up demonstrations and to lock the screen in place during instruction;
- Share student screens with classmates;
- Send messages to, and receive messages from, students;
- View and monitor student computer screens on their teacher or administrator computer;
- Control student computers from the teacher or administrator computer (for example, keyboard, mouse, screen);
- Allow or block certain web sites on student computers; . Allow or block applications on student computers;
- Send and receive files to/from students;
- View internet browsing history on student computers (subject to the restrictions set forth below).

### *Electronic Device Monitoring Policy*

Teachers and administrators shall not use Monitoring software to do the following:

- Monitor or review student computer use (including without limitation internet activities, keystrokes, application usage, or files) that occurs while the student computer is not at school;
- View a student using the student's computer camera;
- Monitor keystrokes at any time.

#### Use of Monitoring Software on Personal Student Electronic Equipment

The use of personal student computers at STEM is a privilege, not a right. In order for a student to use a personal computer at STEM, the computer must have the monitoring software installed and regularly updated as deemed necessary by School administration. Students are not required to have the monitoring software installed on their personal computers that remain outside of the STEM facility. However, personal student computers without the monitoring software installed will not be allowed to be used in the classroom.

Monitoring software will not be installed on any personal student computer without the express and written consent of that student's parent or guardian using a monitoring software permission form. All STEM computers used by students shall have the monitoring software installed.

As noted above, the monitoring software shall not be used to monitor a student's computer use except when the student is on STEM grounds and is expected to be using the computer in conjunction with classroom instruction or school work. To the extent that the monitoring software can be configured or used to monitor or review computer use that occurs while the student is not on STEM grounds, STEM personnel shall not use such software to monitor or review student computer use (or track any history of such use), including internet browsing history and keystroke history relating to activities that occurred off STEM grounds.

The monitoring software may provide the capability for STEM personnel to remotely control a student's computer while on the School's network. School personnel shall not use this capability except to assist a student in the performance of his or her assignments and shall not use this capability without first providing specific notice to the student. Such notice may be provided verbally or in writing and immediately before the capability is engaged.

*Electronic Device Monitoring Policy*

Use of Monitoring Software on STEM School Computers

Monitoring software shall be installed on all computers owned by STEM and intended to be used by students. As with personal student computers, the monitoring software on STEM computers shall not be used when the computer is not connected to the STEM network. In the rare and unlikely event that a student must take a STEM computer home, STEM shall only monitor the student's use of the STEM computer during school hours.

Approved by the STEM School Board on 11/10/2022.  
(dd/mm/yyyy)

STEM School Highlands Ranch

By: Michelle Horne (signature on file)  
(Signature, Board secretary)

Michelle Horne  
(Printed name, Board secretary)

Adopted: 2013

Revised: October 2022