STEM SCHOOL
HIGHLANDS RANCH

STEM School Highlands Ranch

Board of Directors Meeting

Monthly Meeting

Published on October 3, 2025 at 4:34 PM MDT

Date and Time

Tuesday October 7, 2025 at 5:30 PM MDT

Location

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

Join from PC, Mac, iPad, or Android: https://zoom.us/j/95825391000?pwd=msncIVBra97QrHttP6dmqMTMcpbaV9.1
Passcode:771384

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:30 PM**
A.	Record Attendance			2 m
B.	Call the Meeting to Order			1 m
C.	Pledge of Allegiance		Ishmeet Kalra	1 m
D.	Reciting of the Mission Statement		Cory Wroblewski	1 m

	Purpose	Presenter	Time

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.

II. Approve Meeting Minutes   5:35 PM

		Purpose	Presenter	Time
A.	Board Meeting September 2nd	Approve Minutes	Carla Gustafson	2 m

III. STEM School Highlands Ranch Updates   5:37 PM

		Purpose	Presenter	Time
A.	STEM School HR Update	FYI	LynAnn Kovalesky	30 m

Executive Director LynAnn Kovalesky provides School Performance Framework and Uniform Improvement Plan Update

IV. KOSON Schools   6:07 PM

		Purpose	Presenter	Time
A.	CIO Update	Discuss	Matt Cartier	45 m

- Budget status update
- 10 Year Master Improvement Plan - Survey Results
- Strategic Planning and Annual Goals Update

		Purpose	Presenter	Time
B.	Policy Update	Vote	Carla Gustafson	5 m

Updates to Enrollment Policy, for Board Approval

		Purpose	Presenter	Time
C.	CIO Annual Goals	Vote	Erin Quigley	5 m

CIO Annual Performance Goals, for Board Approval

		Purpose	Presenter	Time
D.	Financial Audit Update	Vote	Darrell Lomelino	10 m

Update on Financial Audit status and resolution for approval.

Recommendation to authorize Board Treasurer to accept the audit report on the Board's behalf prior to submission to DCSD, for Board approval.

	Purpose	Presenter	Time

V. Public Comment
7:12 PM

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 communications@stemk12.org

A. Public Comment Sign up link — 10 m

https://forms.gle/AM9H5q4sfTKYmYSp6

VI. Consent Agenda
7:22 PM

A. Vote for Consent Agenda Items — Vote — Carla Gustafson — 5 m

- Governance Committee One Pager
- Finance Committee One Pager
- CIO Support & Evaluation Committee One Pager

VII. Board Committee Updates
7:27 PM

A. Academic Excellence Committee Updates — Discuss — Ishmeet Kalra — 5 m

B. CIO Support & Evaluation Committee Updates — Discuss — Erin Quigley — 5 m

C. Finance Committee Update — Discuss — Darrell Lomelino — 5 m

D. Governance Committee Update — Discuss — Carla Gustafson — 5 m

E. Growth Task Force Update — Discuss — Kevin Leung — 5 m

VIII. Board of Director's Updates
7:52 PM

A. Preview of Next Meeting — FYI — Carla Gustafson — 5 m

- Reminder to complete Training actions in Board on Track dashboard
- October Count Day Update
- Finance - Audit Presentation, Budget Update based on October count

	Purpose	Presenter	Time
• Governance - Approve remaining Committee One Pagers, BOT Assessment Survey Results for Discussion			

IX. Closing Items   **7:57 PM**

A. Adjourn Meeting   Vote   Carla Gustafson

       Adjournment

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.

Coversheet

Board Meeting September 2nd

Section: II. Approve Meeting Minutes
Item: A. Board Meeting September 2nd
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Directors Meeting on September 2, 2025

STEM SCHOOL
HIGHLANDS RANCH

STEM School Highlands Ranch

Minutes

Board of Directors Meeting

Monthly Meeting

Date and Time
Tuesday September 2, 2025 at 5:30 PM

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

Join from PC, Mac, iPad, or Android: https://zoom.us/j/95825391000?pwd=msncIVBra97QrHttP6dmqMTMcpbaV9.1
Passcode:771384

Directors Present
A. Campbell, C. Gustafson, C. Wroblewski (remote), D. Lomelino, E. Quigley, G. Wing, I. Kalra, K. Leung, R. Lukez

Directors Absent
None

Guests Present
A. Cardinal, L. Kovalesky, Laurie Veldhuizen, M. Cartier, M. Pritchard, Michelle Gasser, Ryan Alsup (remote), S. Milner

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 2, 2025 at 5:32 PM.

C. **Pledge of Allegiance**

D. **Reciting of the Mission Statement**

II. Approve Meeting Minutes

A. **Board Meeting August 5th**

E. Quigley made a motion to approve the minutes from Board of Directors Meeting on 08-05-25.
G. Wing seconded the motion.
IK, DL, RL abstain
The board **VOTED** to approve the motion.

III. STEM School Highlands Ranch Updates

A. **Student Government Spotlight**

Prom updates
Welcome to High School Party was great success
$800 rollover to fund Homecoming
STEM Blastoff, Trunk or Treat, Powderpuff, and Nerds Night Out - upcoming fall events.

B. **Approve updated 2025/26 Calendar**

R. Lukez made a motion to Approve 2025/2026 calendar.
A. Campbell seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. **Approve Preliminary 2026/27 Academic Calendar**

K. Leung made a motion to approve proposed 2026-2027 calendar.
D. Lomelino seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. **STEM School HR Update**

Launched internal fundraising plan
STEM Blast off 9/17
Booster-Thon Event
PTO will be transitioning into Parent Teacher Committee under Accelerator Fund

1470 total students current enrolled, might get more admin transfers before October count
Total projected ~1485
K-12 enrollment up from total 1396
Enrollment Discussion
- Need to be better at projections (more conservative in future), more accurate data points to help right size staff
- Need to be mindful of future funding cuts at district, state, federal level

IV. KOSON Schools

A. CIO Update

Budget adjustments
Discuss spending cut strategies for future budget to make sure we have balanced budget
Have better tools to do finer projections
Update on master improvement plan
Community engagement with staff, students, parents
Survey 1150 responses, data being currently compiled

B. Policy Update

Reviewed recommended changes to Enrollment Policy. Vote will be next meeting.

C. CIO Annual Goals

Update from Erin about CIO Goals for 2025- 2026
Reviewed timeline for goal setting, check - in and evaluation

V. Public Comment

A. Public Comment Sign up link

None

VI. Consent Agenda

A. Vote for Consent Agenda Items

I. Kalra made a motion to approve the consent agenda.
E. Quigley seconded the motion.
The board **VOTED** unanimously to approve the motion.

VII. Board Committee Updates

A. **Academic Excellence Committee Updates**

Meeting next week to update one-pager, UIP/SPF data, expand membership to include wider community

B. **CIO Support & Evaluation Committee Updates**

Suggestion to move contract renewal earlier in the year (update on one-pager)

C. **Finance Committee Update**

Deep dive into enrollment update and will be looking at audit (vote to approve DL to initiate audit), Sean working on ERP (will have policy update eventually after process streamlined). Will update one pager

D. **Governance Committee Update**

One pager updated. Will create board book. Update on enrollment policy

E. **Growth Task Force Update**

Will meet soon and update at next meeting

VIII. Lighthouse Building Corp

A. **Roles/Responsibilities and support/relationship to Koson Board**

Every charter school has a building corp (TABOR limitations of debt liability)
Review of the purpose of Lighthouse Corp.

IX. Board of Director's Updates

A. **Preview of Next Meeting**

Complete training on BoT
UIP data
Approve CIO goal
Approve minor policy rewording
Approve one pagers
BoT assessment

X. Closing Items

A. **Adjourn Meeting**

E. Quigley made a motion to adjourn.
A. Campbell seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:23 PM.

Respectfully Submitted,
I. Kalra

Documents used during the meeting

- STEM Student Government 2025-26 Board Meeting Slides.pdf

- Updated_-_2025-2026_STEM_Academic_Calendar.pdf

- Proposed_-_2026-2027_STEM_Academic_Calendar.pdf

- September Board Presentation 25_26.pdf

- CIO Board Presentation 20250902.pptx.pdf

- Presentation - Enrollment Policy Updates 09-2025.pdf

- Proposed_Policy_Enrollment_2025 Update.pdf

- Koson CIO Goals_2025-2026.pdf

- Core Values Update 09-2025.pdf

- Stem_Core_Values_1_Page.pdf

- Presentation to Koson Board - Lighthouse Bldg Corp 09-2025.pdf

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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.

Coversheet

STEM School HR Update

Section: III. STEM School Highlands Ranch Updates
Item: A. STEM School HR Update
Purpose: FYI
Submitted by:
Related Material: October Board Presentation 25_26.pdf

ED Presentation

August 2nd, 2025

LynAnn Kovalesky, Executive Director

STEM School Update

SCHOOL UPDATES

- **STEM Blast Off 9/17 raised $10,487**
- **Parent Teacher Conferences- October**
  - **ES (All week)**
  - **Secondary**
    - **Tuesday A-L**
    - **Thursday M-Z**
- **Booster-Thon Event**
  - **Kick-off registration on 10/6**
    - **ES- Spartan Sprint**
    - **Sec- Chromatic Color Run**
  - **School kick-off on 10/27**
  - **Event on 11/5**
- **STEM Trunk or Treat on 10/24**

2025 - 26 Enrollment

Elementary	Middle	High	Total*	Potential**
531	499	434	1,464	1,470

Elementary School	
Kinder	85
First	81
Second	69
Third	82
Fourth	108
Fifth	106

Middle School	
Sixth	170
Seventh	167
Eighth	162

Pending Enrollments	
Choice	0
Admin Transfers	0

High School	
Ninth	127
Tenth	113
Eleventh	98
Twelfth	94
13/14	2

*10/1 Enrolled
**Projecting adding new student at the semester but will not receive funding.

Data Presentation

October 7th, 2025

Michelle Gasser, Director of Curriculum and Instruction

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CMAS Data

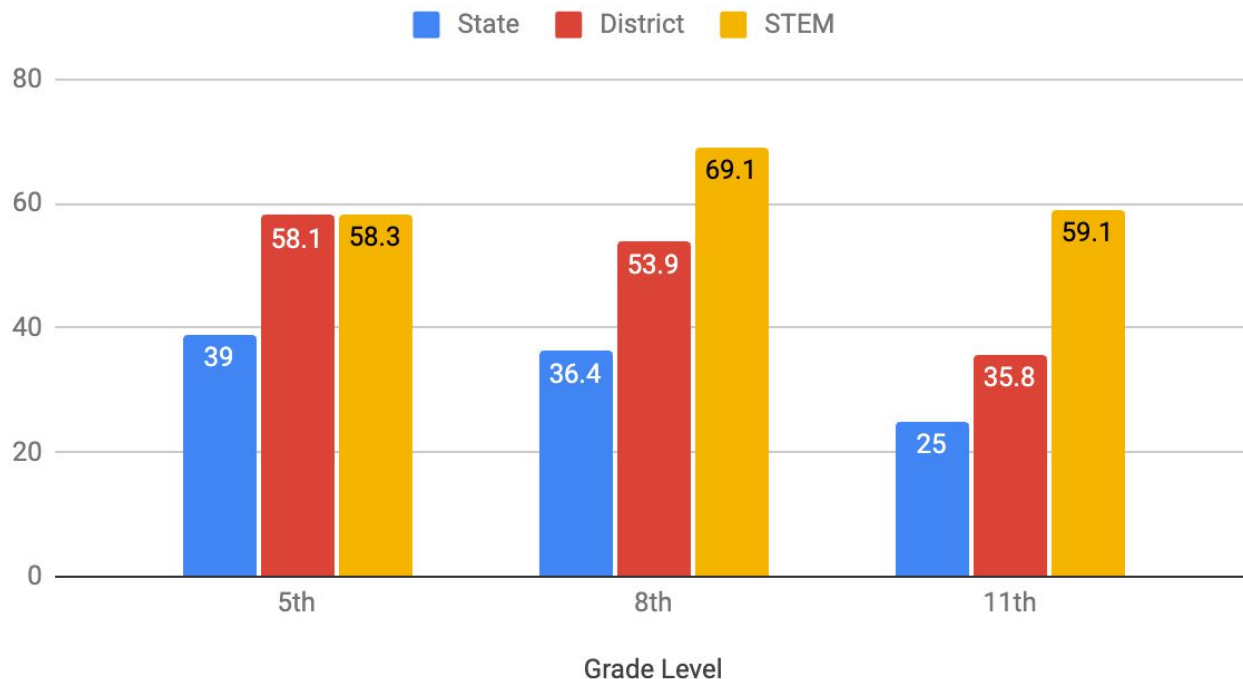ELA 2025- Mean Scale Score
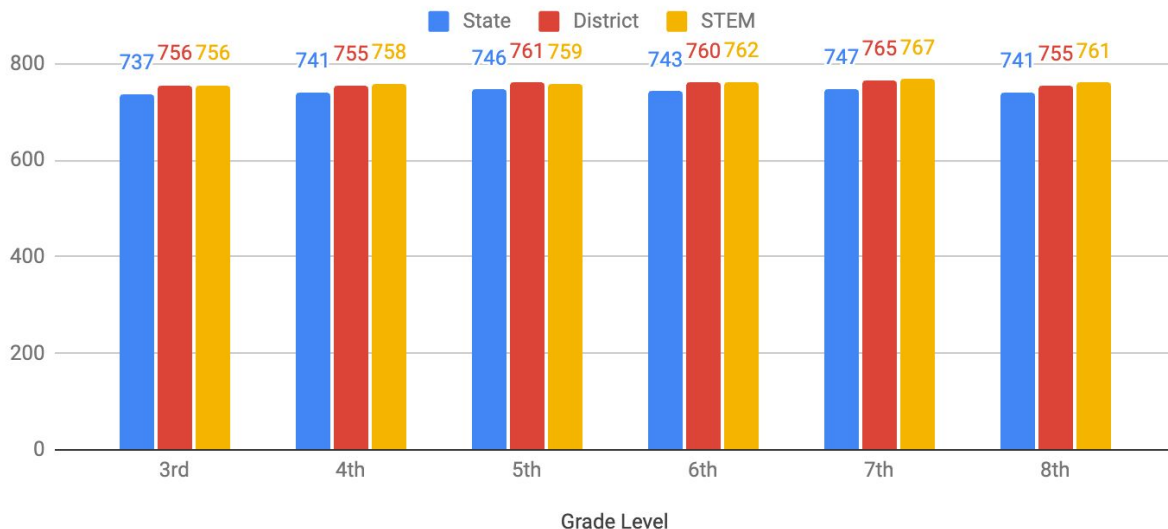
The mean scale score is what is used to determine our score on the School Performance Framework.

Scaled scores are derived from raw scores (the number of correct answers) by converting them onto a standardized scale. This conversion is done to ensure fair comparisons between different test forms or administrations, even if the difficulty levels vary.

ELA 2025- Meets or Exceeds Benchmark

Legend: State (blue), District (red), STEM (yellow)

Grade Level	State	District	STEM
3rd	42	59.7	58.5
4th	42	57.8	53.8
5th	48	66.2	63
6th	44.2	67.6	72.3
7th	48.8	69.2	70.7
8th	43.9	59.6	66.2
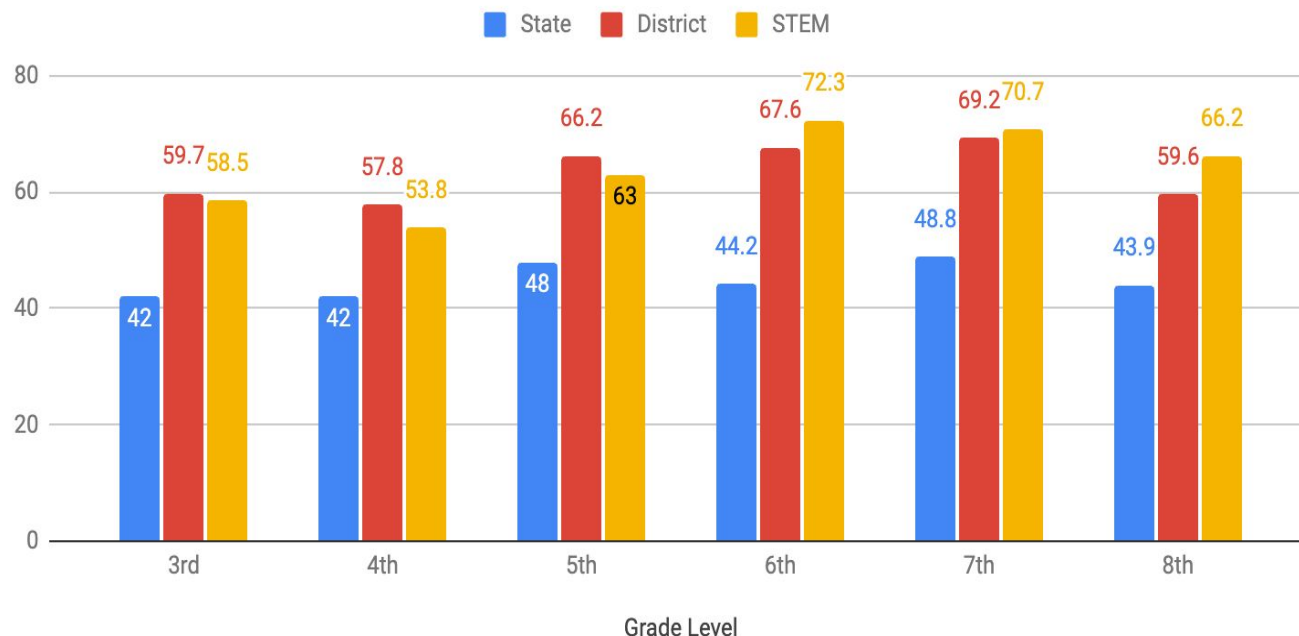
We are below above the State and below the District in our students who meet or exceed the benchmark in elementary school. We are above both the district and the state for students who meet and exceed the benchmark for middle school.

Next steps:

- Breakdown scores into demographic groups
- Look for trends and patterns.
- Allocate resources
- Set goals

Math 2025- Mean Scale Score
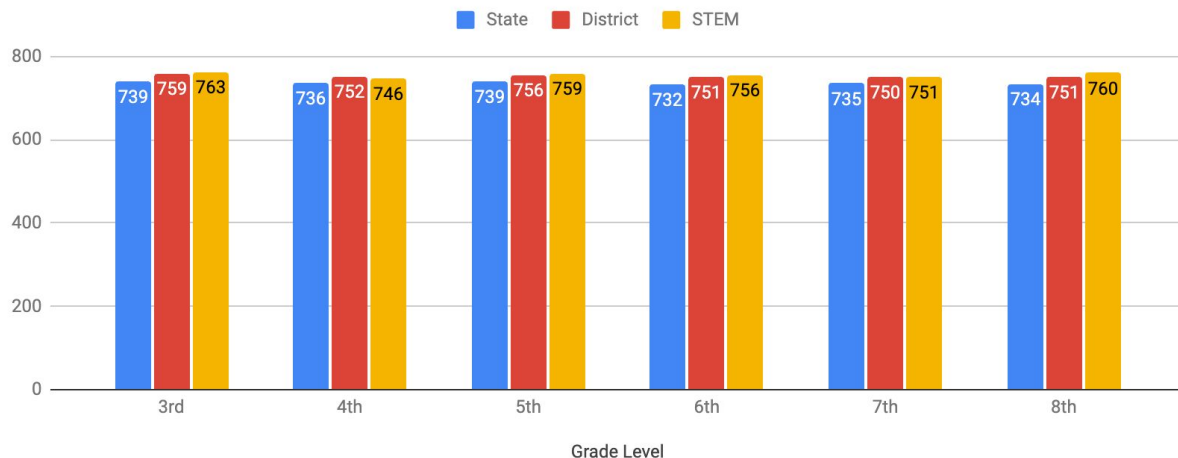
Legend: ■ State ■ District ■ STEM

Grade Level	State	District	STEM
3rd	739	759	763
4th	736	752	746
5th	739	756	759
6th	732	751	756
7th	735	750	751
8th	734	751	760

The mean scale score is what is used to determine our score on the School Performance Framework.

Scaled scores are derived from raw scores (the number of correct answers) by converting them onto a standardized scale. This conversion is done to ensure fair comparisons between different test forms or administrations, even if the difficulty levels vary.

Math 2025- Exceeds or Meets Expectations
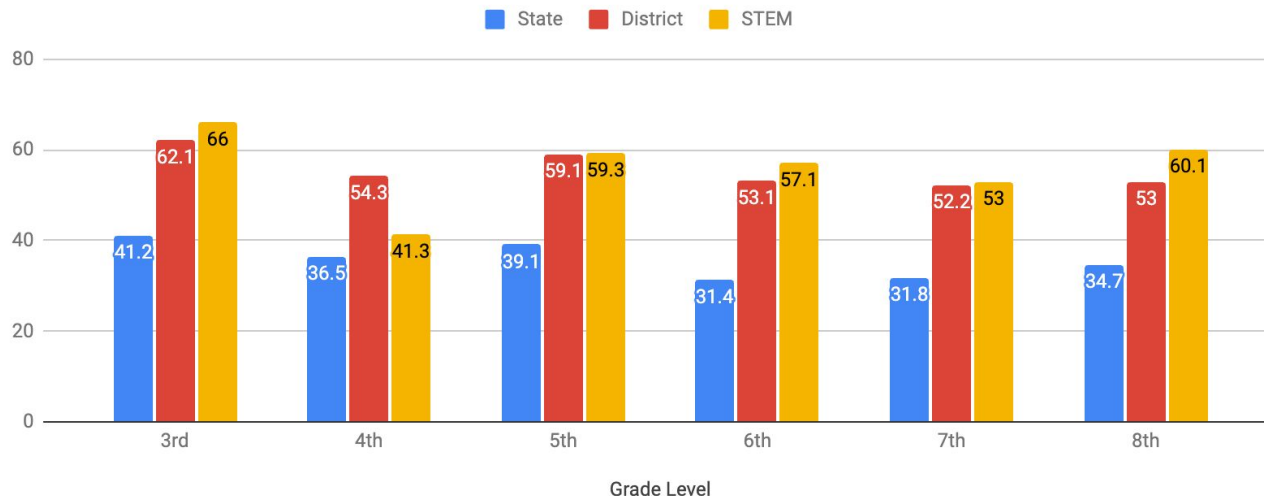
We are above the State and the District in our students who meet or exceed the benchmark in elementary school, except for 4th grade. We are above both the district and the state for students who meet and exceed the benchmark for middle school.

Next steps:

- Breakdown scores into demographic groups
- Look for trends and patterns.
- Allocate resources
- Set goals

Science- 5th, 8th and 11th- Mean Scale Score
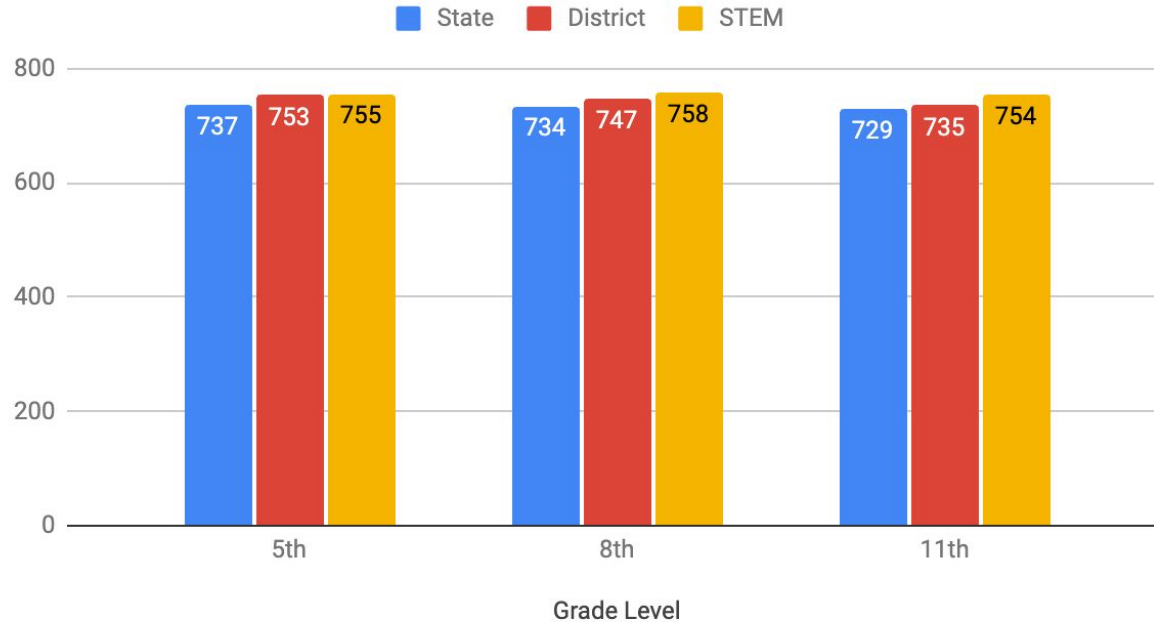
The mean scale score is what is used to determine our score on the School Performance Framework.

Scaled scores are derived from raw scores (the number of correct answers) by converting them onto a standardized scale. This conversion is done to ensure fair comparisons between different test forms or administrations, even if the difficulty levels vary.

STEM SCHOOL HIGHLANDS RANCH

Science- 5th, 8th and 11th- Exceeds or Meets Expectations

Legend: State (blue), District (red), STEM (yellow)

Grade Level	State	District	STEM
5th	39	58.1	58.3
8th	36.4	53.9	69.1
11th	25	35.8	59.1

We are above the State and the District in our students who meet or exceed the benchmark for 5th, 8th, and 11th grade.

Next steps:

- Breakdown scores into demographic groups
- Look for trends and patterns.
- Allocate resources
- Set goals

SAT/PSAT Data

SAT Spring 2025- Total Mean Score

Total

	# of Testers	Score Distribution	Mean Total Score (400-1600) ⓘ
School	89		400 **1171** 1600
District	4,072		400 **1061** 1600
State (Colorado Department of Education)	57,262		400 **986** 1600
State (All Schools)	57,715		400 **987** 1600
U.S. and U.S. Territories	1,167,688		400 **963** 1600
Global Testers	1,170,569		400 **963** 1600

SAT Spring 2025 – Benchmark Performance Score

Total

Benchmark Performance Types
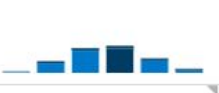
■ Met Both Benchmarks   ▪ Met One Benchmark   ▨ Met No Benchmarks

	# of Testers	Benchmark Performance			Benchmark Distribution	
		■	▪	▨		
School	89	69%	26%	6%	0% ▬▬▬▬▬ 100%	
District	4,072	45%	32%	23%	0% ▬▬▬▬▬ 100%	
State (Colorado Department of Education)	57,262	32%	31%	38%	0% ▬▬▬▬▬ 100%	
State (All Schools)	57,715	32%	31%	38%	0% ▬▬▬▬▬ 100%	
U.S. and U.S. Territories	1,167,688	28%	30%	42%	0% ▬▬▬▬▬ 100%	
Global Testers	1,170,569	28%	30%	42%	0% ▬▬▬▬▬ 100%	

SAT Spring 2025- Mean ELA Score

Reading and Writing

	# of Testers	Score Distribution	Mean Reading and Writing Score (200-800) ⓘ
School	89		200 — 602 — 800
District	4,072		200 — 544 — 800
State (Colorado Department of Education)	57,262		200 — 507 — 800
State (All Schools)	57,715		200 — 507 — 800
U.S. and U.S. Territories	1,167,688		200 — 494 — 800
Global Testers	1,170,569		200 — 494 — 800

SAT Spring 2025- ELA Benchmark Performance Score

Reading and Writing
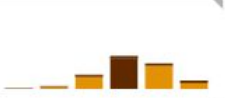
Performance Levels

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

	# of Testers	Performance Levels			Benchmark Distribution		
		■	▨	▨			
School	89	94%	2%	3%	0%		100%
District	4,072	77%	5%	18%	0%		100%
State (Colorado Department of Education)	57,262	61%	6%	33%	0%		100%
State (All Schools)	57,715	62%	6%	32%	0%		100%
U.S. and U.S. Territories	1,167,688	56%	6%	37%	0%		100%
Global Testers	1,170,569	56%	6%	37%	0%		100%

SAT Spring 2025- Mean Math Score

Math

	# of Testers	Score Distribution	Mean Math Score (200-800) ⓘ
School	89		200 — 569 — 800
District	4,072		200 — 517 — 800
State (Colorado Department of Education)	57,262		200 — 479 — 800
State (All Schools)	57,715		200 — 480 — 800
U.S. and U.S. Territories	1,167,688		200 — 470 — 800
Global Testers	1,170,569		200 — 470 — 800

SAT Spring 2025 - Math Benchmark Performance Score

Math

Performance Levels

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

	# of Testers	Performance Levels ■	▮	▨	Benchmark Distribution	
School	89	69%	10%	21%	0%	100%
District	4,072	46%	8%	46%	0%	100%
State (Colorado Department of Education)	57,262	32%	6%	62%	0%	100%
State (All Schools)	57,715	33%	6%	61%	0%	100%
U.S. and U.S. Territories	1,167,688	29%	5%	65%	0%	100%
Global Testers	1,170,569	29%	5%	65%	0%	100%

PSAT 10 Spring 2025- Mean Total Score

Total

	# of Testers	Score Distribution	Mean Total Score (320-1520) ⓘ
School	96		320 **1063** 1520
District	3,956		320 **990** 1520
State (Colorado Department of Education)	55,853		320 **916** 1520
State (All Schools)	56,035		320 **917** 1520
U.S. and U.S. Territories	344,459		320 **901** 1520
Global Testers	357,070		320 **903** 1520

PSAT 10 Spring 2025- Benchmark Performance Score

Total

Benchmark Performance Types

■ Met Both Benchmarks   ▮ Met One Benchmark   ▨ Met No Benchmarks

	# of Testers	Benchmark Performance ■	▮	▨	Benchmark Distribution	
School	96	65%	27%	8%	0%	100%
District	3,956	49%	32%	19%	0%	100%
State (Colorado Department of Education)	55,853	35%	30%	35%	0%	100%
State (All Schools)	56,035	35%	30%	35%	0%	100%
U.S. and U.S. Territories	344,459	32%	29%	38%	0%	100%
Global Testers	357,070	33%	29%	38%	0%	100%

PSAT 10 Spring 2025- Mean ELA Score

Reading and Writing

	# of Testers	Score Distribution	Mean Reading and Writing Score (160-760)
School	96		549
District	3,956		505
State (Colorado Department of Education)	55,853		467
State (All Schools)	56,035		468
U.S. and U.S. Territories	344,459		458
Global Testers	357,070		459

PSAT 10 Spring 2025- Benchmark Performance ELA Score

Reading and Writing

Performance Levels

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

	# of Testers	Performance Levels ■	■	▨	Benchmark Distribution	
School	96	91%	2%	7%	0%	100%
District	3,956	79%	6%	15%	0%	100%
State (Colorado Department of Education)	55,853	63%	8%	29%	0%	100%
State (All Schools)	56,035	63%	8%	29%	0%	100%
U.S. and U.S. Territories	344,459	60%	8%	32%	0%	100%
Global Testers	357,070	60%	8%	32%	0%	100%

PSAT 10 Spring 2025- Mean Math Score

Math

	# of Testers	Score Distribution	Mean Math Score (160-760) ⓘ
School	96		160 **514** 760
District	3,956		160 **485** 760
State (Colorado Department of Education)	55,853		160 **449** 760
State (All Schools)	56,035		160 **449** 760
U.S. and U.S. Territories	344,459		160 **443** 760
Global Testers	357,070		160 **445** 760

PSAT 10 Spring 2025- Benchmark Performance Math Score

Math

Performance Levels

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

	# of Testers	Performance Levels ■	Performance Levels ▥	Performance Levels ▨	Benchmark Distribution	
School	96	66%	9%	25%	0%	100%
District	3,956	50%	14%	36%	0%	100%
State (Colorado Department of Education)	55,853	36%	11%	52%	0%	100%
State (All Schools)	56,035	36%	11%	52%	0%	100%
U.S. and U.S. Territories	344,459	34%	11%	55%	0%	100%
Global Testers	357,070	34%	11%	54%	0%	100%

PSAT 8/9 Spring 2025- Mean Total Score
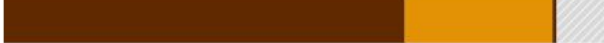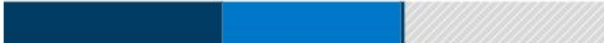
PSAT 8/9 Spring 2025- Benchmark Performance Score

Total

Benchmark Performance Types

■ Met Both Benchmarks   ▣ Met One Benchmark   ▨ Met No Benchmarks

	# of Testers	Benchmark Performance ■	▣	▨	Benchmark Distribution	
School	106	66%	25%	8%	0% ████████████	100%
District	3,910	52%	29%	19%	0% ████████████	100%
State (Colorado Department of Education)	56,654	36%	30%	34%	0% ████████████	100%
State (All Schools)	56,954	36%	30%	34%	0% ████████████	100%
U.S. and U.S. Territories	413,717	32%	32%	35%	0% ████████████	100%
Global Testers	424,358	33%	32%	35%	0% ████████████	100%

PSAT 8/9 Spring 2025- Mean ELA Score

Reading and Writing

	# of Testers	Score Distribution	Mean Reading and Writing Score (120-720) ⓘ
School	106		120 — 530 — 720
District	3,910		120 — 485 — 720
State (Colorado Department of Education)	56,654		120 — 451 — 720
State (All Schools)	56,954		120 — 451 — 720
U.S. and U.S. Territories	413,717		120 — 435 — 720
Global Testers	424,358		120 — 436 — 720

PSAT 8/9 Spring 2025- Benchmark Performance ELA Score

Reading and Writing

Performance Levels

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

	# of Testers	Performance Levels ■	▨	▨	Benchmark Distribution	
School	106	92%	3%	6%	0%	100%
District	3,910	80%	6%	14%	0%	100%
State (Colorado Department of Education)	56,654	65%	9%	26%	0%	100%
State (All Schools)	56,954	65%	9%	26%	0%	100%
U.S. and U.S. Territories	413,717	63%	9%	27%	0%	100%
Global Testers	424,358	64%	9%	27%	0%	100%

STEM SCHOOL HIGHLANDS RANCH

PSAT 8/9 Spring 2025- Mean Math Score

Math

	# of Testers	Score Distribution	Mean Math Score (120-720) ⓘ
School	106		120 — 499 — 720
District	3,910		120 — 464 — 720
State (Colorado Department of Education)	56,654		120 — 427 — 720
State (All Schools)	56,954		120 — 428 — 720
U.S. and U.S. Territories	413,717		120 — 413 — 720
Global Testers	424,358		120 — 414 — 720

PSAT 8/9 Spring 2025- Benchmark Performance Math Score

Math

Performance Levels

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

	# of Testers	Performance Levels			Benchmark Distribution	
		■	▩	▨		
School	106	66%	8%	25%	0%	100%
District	3,910	53%	9%	38%	0%	100%
State (Colorado Department of Education)	56,654	37%	7%	55%	0%	100%
State (All Schools)	56,954	37%	7%	55%	0%	100%
U.S. and U.S. Territories	413,717	34%	9%	58%	0%	100%
Global Testers	424,358	34%	9%	57%	0%	100%

August and September PD

August Early Release Day

◦ Met as a whole staff to review schoolwide data

◦ Staff split into department meetings to look at trend data from the past 3-5 years, including a breakdown of demographic data.

◦ Department made professional goals and determined their professional development for the year related to the data.

◦ A percentage of the evaluation is tied to performance.

Atlas Protocol

September PD

◦ Secondary teachers took the CMAS assessment to experience the level of rigor required.

◦ Departments participated in an item analysis activity where they determined the standards that students scored the lowest in.

  ◦ What is the question asking students to do?

  ◦ Do we provide opportunities in the classroom for students to practice that type of question?

  ◦ How are we supporting students on 504s and who are Free and Reduced lunch since that is our school wide goal?

Ongoing PD

- During PLCs, grade levels and departments will be looking at domain specific data to identify areas of opportunity
- We will continue to work on refining our curriculum and instruction so that students have the opportunity to experience the level of rigor required by CMAS and SAT.

2025/2026 UIP

UIP Updates

- We are in a bi year so we do not need to submit the UIP. We will go into the system and update goals and some data.
- The Academic Excellence Committee, along with some SAC members, met to review the updated goals and data to provide feedback.
- The UIP working document was shared with SAC for feedback.
- The UIP will be updated on the State Accountability site by October 1st.

*Quarters based on calendar year (Jan-Dec)

STEM SCHOOL HIGHLANDS RANCH

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Elementary School Goals

What is the current performance of this Student Performance Priority?
- 2025 CMAS data shows the median growth percentile for Students with Disabilities is 53.0.

What is the 2- year (end of 2026-2027) measure and target?
- Our target is a median growth percentile score of 61.0 which is the median growth percentile for students who do not have disabilities.

What is the 1- year (end of 2025-2026) measure and target?
- Our target is a median growth percentile score of 56.0 which is the median growth percentile for students who do not have disabilities.

Read Plan Goals

We had 96 3rd grade students assessed through i Ready assessments last year. Of those, 12% of the students qualified for READ plans with 6% being 1 level below and 6% being 2 levels below grade level

What is the 2 year measure or target?

- Through targeted intervention we would like to close the gap from 12% on READ plans to 8 % on READ plans in 3rd grade.

What is the 1 year measure or target?

- Through targeted intervention we would like to close the gap from 12% on READ plans to 10 % on READ plans in 3rd grade.

STEM SCHOOL HIGHLANDS RANCH

Middle School Goals

What is the current performance of this Student Performance Priority?
- 2025 CMAS data shows the median growth percentile for Minority Students at 51.0, 53.5 for our Multilingual Learners, and 47.0 for Students with Disabilities.

What is the 2- year (end of 2026-2027) measure and target?
- Our target is a median growth percentile score of 56 for both Minority Students and Multilingual Learners which matches the scores we had in 2023. For our Students with Disabilities, our target is 55.

What is the 1- year (end of 2025-2026) measure and target?
- Our target is a median growth percentile of 53 for our Minority Students and 54 for our Multilingual Learners to match our 2024 scores. For our Students with Disabilities, our target is 49.0.

High School Goals

What is the current performance of this Student Performance Priority?
- 2025 PSAT and SAT data shows the median growth percentile for Free and Reduced Lunch students at 47.0.

What is the 2- year (end of 2026-2027) measure and target?
- Our target is a median growth percentile score of 55.0 which is the median growth percentile for students are not classified as Free or Reduced lunch

What is the 1- year (end of 2025-2026) measure and target?
- Our target is a median growth percentile score of 53.0 which is the median growth percentile for students who are not classified as Free or Reduced Lunch.

Coversheet

CIO Update

Section: IV. KOSON Schools
Item: A. CIO Update
Purpose: Discuss
Submitted by:
Related Material: _CIO Board Presentation 20251007.pdf

CIO UPDATE

KOSON SCHOOLS

Board Meeting | October 7, 2025

CONTENTS

1. **Budget Update**

2. **10 Year Master Improvement Plan - Survey Results**

3. **Strategic Plan / Annual Goals Update**

BUDGET UPDATE
CFO Presentation

10 YEAR MASTER IMPROVEMENT PLAN
Survey Results

By the Numbers

Community (Parents/Guardians): 321 responses

Students: 738 responses

Educators (Teachers/Paras): 53 responses

Support Staff (Resource/Maintenance/Other): 22 responses

Administration/Leadership: 11 responses

Total: 1,145 participants

Mission, Vision, and Strategic Plan

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Years at STEM

Mission, Vision, and Strategic Plan

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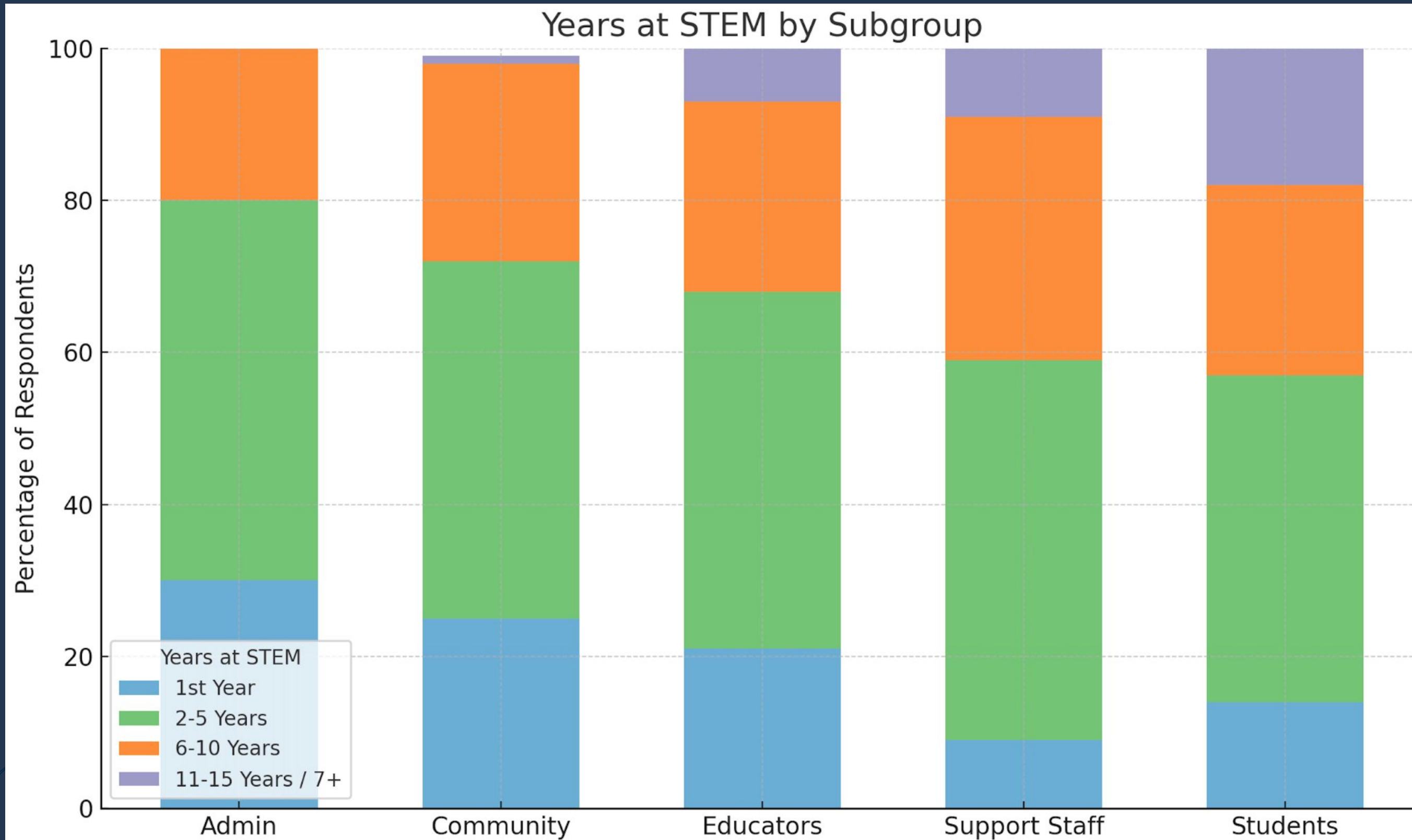
10 YEAR MASTER IMPROVEMENT PLAN
Survey Results

By Group: Admin **I** Educators **I** Parents **I** Students

Overall Themes

● Facilities: All groups identified the need for purpose-built, modern facilities that include labs, collaborative classrooms, and recreation/arts spaces.

● Student Well-Being: Mental health, safe play, manageable class sizes, and supportive staff spaces were common priorities.

● Programs and Skills: Across surveys, stakeholders emphasized communication, problem-solving, and critical thinking, while also highlighting the importance of emerging fields like AI, cybersecurity, and engineering.

● Community and Culture: Families, staff, and administrators alike stressed the importance of collaboration, respect, and a sense of belonging

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Connection to Relocation of a school

The survey results strongly reinforce the rationale for pursuing a stand-alone STEM High School in Littleton:

● Respondents consistently identified overcrowding, inadequate facilities, and the need for advanced labs and innovation spaces as top concerns.

● The relocation plan directly addresses these needs with purpose-built STEM labs, flexible classrooms, and enhanced safety features.

● Parents, staff, and students emphasized the importance of extracurriculars, arts, and athletics also addressed in the Littleton design plan (field house, gym, robotics warehouse).

● All groups highlighted student mental health and well-being, which aligns with the plan's design for safety and student-centered spaces.

Mission, Vision, and Strategic Plan

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Parents and Family Results

Parents **deeply value STEM's academics** and see the need for balance with arts, athletics, and student well-being integrated into the school experience.

- Strengths identified: Parents stressed the importance of teachers/staff, student-centered learning, and the school's focus on STEM academics.

- Opportunities for improvement: Parents highlighted the need for improved facilities (playgrounds, library, fine arts and athletic spaces), stronger communication systems, and more extracurricular variety.

- Program interests: Parents prioritized new programs in cybersecurity, AI/machine learning, and environmental engineering.

- Essential skills: Families most often selected communication/collaboration, problem-solving, and critical thinking as key for student success.

Mission, Vision, and Strategic Plan

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Parent and Family Results

What are the opportunities an expansion would empower?...

#1 To expand STEM programming for all students with additional spaces for hands-on learning and teaching.

What are the primary areas of opportunities?...

52% Innovative facilities to support STEM teaching & learning

34% Variety of program and courses

23% Student to teacher ratio

Facility Improvement Needs

1. Maneuverability and ease of wayfinding in corridors
2. Adequate lunchroom space
3. Access to natural daylight

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Student (6-12) Results

Student Results - Students want a school environment that feels less industrial and more supportive of creativity, comfort, and collaboration.

- Experience at STEM: Students represent a wide span of tenure, with many attending for multiple years.

- Facilities preferences: Students stressed the importance of classrooms that are open, flexible, well-lit, and comfortable. Furniture comfort and variety of seating options (sofas, swivel chairs, group tables) were mentioned repeatedly.

- Program desires: Students asked for more arts, athletics, robotics, and hands-on technology spaces. Requests included an auditorium, improved playgrounds, more outdoor fields, and a fine arts wing.

- Skills for success: Students echoed parents in emphasizing collaboration, problem-solving, and time management, while also raising the importance of mental health.

Mission, Vision, and Strategic Plan

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Student Results

Student preferences...

52% = Ideal core classroom   **46%** = Ideal specialized classroom   **43%** = Ideal specialized classroom

What should school leaders keep in mind going forward?...

"I think a very good change should that they should add 2 new rooms which are not classes. Those being a library where you can go and read books and relax your nerves, It could be where kids after school who's parents are late go to to read. The second if you don't want to is a moderately chill room where friends gather and talk about stuff with comfy furniture like projects, life, home anything but it has to be school appropriate."

"That this is a STEM school and should stay true to its ideal and focus on keeping it this way and even more STEMish."

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Educator Results

Educators strongly connect facilities to instructional quality and staff morale, asking for purpose-built learning environments.

- Strengths identified: Teachers praised STEM's problem-based curriculum, strong academic programs, and collaborative teaching environment.

- Facilities alignment: Many educators feel current spaces only "work okay" and often require "hacks" to fit modern instructional approaches.

- Professional support: Educators asked for spaces that foster collaboration, rejuvenation, and experimentation. The top requests included larger labs, updated classrooms, and staff planning areas.

- Retention drivers: Teachers emphasized professional growth, differentiated teaching spaces, and visible showcases of teacher learning as critical to retention.

Mission, Vision, and Strategic Plan

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Educator Results

Current facility as a learning tool…

74%

It doesn't fit our approach; we are constantly needing to "hack" spaces to make them work for our current instructional approaches.

It's working okay right now; it may not allow us opportunities to try new approaches and grow as a staff.

#1 Space to brainstorm and collaborate outside the classroom

How would you feel teaching in this space?…

33% Confident **54%** Excited & Eager

33% Confident **41%** Excited & Eager

21% Confident **45%** Excited & Eager

Facility Improvement Needs

1. Maneuverability and ease of wayfinding in corridors
2. Adequate lunchroom space
3. Classrooms conducive to problem-based learning

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Support Staff Results

Support staff see the need for improvements to the "daily experience" infrastructure that supports both students and employees.

- Strengths identified: Staff emphasized pride in STEM's innovative programs and strong community culture.

- Areas for improvement: Respondents highlighted campus maintenance, student support spaces, and safety/security features as priorities.

- Facilities feedback: Staff noted challenges with parking, driveline logistics, playground safety, and accessibility. Interior spaces were rated as functional but with needs around lunchroom space and collaborative areas.

Mission, Vision, and Strategic Plan

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Administation Results

Leaders view facilities as directly tied to school culture, recruitment/retention, and STEM's long-term competitive advantage.

- Strategic perspective: Administrators stressed the importance of aligning facilities with long-term growth, staff retention, and industry partnerships.

- Facilities evaluation: Leadership respondents rated exterior spaces and interior elements as needing improvement.

- Programming expansion: Top priorities were expanding STEM labs, extracurricular clubs, and industry-linked opportunities at the high school level.

- Leadership feedback: Administrators highlighted the importance of small class sizes, student mental health supports, athletics, and extra-curriculars.

Mission, Vision, and Strategic Plan

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10 YEAR MASTER IMPROVEMENT PLAN
Survey Results

Comparison: Admin **I** Educators **I** Parents **I** Students

Facilities and Spaces

- Admins: Concerned with parking, lunchroom, signage, safety, and classrooms not fitting PBL. Want new exhibition/performance/athletic spaces
- Educators: Need collaborative, flexible classrooms and better comfort (lighting, HVAC, daylight)
- Parents: Frustrated with drop-off/pick-up congestion, parking, building comfort. Expect facilities to reflect excellence
- Students: Ask for comfortable, modern, flexible spaces (beanbags, couches, larger lunchroom, better seating, natural light). They notice when spaces feel outdated

➡️ Alignment: All groups see space as a barrier.
➡️ Gap: Parents/admin focus on logistics and safety, educators/students focus on classroom design and comfort.

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Instructional Environment

- Admins: Frustrated that current classrooms don't fit PBL, want spaces to showcase learning.
- Educators: Want PBL-ready classrooms, flexible furniture, and collaboration hubs.
- Parents: Less focused on PBL mechanics, but value student-centered learning outcomes.
- Students: Crave choice in learning environments—collaboration zones, quiet spaces, and comfortable furniture for different learning styles

➡️ Alignment: Admins, teachers, and students strongly aligned on space + pedagogy mismatch.

➡️ Gap: Parents see results (STEM curriculum, teacher strength) but don't always connect them to physical environment.

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Community and Belonging

- Admins: Want staff collaboration, rejuvenation, and innovation spaces; believe retention depends on supporting teachers.
- Educators: Want professional culture infrastructure for collaboration and belonging.
- Parents: Emphasize school-family communication and inclusive culture as strengths/weaknesses.
- Students: Want comfort + inclusivity, spaces that feel welcoming, safe, and where they can socialize and collaborate.

➡️ Alignment: Everyone values belonging and support, but from different angles.
➡️ Gap: Adults frame it around professional support and communication; students frame it around comfort and culture.

Mission, Vision, and Strategic Plan

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Identity and Growth

- Admins: Push for expansion into STEM clubs, CTE, industry partnerships, and new labs
- Educators: Desire labs, makerspaces, and innovation spaces to bring STEM pedagogy to life.
- Parents: Already proud of STEM identity, see staff and curriculum as the brand's core strength
- Students: Excited by hands-on, collaborative, high-tech experiences but notice when the physical setting doesn't live up to the "STEM" name

➡️ Alignment: All groups agree STEM is the differentiator.
➡️ Gap: Parents feel STEM identity is already strong, while staff/students want facilities to catch up and make it tangible.

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Implications for the Master Plan

1. Facilities upgrades are the #1 unifier — but storytelling should be tailored:
   a. *safety/logistics* (parents/admin)
   b. *comfort/modernity* (students)
   c. *pedagogy alignment* (educators).
2. PBL environments are critical — students and teachers agree classrooms must change to match instruction.
3. Culture & belonging cross all groups, but definitions differ — tie facility design to *staff support, student comfort, and parent communication*.
4. STEM identity is the brand — parents already buy in, but students/teachers need facilities that match the promise.

Mission, Vision, and Strategic Plan

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Thank you!

Coversheet

Policy Update

Section: IV. KOSON Schools
Item: B. Policy Update
Purpose: Vote
Submitted by:
Related Material: Policy_Enrollment_2025 Update.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 tuition-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 through STEM's online application and enrollment system.

B. Prioritizing Applicants

Applications during First Round Open Enrollment are not first-come, first served. When the number of eligible applicants during the First Round 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. All timely First Round Enrollment applications are randomly assigned a number within their respective priority group.

● First Priority: Siblings of current STEM students

● Second Priority: Founding Families and children and grandchildren of current STEM staff

    ○ 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, and staff 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 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 applying during the Second Round Open Enrollment Application period.

1 of 4

Enrollment Policy

Applicants who receive an offer of enrollment and either decline the offer or fail to respond by the stated deadline, thereby rendering the offer void, are required to submit a form requesting to have the application reinstated which will be processed according to the open enrollment round application process. 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 Inquiry List

STEM offers prospective families the opportunity to complete the STEM Inquiry 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 via email, 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.

2 of 4

Enrollment Policy

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. 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 the Admissions Phase, including any lottery or similar process, the school shall not request or consider any information regarding a student's disability status. 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 (1) the school is an appropriate setting for the student's IEP to be implemented: and (2) the student can be provided a Free Appropriate Public Education (FAPE) in that setting. If there is a question as to whether the school is an appropriate setting for the student's IEP then a properly constituted IEP team will convene and determine a setting within the District where the student will be made an offer of FAPE and where the student's IEP can be implemented as developed by the IEP team. Decisions about the setting for delivery of FAPE 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 after the end of the Second Round Open Enrollment Application period the vacancy may be filled at the direction of the Executive Director or designee through the Choice Enrollment process.

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 Enrollment Application process.

I. Transfers

Students may choose to enroll in STEM after the 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.

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Enrollment Policy

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
Revised: April 2025
Revised: October 2025

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Coversheet

CIO Annual Goals

Section: IV. KOSON Schools
Item: C. CIO Annual Goals
Purpose: Vote
Submitted by:
Related Material: Koson_CIO_Goals_2025-2026.pdf

STEM SCHOOL

HIGHLANDS RANCH

2025-2026

Koson CIO Goals

STEM SCHOOL
HIGHLANDS RANCH

CIO Goals 2025-2026

Process Review

3 Key Moments

1. ## Beginning-of-Year Goal Setting

   - CIO & Support and Evaluation Committee set annual goals/evidence aligned with the annual strategic plan
   - Board reviews goals
   - Board votes to approve goals

2. ## Mid-Year Check-In

   - CIO assesses progress towards goals and shares the reflection with the board
   - [Executive Session] Board synthesizes commendations and recommendations for a mid-year report
   - Board votes on mid-year report

3. ## End-of-Year Evaluation

   - CIO's direct reports complete the Board on Track CIO survey
   - CIO completes the Board on Track End-of-Year Self Assessment
   - CIO provides the board with an end-of-year report on the outcomes of the goals
   - Board completes the Board on Track End-of-Year CIO Assessment
   - [Executive Session] Board synthesizes commendations and recommendations based on the four reports
   - Board votes on end-of-year report

Key Document

CIO Goals & Reflections_2025-2026
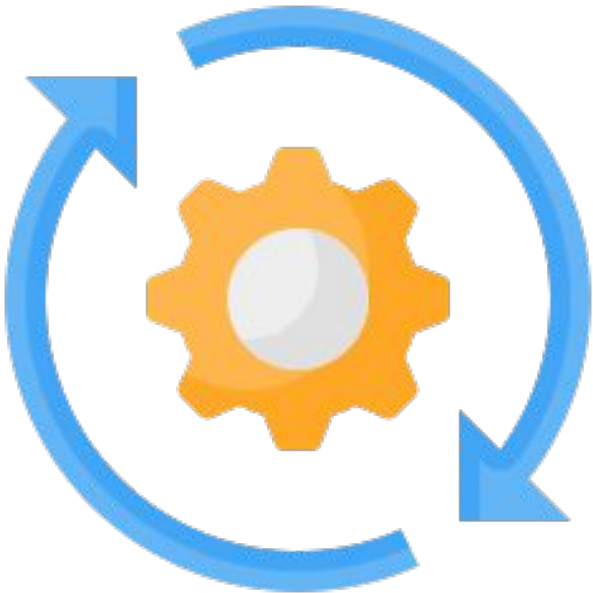
Tab 1 - CIO Goals

Tab 2 - Mid-Year Self Reflection

Tab 3 - Mid-Year Board Report

Tab 4 - EOY CIO EOY Report

Tab 5 - EOY Board Report

STEM SCHOOL
HIGHLANDS RANCH

CIO Goals 2025-2026

BOY Goal-Setting

Overview of CIO Goals

BOY Goal-Setting

1. Strengthen Systems & Processes	2. Elevate Leadership Capacity
3. Deepen Community Engagement	4. Develop Network Assets

1. Strengthen Systems & Processes

Description

Continue building and refining systems that support Koson's growth and ensure efficient management of STEM—laying the foundation for future network schools.

Why It Matters:

Strong systems create stability and scalability, ensuring Koson schools deliver exceptional education without sacrificing efficiency.

Success Metrics:

- Annual initiative roadmap in ClickUp (timelines, owners, outcomes; reduced overlaps)
- Sequencing plan for ≥5 major initiatives (pacing, priorities, checkpoints)
- 2–3 new network-wide processes per department improving efficiency
- ≥80% positive staff feedback on pacing, prioritization, workload

2. Elevate Leadership Capacity

Description

Enhance leadership at all levels through clarity, professional development, and strengthened accountability.

Why It Matters:

Clear, capable, and accountable leaders empower staff, inspire students, and drive results.

Success Metrics:

- 100% documented role clarity for shared services & ED leadership roles
- 100% of leaders with IPDPs (≥2 measurable goals each)
- ≥90% adherence to monthly check-ins and accountability updates
- ≥2 cross-campus leadership sessions with ≥80% satisfaction

3. Deepen Community Engagement

Description

Build stronger connections between the community and Koson's mission, focusing on STEM School Highlands Ranch.

Why It Matters:

Schools thrive when communities are engaged—building trust, awareness, and shared purpose ensures long-term support.

Success Metrics:

- Volunteer participation +20% YoY (Baseline event attendance tracked)
- Industry & higher-ed partnerships +15%
- ≥80% positive parent/community feedback & +5 NPS vs. prior year
- ≥4 signature engagement events (Anniversary, Master Plan launch, HS forum, Gala)
- Fundraising donors +15% YoY; 2 new giving vehicles

4. Develop Network Assets

Description

Build high-value assets/services to equip Koson for growth and future schools.

Why It Matters:

Strategic assets prepare us for expansion, giving new schools tools and structures to succeed from day one.

Success Metrics:

- PBL articulation distinguishing Koson from other models
- Example + rubric for a high-quality PBL unit
- Identify best PBL units (all grades)
- Business plans for preschool, summer camps, homeschool programs (with projections)
- ≥3 baseline operating templates (budget models, policies, onboarding) finalized
- Governance/structure report with recommendations

Closing

Presentation-Decka

This year is about...

Strengthening systems →

Growing leaders →

Engaging community →

Building those assets →

Coversheet

Vote for Consent Agenda Items

Section: VI. Consent Agenda
Item: A. Vote for Consent Agenda Items
Purpose: Vote
Submitted by:
Related Material: Governance Committee One Pager 2025-26.pdf
                      Finance Committee One Pager 2025-26.pdf
                      CIO Support and Evaluation Committee One Pager FY25-26.pdf

Board Committee One Pager

Committee Name: Governance

Year: 2025-26

Purpose: The purpose of the Governance Committee is to hold the Board accountable for implementation of Bylaws and ensure that the Board is performing effectively.

Scope of Work: The governance committee has primary responsibility for orientation, training, and evaluation of the board in accordance with the bylaws and policies. The committee is responsible for reviewing and proposing updates to the bylaws, policy documents, and any documents that define board member roles and responsibilities. Recruiting and board officer succession planning is governance committee responsibility.

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.

Roles and Responsibilities Members (chair, members, etc): Chair - Carla Gustafson (Board member), Cory Wroblewski (Board member), Matt Cartier (CIO), LynAnn Kovalesky (Executive Director), Amy Cardinal (Executive Assistant)

Yearly Goals:

1. Create Committee one page purpose document.
2. Review Student/Parent Handbook and support Board to have handbook approved in June for next school year.
3. Review Staff Handbook and support Board to have handbook approved in March for next school year hiring/contract renewal.
4. Identify Board Policies that require updates and timeline for review/approval.
    a. Support updates to the Board calendar to include regular review/confirmation of all Policies.
    b. Review approved Waivers and determine if new Board Policies are required, and work to prepare and submit to Board for approval.
    c. May prepare new policies in response to Board or Administration request
5. Review and provide recommended updates for Board Bylaws to Board for approval by March.
6. Coordinate annual Board training to be held in June.
7. Coordinate Board/CEO Assessment after Board training each year.
8. Work to recruit new community board members, and support annual parent member election.
9. Prepare Board Handbook that clearly documents board member expectations including code of conduct, board member job description, and officer job descriptions
10. Assess current state of the STEM Board organizational structure. Conduct research, perform external benchmarking, and facilitate internal interviews to determine the best board structure for replication and network.
11. Prepare Roadmap of 3-5 year plan for board of directors in relation to growth and expansion.

Annual Calendar:
1. Bylaws - Discuss during Board training, prepare recommended updates for Board approval in March.

2. Board training - held in June
3. Coordinate Annual Board/CEO Assessment after Board training (BOT), present results in August/September
4. Staff Handbook - Approved at March meeting
5. Student/Parent Handbook - Approved at May/June meeting
6. Review/update Board policies with confirmation at meetings throughout the school year.

Scheduled Recurring Meetings: Initial Meeting - 8/21, monthly meetings on 3rd Thursday of the month.

Board Committee One Pager

Committee Name: Finance
Year: 2025-2026
Purpose: The purpose of the Finance Committee is to work with the CIO and primary financial representative(s) of the school to ensure the financial sustainability of the organization.

Scope of Work / Responsibilities: The finance committee has the primary responsibility to:
1. **Develop and recommend the annual operating budget** in alignment with organizational goals and enrollment expectations
2. **Monitor implementation of the Board-approved budget**, including financial reporting, variance analysis, and recommending budget amendments as needed
3. **Provide oversight and approval of high-dollar expenditures** or reimbursements that exceed internal policy thresholds; escalate to Board where appropriate
4. **Support long-term financial planning**, including modeling for facility expansion, growth initiatives, and sustainability reserve funds
5. **Provide oversight of financial systems and internal financial policies**
6. **Monitor insurance coverage and risk management needs**
7. **Coordinate with other committees** on finance-related policies, audits, and development strategy when needed

Appointments and Composition: The members of the finance committee shall be the Treasurer of the Board who shall serve as chair, the Chair who shall serve as an ex-officio member, together with other trustees appointed by the Chair with the advice and consent of the Board in accordance with the bylaws. As a principle, committee members should be standing board members, the CIO, and the primary financial representative(s) of the school. The committee must include members with appropriate financial experience and knowledge of the non-profit sector; the committee may wish to consult with an independent financial expert on special topics.

Roles and Responsibilities Members (chair, members, etc): Chair - Darrell Lomelino (Board Treasurer), Gina Wing (Parent Board Member), Matt Cartier (CIO), , Sean Millner (CFO)

Yearly Goals:
1. Finalize and implement the updated Financial Policy and Procedure Manual
2. Establish and adopt a Minimum Fund Balance Policy
3. Support and oversee full ERP (Skyward) rollout and integration
4. Full review and update of Financial Controls policy once ERP is implemented
5. Continue oversight of Capital Expenses and Grant Reimbursements
   ○ Monitor CapEx categories (playground, FF&E, bathrooms, etc.)
   ○ Track state/federal grant reimbursements tied to bond payments
6. Review and finalize Fundraising Policy
   ○ Coordinate with Governance and Growth Committees to ensure strategic alignment and compliance

Annual Calendar: (Annual Calendar attached)
1. Meet as a committee on the third Tuesday of each month, to be adjusted as needed
2. Nov - financial audit presentation to board / current year budget presented (present draft & discuss)
3. Dec - current year budget approved (board vote)
4. Feb, May, August, November - Quarterly Reports by CFO
5. April - upcoming year budget presented (present draft & discuss)
6. May - upcoming year budget approved (board vote)

Scheduled Recurring Meetings: Monthly meetings on the third Tuesday of each month at 1:30pm.

Board Committee Purpose Document

Committee Name: Support and Evaluation Committee

Year: 2025-26

Revision Date: Aug 29, 2025

Purpose: This committee's purpose is to support, evaluate, and partner with the CIO so the person is able to effectively implement Koson / STEM's strategic priorities.

Scope of Work: The Support and Evaluation Committee is primarily responsible for setting annual goals, establishing needed supports and resources, and overseeing the annual evaluation of the CIO. Specifically,

- Annually review the CIO's responsibilities
- Develop an annual timeline, tool, and criteria to evaluate the CIO.
- Develop and implement a CIO support strategy.
- Ensure effective collaboration and communication to the full board on progress toward annual goals.
- Prepare or revise the CIO's contract as necessary.
- Recommend CIO compensation adjustments to the full board, as appropriate.
- Annually evaluate its work as a committee and the objectives it has committed itself to, and report on the same to the board of trustees.

Appointments and Composition: Committee chair and 1 other board member 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 composition typically includes two Board members, CIO, and does not include any staff members due to the sensitivity and confidentiality of items addressed in this committee.

Current Members: Chair - Erin Quigley (Board member), Carla Gustafson (Board member), Matt Cartier (CIO).

Scheduled Recurring Meetings: 3rd Thursday of the month.

Board Roster : Chair - Erin Quigley, Vice Chair - Kelly Reyna

Link to **2025-2026 Goals**

Annual Calendar:
1. June:
   a. Board training

2. August:
   a. <u>Board Meeting</u>: Reminder of CIO support and evaluation process
   b. <u>Committee Meeting</u>: draft CIO goals

3. September:

      a. <u>Board Meeting</u>: Board feedback on draft CIO goals

      b. <u>Committee Meeting</u>: Finalize the CIO goals

4. October:

      a. <u>Board Meeting</u>: Board Vote on CIO goals

      b. Erin: Edit the Board on Track evaluation tool to reflect what's decided.

      c. <u>Committee Meeting</u>: Reminder of Mid-year Check-in process

5. November:

      a. Matt: Begin Mid-Year check-in self reflection

      b. <u>Board Meeting</u>: CIO Mid-Year Check-In: Reminder of the process

      c. Matt: Send the Board Mid-Year self-reflection

      d. Board: Complete individual mid-year check-in feedback

      e. <u>Committee Meeting</u>: Review/update CIO contract

6. December:

      a. <u>Board Meeting</u>: Executive Session: Discuss and finalize board feedback on the mid-year check-in.

      b. Erin & Carla summarize Board feedback and share it with the CIO

      c. <u>Committee Meeting</u>: Share feedback with CIO and discuss CIO contract updates

      d. Erin: Finalize Mid-Year Check-In Evaluation Report

7. January:

      a. <u>Board Meeting</u>:

         i. Present CIO Mid-Year Evaluation Report

         ii. Present draft CIO contract for feedback

      b. <u>Committee Meeting</u>:

         i. Finalize CIO contract

         ii. Plan EOY evaluation plan (includes leadership feedback from Matt's leads, feedback from Board, and reflection from Matt)

8. February:

      a. <u>Board Meeting</u>:

         i. Vote on CIO Mid-Year Evaluation Report

         ii. Vote on CIO contract

      b. <u>Committee Meeting</u>:

         i. Finalize CIO contract

         ii. Launch EOY Evaluation Plan

9. March:

      a. <u>Board Meeting</u>:

         i. Present EOY Evaluation Plan

      b. <u>Committee Meeting</u>:

         i. Continue EOY Evaluation Process

      c. Matt: Complete EOY self-reflection

    d.   Erin: Collect STEM Leadership feedback on CIO

    e.   Board: Complete EOY Evaluation

    f.   Erin: Send the Board the EOY Evaluation Packet:

        i.   Matt's self evaluation

        ii.   Leadership feedback

        iii.   Board members' evaluation

10. April

    a.   <u>Board Meeting</u>: Executive Session: Discuss and finalize CIO EOY Evaluation

    b.   Erin & Carla summarize Board CIO EOY Evaluation

    c.   <u>Committee Meeting</u>: Share CIO EOY Board Evaluation with CIO

    d.   Erin: Finalize CIO EOY Board Evaluation Report

11. May:

    a.   <u>Board Meeting</u>: Present EOY Evaluation Summary

    b.   <u>Committee Meeting</u>: Incorporate Board Feedback into EOY Evaluation Report and Summary with CIO

    c.   Erin: Finalize CIO EOY Board Evaluation Report and Summary

12. June:

    a.   <u>Board Meeting</u>: Vote on EOY Evaluation Report/Memo