



CEC Online Campus NEW SCHOOL APPLICATION

CSI, Authorizer

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Required Attachments

- C. CEC Employee Handbook
- C. CEC Network Organizational Chart
- C. CEC Staff Evaluation
- C. CECOLC Organizational Chart
- C. CECOLC School Calendar
- C. CECOLC Student and Family Handbook
- C. Early College Graduation Policy
- C. Professional Development and Orientation
- C. Spark HS Language Arts Standard Alignment
- C. Spark HS Math Standard Alignment
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- C. Spark HS Social Studies Standard Alignment
- C. Spark MS Language Arts Standard Alignment
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- C. Student Schedule
- F. Budget Template CECOLC
- F. CEC Certificate of Insurance
- F. CEC Colorado State Certificate of Tax Exemption
- G. Articles of Incorporation
- G. Board Member Agreements
- G. CEC Board Bylaws
- G. CEC Governing Board Resumes
- G. CECOLC Waiver Template
- G. School Leader Resume

Required Attachments (continued)

- H. CEC Grievance Policy**
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- H. CEC Inverness Certificate of Occupancy**
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Addendum

2020 Application for Certification of a Multi-District Online School and Attachments

EXECUTIVE SUMMARY

INTRODUCTION

Colorado Early Colleges Online Campus (CECOLC) will fully meet the statutory and CDE Rule definition of an “Online School” pursuant to Title 22 of the Colorado Revised Statutes and will deliver a sequential program of synchronous or asynchronous instruction directed by a teacher primarily through online digital learning strategies that provide students choice over time, place, and path and teacher-guided modality of learning. CECOLC will have its own school code and will operate with its own administrator, a separate budget, and a complete online instructional program. CECOLC will hire and contract with its own instructional staff. CECOLC will be responsible for fulfilling all reporting requirements and will be held to state and federally mandated accountability processes.

CECOLC will offer sequential instruction to Colorado students in grades 6-12 through a digital learning platform that includes asynchronous instruction supplemented by synchronous instruction. By expanding Colorado Early Colleges’ (CEC) robust academic pathways to a digital setting, students statewide will have access to a growing number of pathways, including the completion of a free associate degree, that otherwise may not have been a viable option. Students will not be tethered to their geographic districts and will be supported by CECOLC’s Internet and Laptop Assistance Program, which provides families with internet and laptop checkout assistance thereby removing two large technological and financial barriers to success. Traditional class times will be eliminated allowing students and families the opportunity to choose the instructional time that best fits their lifestyle and maximizes their student’s academic achievement and amplifies success.

WHY CEC ONLINE CAMPUS

CECOLC is committed to unceasingly removing the barriers that stand between Colorado students and their success. The implementation of our innovative, personalized, digital curriculum will liberate students from the common restraints found in the everyday classroom to create a culture of enthusiasm and engagement. Through our mastery-based program, we will ignite curiosity and support growth in a safe, healthy, and supportive environment as students move from 6th grade through the completion of a postsecondary credential (an associate degree, and/or career and technical education certificate), or 60 college credits in high school at no cost to the family.

Since inception in 2007, Colorado Early Colleges (CEC) has successfully pioneered robust, rigorous early college programming. The CEC Network of Schools includes seven high schools, four middle schools, and one satellite office and with the approval of this application, one online campus. CEC has demonstrated positive results producing students who are postsecondary and workforce ready. Within the CEC Network student population, 73 percent of 2020 graduating seniors earned a postsecondary credential or 60 college credits. Starting with the 2022 graduating class, 100 percent of graduating seniors will earn a postsecondary credential or 60 college credits.

Because of CEC’s long demonstrated history of high performance, we are enthusiastic for the opportunity to enrich the lives of students, families, and communities statewide through our online campus. Our one-of-a-kind, personalized learning platform will give access for 6th -12th grade students across Colorado the opportunity and support to learn in an environment curated to their needs and interests. CEC’s chosen model is unique to digital distance learning and allows for customization and malleability that cannot be replicated in a brick-and-mortar campus.

CEC recognizes that all students are exceptional and may require a myriad of different supports. Our disaggregated faculty model is designed to provide each student with multiple layers of academic, social, and

emotional support that can only be done in this unique setting. Each student's Student Success Team, which includes a teacher, an advisor-mentor, tutors, and additional support staff deemed necessary, will provide personalized care to encourage and develop resilience. CECOLC is devoted to becoming the gold-standard for student services. The chosen curriculum model is inherently accommodating, and by disintegrating traditional classroom constructs, we will not have the over-educated student waiting for the bell to ring nor the struggling student anxious for more time to show they understand content. The mastery-based model allows for these students to navigate their pathway with enthusiasm and confidence.

BENEFIT TO CSI

Upon authorizing CECOLC, CSI will be adding additional leading-edge, student focused programming to their profile of schools. By constructing a stronger and more diverse community of charter schools, CSI can share evidenced-based, best practices with their portfolio of schools. Additionally, by delivering exemplary academic outcomes, CECOLC will position CSI, as well as additional stakeholders, to advocate for novel and rigorous programming with integrity and confidence.

CEC PERFORMANCE FRAMEWORK HISTORY

Since 2007, CEC has:

- Graduated 1,546 students with associate degrees,
- Helped students earn 165,000 college credits through our community college partners,
- Saved families \$31,219,633 in tuition, fees, and textbooks, and
- Graduated 2,955 students with college credit.

CEC is focused on bringing high-quality, online learning to a diverse student population, removing barriers for ALL students to earn a postsecondary credential while in high school. CEC Colorado Springs, Fort Collins, and Douglas County have consistently performed among the highest performing schools in the state. It is unfortunate that state assessments did not occur last year as CEC Aurora was on a positive improvement trajectory in academic achievement and growth in both reading and math as indicated by internal assessments. Forty of CEC Aurora's forty-three 2020 graduates earned an associate degree, career and technical education certificate, or some college credit.

School	2015	2016	2017	2018	2019
CEC Aurora	See notes*		Improvement	Improvement (43.9%)	Improvement (52.1%)**
CEC Colorado Springs	See notes*	Performance (74.5%)	Performance (74.2%)	Performance (74.2%)	Performance (69.3%)
CEC Douglas County	See notes*	Performance with Distinction (92.5%)	Performance with Distinction (85.7%)	Performance with Distinction (90.5%)	Performance with Distinction (88.2%)
CEC Fort Collins	See notes*	Performance (72.3%)	Performance with Distinction (85.2%)	Performance with Distinction (79.3%)	Performance with Distinction (78.8%)
CEC Fort Collins West Middle School	See notes*				See notes***
CEC Windsor	See notes*				See notes***

Notes:

* There is no 2015 SPF data as this was the year Colorado switched to CMAS, PSAT, and SAT.

** CEC Aurora's Improvement rating remains unchanged as no assessments were given in spring 2020 due to COVID.

*** CEC Fort Collins West Middle School and CEC Windsor did not receive a School Performance rating for 2019 as no assessments were given in spring 2020 due to COVID.

CEC ORGANIZATION

As of July 1, 2018, CEC developed and continues to develop highly effective internal structures at the CEC Network level to support all CEC schools, and has hired highly qualified staff to support all CEC schools in the areas of finance, human resources, IT, marketing, facilities, and food services. Continual structural development is strategically occurring in proportion to and in parallel with the continued work the organization is doing, so that the development of these structures does not crowd out current and ongoing work.

CECOLC is part of the CEC Network of Schools which shares one governing Board that oversees and ensures the fiscal viability, academic achievement, and organizational success of its schools. The CEC Governing Board was formed in 2007 and currently consists of six Board members as one Board member recently moved to Idaho. CEC is actively searching for a new Board member. Board members have diverse and necessary capabilities to effectively perform board responsibilities, including experience in community involvement, technology, diversity and equity, facilities, public relations, business operations, finance, military, and nonprofit.

CEC's Governing Board is autonomous from CSI, CEC's authorizer, and any educational service provider consistent with ESEA §4310 (2). As set forth by its charter contract, Colorado's Charter School Act and waivers from state statutes, CECOLC will have autonomy in the areas of financial management, curriculum and instruction, staffing, and scheduling. CEC Governing Board Bylaws outline the structure of CEC's Governing Board as a nonprofit entity, describe qualifications for board directors, detail how board meetings are run and how often, and note that board meetings are in compliance with C.R.S. 24-6-401 and C.R.S. 24-72-204.

FINANCIAL IMPLICATIONS

The CECOLC balanced budget includes projected revenue and expenditures, including local PPR revenue and costs associated with instructional staff, support staff, materials, student resources, technology, etc. The budget shows local sources, state sources, federal sources, and other sources of income broken out in separate columns. Expenses are broken out by their program and object code based on CDE's chart of accounts. The budget shows a positive cash flow for the first five years of operations.

To mitigate the impact of decreased funding or increased expenditures, CECOLC has two contingency funds that total 5% of PPR in addition to TABOR. The CEC Network is able to financially support CECOLC prior to receiving state and federal sources of revenue and can support the school in the event that funding is less than budgeted or expenditures exceed projections.

CECOLC has a separate and autonomous budget and will operate with the same fiscal responsibility of current CEC schools. CECOLC will contribute a percent of their PPR to the CEC Network which provides support and services to all CEC schools, including finance, human resources, IT, and marketing. CECOLC leadership will be officed at CEC's Inverness campus or will work remotely. As a result, CECOLC will have no facility expenses as CEC Inverness is owned by the CEC Douglas County Building Corp. In addition, as CECOLC is a fully online school, it will not have the traditional instructional costs associated with a brick and mortar school such as textbooks, classroom supplies, classroom/office furniture and equipment, and food services.

SECTION A: VISION AND MISSION

VISION

The vision of CECOLC is to offer paced and accelerated online, mastery-based programs to students through innovation and disaggregated support that inspires students through rigorous skills-based curriculum and career exploration. CECOLC will provide opportunities to students in metro and rural communities to receive a postsecondary credential at graduation and will empower students to take control of their own future.

MISSION

Colorado Early Colleges' mission is to prepare a diverse population of students for life by developing their mind, body, and character through rigorous academic studies, and character development activities in cooperation with the community we serve. All students, regardless of background or skill level, will have the opportunity to pursue a growth mindset that will allow them to achieve mastery and will demonstrate that they can succeed in school, in college, and in their chosen career. No exceptions. No excuses.

SECTION B: EVIDENCE OF NEED, SUPPORT, AND INVOLVEMENT

RATIONALE FOR PROJECTED ENROLLMENT

CEC offers on-campus programs throughout the state. Our focus on high-quality programs and credential completion has been very desirable and enrollment continues to grow at each of our physical campuses. Though CEC's initial focus has been on physical locations, the demand for online education has been obvious and many of the potential and current students who seek our programs have requested additional online programming. Based on this high level of interest from current and future families, we are confident that the enrollment goals for CECOLC will be met.

The chart below details CECOLC's projected enrollment. The forecasted student population is based upon current grade distribution statewide along with interest generated as a result of early efforts in marketing, discovery, and 2020-21 online pilot programs. In CEC's first pilot program, we are currently serving more than 1,400 part-time, homeschooled students throughout Colorado with online STEM and entrepreneurship enrichment curriculum. This program has been wildly popular with the homeschool community.

The second pilot program serves 69 students through an online, mastery-based college program where students earn an associate degree with the support of disaggregated staffing that includes a CEC advisor-mentor. As of December 3, 2020, students' average grade for online courses in progress is 92.86% and 94.88% for courses that have been completed.

CEC conducted a brief survey on student experience with the online mastery-based college program. Students were asked to respond to questions on a Likert Scale:

The class format gives me more ownership of my success

Strongly Agree	50%
Agree	50%
Neutral	0%
Disagree	0%
Strongly Disagree	0%

Working at my own pace helps me understand the class material

Strongly Agree	83%
Agree	17%
Neutral	0%
Disagree	0%
Strongly Disagree	0%

I feel more comfortable about my courses in the self-paced format

Strongly Agree	83%
Agree	0%
Neutral	17%
Disagree	0%
Strongly Disagree	0%

The class format makes me feel more confident as a student

Strongly Agree	50%
Agree	17%
Neutral	33%
Disagree	0%
Strongly Disagree	0%

I feel supported by my mentors and instructors

Strongly Agree	33%
Agree	33%
Neutral	33%
Disagree	0%
Strongly Disagree	0%

CECOLC feels confident that we can meet projected enrollment due to the success of students currently in both pilot online programs.

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
6	60	70	91	122	152
7	58	89	119	145	173
8	55	85	115	152	182
9	52	82	112	142	166
10	50	80	109	133	160
11	55	85	112	127	157
12	70	105	135	165	210
TOTAL	400	596	793	986	1200

Though markets may adjust, and new markets may be uncovered, CEC has worked with partner institutions and industry professionals to identify three main student audiences for potential enrollment into CECOLC:

- Target market one: A self-paced, mastery-based program is ideal for students who need more time and more support. Students who struggle in traditional classrooms often struggle because they have missed foundational concepts that have put them behind. With our disaggregated faculty model and mastery-based programs, students have access to minimally three people in each course (teacher, mentor, and tutor). The self-paced component allows appropriate time for students to comprehend subjects or hyper focus before moving to the next concepts. The additional support of people and time allows students who struggle in a traditional classroom to excel and develop within this program.
- Target market two: The self-paced, mastery-based programs that CEC will offer are ideal for advanced students who are looking to accelerate and have access to additional challenging subject areas and college course work. Within the state, there are advanced students who need to be challenged and who are ready for specialty programs, industry certificates, or college-level work at an earlier age. CECOLC will not hold these students back and will provide them with access to the education they seek.
- Target market three: Throughout the state, schools offer a number of interesting programs that allow students to learn new topics and find areas of interest that engage them personally. However, many subjects are not available at all schools. Most school districts do not have the means or ability to provide unique subject areas based on the interest levels of many different students. For example, in a rural setting, a school district may not be able to provide cybersecurity, multiple world languages, STEM and entrepreneurship courses, and other specialty programs such as 3D design, web design, financial literacy, and Adobe courses. However, by working with partners, and providing the programming online, CECOLC will be able to offer a large variety of subjects to all students regardless of location.

CEC has partnered with postsecondary institutions who can offer mastery-based associate degrees, traditional associate degrees, general education, technical programs and certificates. Online programming and partnerships will allow CECOLC to access resources, subject matter experts, and materials to provide students who live in both rural and metro communities access to subjects and coursework that interest them.

Current and future CECOLC partnerships will be built on a financial model that is based on a cost per student. This model ensures that every CECOLC student receives the foundational courses needed; meets all state requirements; and has access to specialty subjects, college degree programs, and industry certificates. Current forecasted enrollment by grade level is reflective of statewide enrollment data at CSI schools and other internal CEC indicators. Based on this, CECOLC will be financially soluble at 50 students to fulfill the mission and the

vision of this program. Based on current inquiries and demand for programming, CECOLC is confident that this will be accomplished.

TARGET STUDENT POPULATIONS AND DEMOGRAPHICS

As a multi-district online school, CECOLC anticipates our demographics to reflect both statewide and existing CEC schools' average demographics. CEC's Marketing department will target these populations through focused campaigns as we work toward meeting the projected percentages.

Year	% Minority	% Free or Reduced Lunch Eligible	% Special Education	% English Learner	% Gifted/Talented
Anticipated Demographics	28%	28%	12.3%	12.07%	7.25%
Demographics of the Current CEC Schools	28%	15%	13%	10.75%	7.5%
Demographics of District Statewide	28%	41%	11.6%	13.4%	7%

EXISTING PERFORMANCE AND EDUCATIONAL COMPETING OPTIONS

There are currently only six multi-district online charter schools in Colorado. Of these options, none mirror CECOLC's ability to offer a supported, mastery-based middle school and early college online program that culminates with a postsecondary credential at no cost to the student. Collectively these schools have an average School Performance Framework score under 53%, the minimum score for a "Performance" rating.

School	Grades Served	Mastery-Based Option	Associate Degree Option	SPF Score	SPF Rating
Astravo Academy	6-8	No	No	42.2	Improvement
Astravo Online Academy	K-12	No	No	Insufficient Data	Insufficient data to report the SPF rating
Colorado Virtual Academy	K-12	No	No	56.8	Performance
GOAL Academy High School	9 -12	Alternative Pathways	Yes	32.5 (63.55 AEC)	Alternative Ed
Hope Online Learning Academy Co-Op	6-12	No	No	35	Alternative Ed
TCA College Pathways <i>Hybrid</i>	7-12	No	Yes, if they qualify by 10 th grade. http://www.tcatitans.org/common/pages/DisplayFile.aspx?itemId=5236223	88.7	Performance

EDUCATIONAL OPTIONS ARE INNOVATIVE

CECOLC will introduce innovative programming statewide for Colorado 6th – 12th grade students. Postsecondary workforce data for Colorado students from the class of 2017 shows 56.3% of students attended college, with less than half on pace with 30 credits in 2019. Only 1,639 Colorado students earned a credential while in high school. In contrast, starting in 2022 all CECOLC students will earn a postsecondary credential by the time they graduate high school.

EVIDENCE OF SUPPORT

Prospective students and families will be aware of CECOLC's innovative programming via a targeted marketing campaign to raise awareness about what the school is offering. CECOLC deployed a drip marketing campaign followed by the creation of a website landing page where prospective students and families have the opportunity to submit Letters of Intent to Enroll as well as contact school staff with questions. Students and families also have the opportunity to attend regularly held information meetings to learn more about the CECOLC's features and benefits. Student and parent ambassadors who support CEC through "word-of-mouth" marketing will continue to be CECOLC's most effective marketing campaign.

CECOLC's vision statement and programming were developed by a team of CEC staff, stakeholders, and industry and postsecondary partners. CECOLC will continue to utilize staff, students, families, and community feedback via a number of modalities, including regular surveys, School Accountability Committee, regional in-person activities, and public comment during CEC Governing Board meetings.

CECOLC INTENTS TO ENROLL

To date, CECOLC has collected 92 Intent to Enroll submissions and has accumulated 206 RSVPs to the first two virtual information meeting presentations on November 19, 2020 and December 4, 2020.

Grades Offered During Year 1	Intents to Enroll 10/30-11/14	Intents to Enroll 11/15-11/30	Intents to Enroll 12/1-12/7	Total Intents to Enroll
6	7	4	4	15
7	8	1	4	13
8	5	2	2	9
9	8	6	7	21
10	7	3	10	20
11	5	3	3	11
12	6	3	3	12
TOTAL	46	22	24	101

Click the links below to access:

[CECOLC Intent to Enroll Form](#)

[CECOLC Information Meeting Sign up](#)

OPPORTUNITIES FOR PARENT/COMMUNITY INVOLVEMENT

CECOLC knows that actively engaging students and parents is a key component in a student's educational success. To involve as many parents as possible, CECOLC will:

- Encourage parents/guardians to participate in CECOLC's School Accountability Committee (SAC).
- Involve parents, when needed, in the joint development of the school's Unified Improvement Plan.
- Communicate with parents, in a timely manner, to help them understand the educational process and their role in supporting student achievement.
- Include parents and guardians as active participants in semester advising appointment.
- Inform parents about CECOLC's program that enables their student to graduate with a postsecondary credential, or 60 college credits.
- Notify parents about their student's progress toward attaining proficiency on state academic standards.
- Explain how the student's progress will be measured and how parents will be informed of such progress.
- Provide appropriate avenues for parents to obtain support and resources.
- Solicit parent volunteers to support regional social activities, community service, and clubs.
- Host regularly held Virtual Town Hall meetings to update parents and students on upcoming plans, events, important information, and to solicit questions and feedback on satisfaction with online learning.
- Publicize monthly CEC Governing Board Meeting dates.
- Encourage parent feedback through online learning satisfaction surveys.

To involve as many students as possible, CECOLC will:

- Schedule synchronous classes to engage students in the Socratic Method of cooperative, argumentative dialogue, or debate in courses where this method is appropriate.
- Schedule virtual school assemblies to build school spirit and culture, and to determine the school mascot.
- Host regional events where online students can come together for social gatherings, community service, and clubs.
- Encourage students to form clubs that bring students with similar interests and backgrounds together.
- Develop student Gallup Strength Coaches to coach peers in their identified Strengths (how to be the best version of yourself) through the Gallup Strengths assessment.
- Form a student government that meets regularly.
- Ask students to participate in the Gallup Student Engagement Survey each year to better understand student online engagement and to develop goals to improve student engagement.
- Distribute regular newsletters and social media communication.
- Encourage supervised socialization in the Teams platform.
- Conduct regularly scheduled and ongoing student advising.
- Provide Student Services such as mental health support, tutoring, drop-in groups, and case management for students who are eligible for 504, IEP, ALP, ELL, and Health Plans.

Parent/Student Communication

Communication between instructors, advisor-mentors, students, parents/guardians, and the school is crucial to student success during online learning.

CECOLC will tailor communication to their respective communities:

- All communication will be sent in English and in Spanish or other language, as needed.
- Announcements and notices will be posted on the school's website and through social media.
- Weekly announcements and newsletters ensure that students and families are kept informed and receive timely information.
- Teachers, advisor-mentors, and tutors will personally reach out to families and students who are not engaged with online learning to help find solutions.
- Students and families can reach out to instructors and school employees via email, phone calls, and Teams chats/video conferences.
- Dedicated pages on the school's website will include links to resources for students and parents.
- In addition to Teams, instructors and employees have access to the Comcast Business App for use on computers and personal cell phones. The App enables employees and instructors to call parents/students while protecting their personal cell phone numbers.

To gauge satisfaction with their online learning experience, CECOLC will survey parents/guardians and student during each semester to learn how online learning is going from both points of view and solicit feedback on how to improve the online learning experience. Surveys will be short—no more than 6 questions, with results shared with staff and student/parent communities.

Students and parents have several ways of communicating with the CEC Governing Board:

- Attend CEC Governing Board Meetings: The annual CEC Governing Board Meeting calendar is posted to the CEC website at the beginning of each school year. The calendar states which meetings are in-person and which are virtual. Each meeting agenda includes the location and address of in-person board meetings and/or Teams meeting link for virtual meetings. Meeting agendas are posted to the CEC Governing Board website and board meetings are announced on the CECOLC's website under "News." Each agenda includes a dedicated time for Public Comment. If a parent or student has a complaint they wish to bring to the Board's attention, they must follow the steps outlined in the [CEC Network Grievance](#) policy.
- Contact Board via Email: Contact information for the CEC Governing Board is posted on the CEC website on the Governing Board Members page.

CECOLC Expansion Overview and Timeline

CEC has an aggressive timeline that will enable us to open CECOLC in August 2021.

- | | |
|--|---------|
| • CEC Part-Time K-12 Online Enrichment Pilot Program Launched | 8/2020 |
| ○ 1,400 students enrolled | |
| • CEC Part-Time and Full-Time College Pilot Program Launched | 8/2020 |
| ○ 120 students enrolled: average overall grade – 89% | |
| • Decision to Apply for Multi-District Online School | 9/2020 |
| • Executive Director of Online Education hired as CEC Network Employee | 10/2020 |
| • CECOLC Announced to Parent Community | 11/2020 |
| • CECOLC Letter of Intent to Enroll Opened | 11/2020 |

- Began Aggressively Marketing CECOLC 11/2020
- CSI New School Application for CECOLC Submitted 12/7/2020
- CSI Board Action/Approval of CECOLC Application 2/16/2021
- CDE Application for Certification of a Multi-District Online School Submitted 4/1/2021
- Enrollment for CECOLC Opens 4/2021
- CECOLC Opens 8/2021

Community Engagement and Recruitment.

CEC schools are committed to the mission that “All students, regardless of background or skill level, will have the opportunity to pursue a growth mindset that will allow them to achieve mastery and to demonstrate they can succeed in school, in college, and in their chosen career. No exceptions. No excuses.” CEC schools have solid reputations in their respective communities for working with students that fall within the definition of educationally disadvantaged students.

Parents are looking for the right educational opportunities for their children. As a public charter school, CEC can remove the financial barriers that often keep students from attending the school that’s right for them. CEC is unique in that it offers a program that lays the foundation for students to pursue higher education and career opportunities in high school that might not be financially feasible otherwise.

CEC strongly encourages **ALL** students, regardless of disability, to enroll and has made a concerted effort to reach educationally disadvantaged students and families. CECOLC has developed and is implementing a strategic recruitment plan to ensure its enrollment matches projections and targets historically at-risk and underserved populations. All marketing materials state that the school accepts ALL students, including English Learners and students with disabilities. In addition, all marketing materials are distributed in both English and Spanish. CECOLC has no knowledge of a student’s IEP, 504, or ELL designation prior to being accepted. (See [CEC Enrollment Policy](#))

The CEC Executive Creative Director leads the CEC Network Marketing team and is responsible for the strategic creation and execution of the CECOLC marketing plan that includes, but is not limited to:

- Intent to Enroll Site launched (ceconlinecampus.org) 11/2020
- Marketing campaign via email to current and withdrawn CEC families announcing CECOLC Intent to Enroll 11/2020
- Creation of social media invitation posts for information meetings 11/2020
- Follow up process for information meeting attendees developed 11/2020
- First Virtual Information Meeting 11/19/2020
 - 80 RSVPs for initial information meeting
- Email marketing campaign to current CEC families via Constant Contact 11/2020
 - 10,745 emails sent with 32.7% open rate 11/13/20
- Current CEC4me! Marketing campaign will add online campus students to show real-life success stories post-school opening 2021

Media Relations Campaign

- Launch press release sent to all media with particular emphasis on state education media.
- Continued follow-up for coverage of CECOLC when available.
- Goal to secure coverage and/or interviews with newspapers, magazines, and broadcast media about new offering.

CECOLC will use the following strategies to raise awareness about our presence and our ability to serve all students, including ELL, ESS and educationally disadvantaged students. Many of the strategies below are geared toward building a presence and meaningful relationships with the community through earning trust with families who traditionally stay close to neighborhood schools. The CEC Network Marketing Team will also craft strategies to reach diverse audiences through its CEC4me! marketing campaign and the continued use of social/digital media and formats.

ELL Students and Families

- Distribute literature and applications in Spanish. Families can access the CEOnline enrollment application in English and Spanish.
- Provide translation services at information meetings and recruitment events.
- The CECOLC website will contain Spanish content, which will direct interested families and students to a CEC Spanish speaking staff member.
- School information will be made available in community newspapers and through radio announcements.
- With approval of the owner, leave translated copies of our flyers in predominantly Spanish speaking retail stores.
- All circulating materials will depict students of varying ethnic backgrounds and will promote cultural collaboration at CECOLC.
- CECOLC will invite prospective families and community members to speak and play a role in becoming liaisons to the community.
- CEC4me! marketing campaign videos will feature a diverse representation of students that currently include CEC graduates and current students from the traditional learning model videos.
- Spanish versions of CEC4me! videos will be created.

Students with Exceptional Needs

- At information meetings, the Special Education Coordinator, or designated staff member, will be available to families for individual consultations and to describe school resources to serve student needs.
- All recruitment materials state explicitly in the languages spoken by the families that ALL students are welcome at our school.
- Promotional materials direct prospective families to CECOLC Exceptional Student Services information and a school contact person to answer questions about exceptional needs services.

Economically Marginalized Students

- Post flyers at recreation centers and on message boards in strategically chosen places.
- CECOLC will communicate that we are available to help low-income families with the application process.

SECTION C: EDUCATION PROGRAM

CECOLC'S EDUCATIONAL PROGRAM AND CURRICULUM

CECOLC will utilize a flexible, mastery-based, personal learning model. The curriculum is offered via the Spark/Onfire Learning platform and is not currently offered to Colorado students. The curriculum addresses the needs of a variety types of learners in our target student population who need differentiated instruction in real-time, a paced or accelerated approach.

CECOLC is committed to personalized learning for educators, students, and parents. In developing platforms and content to meet the demands and expectations of students, we have focused on the following principles from the 2010 National Education Technology Plan:¹

- Individualization refers to instruction that is paced to the learning needs of different learners. Learning goals are the same for all students, but students can progress through the material at different speeds according to their learning needs. For example, a student might take longer to progress through a given topic, stay focused on a course longer than in a typical in-school course, accelerate through or skip topics that cover information they already know, or repeat topics they need more help on. In mastery-based learning there is no failing, just “not yet.”
- Differentiation refers to instruction that is tailored to the learning preferences of different learners. Learning goals are the same for all students, but the method or approach of instruction varies according to the preferences of each student or what research has found works best for students like them. CECOLC teachers will have the ability to add, delete or change assignments within the LMS platform based on student needs.¹
- Personalization refers to instruction that is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners. In an environment that is fully personalized, the learning objectives and content, as well as the method and pace, may all vary.

Because success is defined on an individualized basis, students are not satisfied with their achievement relative to others as they recognize their own pacing and learning style. Students are encouraged to seek their own path and take responsibility for their own learning.

Hanover Research has identified several characteristics common to effective personalized learning implementations:²

- Compared to the “one-size-fits-all” philosophy of traditional instructional methods, personalized instruction seeks to adopt a student-centered instructional focus.
- The most effective personalized instruction programs comprise strong, positive, learning-focused environments and involve the larger community of students, parents, and teachers.
- Personalized instruction and technology are intimately linked as technological advances have allowed teachers the opportunity to spend more time with individual students.
- Personalized instruction is an excellent way to meet the needs of diverse learners. Personalized instruction is designed to optimize learning for all students, including diverse and at-risk students. Positive, personalized learning environments serve to augment students’ feelings of belonging, which in turn increases students’ motivation and corresponding desire to remain in school. Teachers can use

¹ U.S. Department of Education: Office of Education Technology. 2010. Review of *National Education Technology Plan*. 2010. <https://www.ed.gov/sites/default/files/netp2010.pdf>.

² <https://www.hanoverresearch.com/media/Best-Practices-in-Personalized-Learning-Implementation.pdf>

several strategies to increase their responsiveness to diverse learners' needs and can incorporate this knowledge to further customize students' instruction.

- Further research suggests that personalized learning makes a difference in student achievement³

CURRICULUM ALIGNED WITH STATE STANDARDS

The Onfire Learning curriculum is aligned to the Colorado Academic Standards and objectives and is mapped directly to the digital content following the state model Common Core content standards.

The instructional design of the curricula and assessment is aligned vertically and horizontally. Subject matter experts working in tandem with instructional designers, created curriculum that is vertically aligned so that what students learn in one lesson, course, or grade level prepares them for the next lesson, course, or grade level. The curricula are also horizontally aligned such that what students are learning in one specific course mirrors what students are taking throughout the school.

Middle School Courses Offered as Yearlong in Semesters 1 & 2
(Students may accelerate and complete courses in one semester or earlier.)

Math	Language Arts	Science	History	STEM & Entrepreneurship Electives	Electives
Math 6	Language Arts 6	Science 6	World Civilizations 6	Digital Literacy	Fitness for Life
Math 7	Language Arts 7	Science 7	Geography 7	Financial Literacy	Spanish I & 2 (7-8)
Math 8 Pre-Algebra	Language Arts 8	Science 8	US History 8	Creativity and Innovation: The Beginning of Entrepreneurship	Explore Reading
Algebra I	Access to high school courses when ready. Access to college English in 8 th grade if ready and approved by college.	Access to high school courses when ready. Access to college science in 8 th grade if ready and approved by college.	Access to high school courses when ready. Access to college history in 8 th grade if ready and approved by college.	Adobe Creative Cloud: Digital Art & Graphic Design	
Geometry				3D Design: Modeling, Animation, and Printing	
Algebra II				Web Design	
Access to College Math in 8 th grade if ready and approved by college.				Adobe Creative Cloud: Video Production for Content Creators	

³ https://www.rand.org/pubs/research_briefs/RB9994.html

High School Courses Offered Typically as Semester-Based or Yearlong, if needed. (Students may accelerate and complete courses in less than a semester.)

Math	Language Arts	Science	History and Government	STEM & Entrepreneurship Electives	Electives
Integrated Math I	Language Arts 9	Physical Science	US History I & 2	Digital Literacy	Spanish I & 2
Integrated Math II	Language Arts 10	Physics or Conceptual Physics	US Government & World Civilizations	Financial Literacy	Fitness for Life
Integrated Math III	Language Arts 11	Biology	Geography for Life	Creativity and Innovation: The Beginning of Entrepreneurship	Psychology
Algebra I	Language Arts 12	Chemistry	Civics & CO History	Adobe Creative Cloud: Digital Art & Graphic Design	Sociology
Geometry	Creative Writing And/or Journalism	Anatomy and Physiology	Economics	3D Design: Modeling, Animation, and Printing	Photography
Algebra II	College English and humanities placement determined by ACCUPLACER cut points and historical grades. May enter college English courses in 9 th grade/Semester 1	Environmental Science	College social sciences placement determined by college pre-reqs and historical grades. May enter college courses in 9 th grade/Semester 1	Intro to Computer Science with JavaScript	Introduction to Music
College math placement determined by ACCUPLACER cut points and completion of Algebra II		College science placement determined by college pre-reqs and historical grades. May enter college courses in 9 th grade/Semester 1		Adobe Creative Cloud: Video Production for Content Creators	College language and elective placement determined by college pre-reqs and historical grades. May enter college courses in 9 th grade/Semester 1
				Mobile App Development	

See Attachments:

C_Spark HS Language Arts Standard Alignment
 C_Spark HS Math Standard Alignment
 C_Spark HS Science Standard Alignment
 C_Spark HS Social Studies Standard Alignment
 C_Spark MS Language Arts Standard Alignment
 C_Spark MS Math Standard Alignment
 C_Spark MS Science Standard Alignment
 C_Spark MS Social Studies Standard Alignment

SUPPLEMENTAL PROGRAMMING

CECOLC will offer electives, supplemental programming, and enrichment activities to all students. CECOLC is partnering with Soft Skills High, an online program dedicated to teaching students about attitude, character, diversity, communication, time management, etiquette, teamwork, critical thinking, service and leadership. The curriculum was developed by the American Hospitality Association, in collaboration with industry leaders, to address deficiencies in workforce readiness and employability soft skills. CECOLC places value on character development and found the curriculum ideal for such programming. Soft Skills High also offers digital credentials for a Personality Assessment, Smart Goal Setting, Cover Letters, Resume Building and Interview Skills, culminating in a Soft Skills Pro Industry Certificate. Soft Skills High is developing a middle school curriculum which will be available to CECOLC students fall 2021 and includes modules on Self-Awareness, Social Awareness, Responsibility, Communication and Listening, Time Management, Teamwork, Critical Thinking and Problem Solving, and Personal Leadership.

CECOLC will meet students where they are at academically (below, at, or above grade level) and will offer skills-based courses for all students including remediation/intervention courses as needed. CECOLC students have access to tutors at no cost throughout their enrollment as a CECOLC student.

CECOLC will host regional in-person events for social/ emotional growth as well as developing community amongst peers within the school. These events will be cofacilitated by CECOLC staff, family and community members. Support staff will assess social and emotional wellness and intervene appropriately. Clubs will be available for students such as Junior Achievers, National Honor Society, and E-Sports. Students will be able to request services such as tutoring, mental health support, and assessment for eligibility for exceptional student plans and services.

CECOLC students who desire to be involved in extracurricular activities, such as robotics, can participate at one of CEC's campuses.

CECOLC will offer online summer Math Camps, beginning summer 2022, and the opportunity to continue middle school, college prep, or college course learning in the summer, if needed.

CURRICULUM ALIGNS WITH GRADUATION REQUIREMENTS

A student's year of graduation is determined when the student enters 9th grade and becomes part of that cohort. The student's anticipated year of graduation is assigned and entered in the student's record in Infinite Campus at their first advising appointment. All curriculum offered is aligned to meet the graduation requirements.

Beginning with the graduating class of 2022, all CEC graduates must earn a postsecondary credential or 60 college credits in addition to meeting high school graduation requirements to be awarded a CEC diploma:

English:

- University Degree and Associate Degree Pathways- 4 credits
- Career and Technical Education Pathway- 4 credits

Math:

- University Degree and Associate Degree Pathways - 4 credits
- Career and Technical Education Pathway- 3 credits

Science

- University Degree and Associate Degree Pathways- 3 credits
- Career and Technical Education Pathway- 2 credits
- Laboratory classes in science must meet both process and content standards.
- Required classes may include courses in three of the four areas of science standards including earth science, biology, chemistry, and physics.

Social Studies/Social Sciences/Civics

- University Degree and Associate Degree Pathways- 3 credits
- Career and Technical Education Pathway- 2 credits
- Social Science credit includes the satisfactory completion of a civics/government course that encompasses information on both the United States and State of Colorado (C.R.S22-1-104).

World Languages

- University Degree and Associate Degree Pathways - 2 credits
- Career and Technical Education Pathway – 0 credits

Academic Electives

- University Degree and Associate Degree Pathways – 4 credits
- Career and Technical Education Pathway- 9 credits
- Electives include the fine arts, technology, career and technical education, physical education, and core content electives in English language arts, mathematics, science, social studies, and world languages.
- Electives must include a college/career readiness course (.5 – 1 credit), which is a graduation requirement. See [Early College Graduation](#) policy.

CHOSEN CURRICULUM

The chosen curriculum offers a wide variety of content choices and offers multiple learning methods to maximize each student's chances for success. All content has been written and mapped to Colorado Academic Standards. The quality of the content is continually evaluated and updated based on feedback from interim assessments, performance indicators, and teacher focus groups. CEC has complete control over curriculum augmentation, customization, and delivery.

Course content is presented in a way that allows students to engage in the content as they choose in a personalized and individualized setting. Teachers are able to differentiate instruction for each student based upon their competency tests, level of knowledge, IEP, or other individualized pedagogical needs of each student.

The content is built to rigorous standards which include critical thinking, problem solving, skill-building scenarios, and manipulatives. Students will be engaged in rigorous coursework that aligns with 21st century learning objectives.

The curriculum was built with success in mind. The curriculum meets the needs of teachers using a variety of instructional practices in personalized learning environment. The curriculum is mastery-based, self-paced, and

designed to help students achieve and demonstrate mastery in the learning objectives outlined by the Common Core State Standards Initiative.

The chosen curriculum is backed by research and employs the UbD methods of Wiggins and McTighe to gear all explicit instruction and learning activities toward achieving specific and established learning goals, enabling students to develop necessary skill sets and mastery in understanding.

To enhance the personalized approach, each section of the curriculum is created using diagnostic, formative, and summative assessments to aid teachers in identifying learning gaps, so they can assess and make necessary real time interventions as students' progress through the course. Instructors can use granular classroom data to address specific opportunity. Students receive immediate feedback to improve and adjust their learning strategies.

Course anatomy includes:

- Common Core aligned standards and objectives.
- Lessons divided into small, manageable units, each with stated learning objectives.
- Diagnostic, formative, and summative to measure student progress.
- Multimedia and additional in-depth resources for student engagement.
- Features for student-teacher communication that allow students to receive ongoing feedback.
- A searchable database of thousands of assessment questions based on curriculum.

CECOLC'S TEACHING AND INSTRUCTIONAL PHILOSOPHY

The curriculum platform provides the needed flexibility to reflect student learning in their coursework via semesters or yearly in an extremely easy to set-up process. Within the learning management system, teachers and administrators are able to set pacing globally as well as to adapt pacing to the individual needs of each student. This feature is important as students in an individualized learning environment need the ability to move at their own pace. Teachers also need the capacity to set course pacing, both globally and individually, as needed to support learning objectives.

Furthermore, our teachers can customize the content of the learning objectives and standards as they choose. Even more empowering for teachers is the ability to manipulate, alter, and edit any part of any course.

DELIVERY OF INSTRUCTION

The delivery of instruction supports CECOLC's adherence to the statutory definition of an online school. Sequential 6-12 curriculum will be delivered in a digital setting that allows for flexibility over the student's choice of time, place, and path in a teacher-guided setting.

Teachers will focus individually on student needs and employ their skill sets to reach a struggling learner, guide students as they discover knowledge, and inspire them to greatness. Teachers, no longer restrained by a traditional structure, have fewer limits to their creativity and ability to mentor students and have time to collaborate with other teachers in real time. CECOLC teachers are empowered with all the tools to properly diagnose and treat students with the appropriate levels of support and interventions at all levels of learning.

The culture shift to online learning allows students to be free from the traditional school day structure as the mastery-based modality dissolves classroom time constraints. The shift of control from the institution to the student provides them with a sense of pride and ownership.

ADDITIONAL STAFF ROLES AND RESPONSIBILITIES IN SUPPORTING STUDENTS

Advisor-Mentors: These staff members play a pivotal role in the CECOLC model, providing widespread support to instructional staff, support staff, students, families, and institutional partners. In addition to ongoing and regular advising meetings, advisor-mentors will virtually meet with students and families virtually to develop educational and career goals (ICAP); create class schedules; evaluate academic progress; identify tutoring and academic resources; assist with college major and career exploration; provide support with the FAFSA, college application, scholarships, and letters of recommendation; and help develop study skills and time management strategies. Advisor-Mentors act as a conduit for students and the school community at large—they are the primary contacts and student advocates to partner and communicate with instructors and school leaders to provide exemplary support for students on an individual basis.

Tutors: Tutors are high-value instruments to student success. These employees augment instruction by providing additional layers of individualized student support. As members of the Student Success Team, these employees will collaborate with teachers, advisor-mentors, and instructional and support staff to provide targeted 1:1 tutoring to supplement and enrich a student's learning in identified content areas.

Academic Dean/Assessment Coordinator: The Academic Dean will be the LMS trainer and instructional coach. As the expert, the Academic Dean will be accountable for ensuring student engagement, student learning, and ultimately student success. An essential duty of the Academic Dean will be to serve as CECOLC's Assessment Coordinator. The Academic Dean will be responsible for monitoring interim assessments aligned to ensure matriculation, as well as mandatory state and federal assessments to guarantee compliance and promote student success with the objective of exceeding the minimum state expectations in Academic and Achievement, Academic Growth and Post Workforce Readiness to earn a CDE rating of Performance.

STAFFING

CECOLC has a streamlined organizational structure that enables leadership to be flexible and innovative in delivering a rigorous online education to students. CEC operates a Network of Schools with a variety of shared or central resources. The Executive Director of Online Education, Academic Dean/Assessment Coordinator, and Registrar have been hired as CEC Network employees in FY2021 and will convert to CECOLC employees post-authorization under the 2021-2022 budget.

- CECOLC will employ 16 employees for FY2022 (noted by *)
 - Executive Director of Online Education hired FY2021* (Full-time)
 - Academic Dean/Assessment Coordinator hired FY2021* (Full-time)
 - An additional Instructional Dean could be hired in FY2025 to support increased enrollment

- Director of Student Success hired FY2022* (Full-time)
 - 2 additional Advisor-Mentors hired FY2022* (Full-time)
 - 1 advisor per 120/FTE
 - Additional Advisor-Mentors added each year to support increased enrollment (Full-time)
 - Tutors/Graders (Full-time)
 - 3 tutor/graders hired FY2022*
 - 133 students per grader
 - 5 tutor/graders hired FY2023
 - 120 students per grader
 - 8 tutor/graders hired FY2024
 - 100 students per grader
 - 9 tutor/graders hired FY2025
 - 111 students per grader
 - 10 tutor/graders hired FY2026
 - 110 students per grader
 - 10 tutor/graders hired FY2027
 - 120 students per grader
- Support Staff
 - Registrar – hired FY2021* (Full-time)
 - IT - hired FY2022* (Full-time)
 - Business Manager - hired FY2022* (Full-time)
 - ESSU Coordinator/SPED Instructor – FY2022* (Full-time)
 - Additional SPED Instructor – hired FY2023 (Full-time)
- Instructors (Full-time)
 - 4 teachers hired FY2022*
 - 80 students to teacher ratio
 - 5 teachers hired FY2023
 - 86 students to teacher ratio
 - 8 teachers hired FY2024
 - 80 students to teacher ratio
 - 10 teachers hired FY2025
 - 83 students to teacher ratio
 - 11 teachers hired FY2026
 - 85 students to teacher ratio
 - 12 teachers hired FY2027
 - 86 students to teacher ratio

STAFF RECRUITMENT, SELECTION, AND ORIENTATION

CECOLC will utilize strategic staffing to ensure in-field instructors are placed in areas where they can be successful. CECOLC will begin with recruitment and hiring and will offer a robust onboarding processes to increase employee retention. CEC's philosophy is to develop and promote staff from within whenever possible. See Attachment C Professional Development and Orientation.

CEC utilizes Frontline software and best practices to efficiently recruit and hire diverse staff and instructors across the CEC Network.

CEC's hiring process includes:

- All open positions are posted internally and/or on CEC's website by the CEC Network HR department.
- A potential candidate submits an online application and completes a position-specific assessment to determine their "fit" for the position.
- Qualified candidates participate in pre-screening interviews with CEC's HR department before moving forward to a panel interview with at least three CEC staff members.
- Once a candidate accepts a formal offer, they complete an onboarding process that includes finger printing, licensure/degree review, orientation, and for adjuncts, confirmation from the community college partner that they are qualified and approved.

CECOLC will utilize the CEC Network's Human Resources (HR) department for staffing, onboarding, retention, and developing employees. Strategic staffing also takes into consideration other HR activities such as employee development and classification. All CEC employees are dedicated to student growth, social and emotional support, as well as academic achievement beyond high school to help students prepare for college and their chosen career. CECOLC will also hire well-trained support staff focused on building and maintaining a successful school.

AT-WILL EMPLOYEES

Neither the employee nor CEC are committed to an employment relationship for a fixed period. Employment with CEC is at-will. Either the employee or CEC has the right to terminate the employment relationship at any time, for any reason. Employees are informed of their "at-will" status during the hiring process and again in the employee handbook. The language used in the employee handbook and any verbal statements by management are not intended to constitute a contract of employment, either expressed or implied, nor is there a guarantee of employment for any specific duration. No representative of CEC has authority to enter into an agreement of employment for any specified period. The at-will employment relationship may only be altered by a vote of the CEC Governing Board and a written agreement signed by a representative of the Board and the employee.

CEC employees are classified as either exempt or non-exempt under federal and state wage and hour laws, and are further classified for administrative purposes, such as the administration of certain benefits. The following classifications are used for employees:

- Exempt employees are not eligible to receive overtime pay requirements through the Fair Labor Standards Act (FLSA). To be considered an "exempt" employee, employees must be paid a salary (not hourly).
- Non-exempt employees are eligible to receive overtime pay through the FLSA. Non-exempt employees must be paid 1.5x their hourly wage for hours worked over 40.
- Full-time employees are those who are normally scheduled to work a schedule of thirty hours per week or more. Full-time employees are eligible for the employee benefits described in this handbook.
- Part-time employees are those who are normally scheduled to work fewer than thirty hours per week. Part-time employees may be assigned a work schedule in advance or may work on an as-needed basis. Part-time employees may be eligible for some employee benefits.

- Temporary employees are those who are employed for short-term assignments to temporarily supplement the workforce or assist in the completion of a specific project. Temporary employees are not eligible for employee benefits.

CEC requires background checks for all employees from CDI and FBI prior to employment in compliance with CDE requirements.

STAFF HANDBOOK

CEC has one Network-wide employee handbook that includes general rules and guidelines for working at CEC along with references to school policies, regulations, and procedures. All CEC employees are required to sign an acknowledgement indicating they received and have read/are familiar with the expectations outlined in the handbook prior to school starting, or as soon as reasonably possible. Acknowledgements are signed in Frontline, CEC's HR software, with daily email reminders sent until an employee signs their acknowledgement. The handbook provides links to all appropriate CEC policies and information. The CEC Employee Handbook may be amended at any time and changes communicated to employees by the CEC HR department. The handbook contains the following sections:

- Letters from Governing Board President and CEC Chief Executive Administrator
- CEC Governing Board Calendar for the school year
- About CEC
- An Early College Model
- CEC Campuses
- CEC Leadership
- CEC Missions
- Disclaimer
- Human Resources
 - At-will Employment
 - Equal Employment Opportunity
 - Discrimination
 - Sexual Harassment
 - Employee Classifications
 - Abusive Conduct & Bullying
 - Complaint Procedure
 - Discipline/Discharge
 - Administrative Leave
 - Termination
 - Separation from Employment
 - Immigration Compliance
 - Personnel Records
 - Confidential Information
- Employee Benefits
- Compensation
- Job Duties/Performance
- Alcohol and Drugs
- Safety/Reporting of Injury
- CEC Safety Rules

- Use of School Property and Materials
- Speaking to the Media
- Data Privacy Law
- FERPA and Confidentiality
- Mandatory Reporting
- School Employee and Student Interactions

See Attachment: B_CECOLC2021-22 Employee Handbook

STAFF EVALUATION

CEC's Network of Schools uses an evaluation system inspired by Gallup's Clifton Strengths and Marzano's Instructional Elements. Ongoing coaching conversations lead to a self-reflection and formal evaluation at the end of the year focused on recognizing and developing the individual's Strengths in connection to defined job responsibilities. Teachers additionally reflect and are evaluated on instructional goals selected from the Marzano Instructional Element(s) most relevant to the instructor's individual development.

CECOLC leadership will evaluate direct reports on an annual basis using formal evaluations in Frontline. There are specific categories of evaluations depending on role at the school, i.e. instructional staff, administrative staff, and support staff. The Executive Director of Online Education receives a separate evaluation that is tailored to their leadership and goals. Each staff, regardless of role, has a mid-year progress check with their supervisor, which is documented in Frontline, CEC's HR software system. Frontline also has a Professional Development platform, which allows for supervisors to assign specific development for staff to attend.

Frontline tracks staff retention per school, which also provides data on how long each staff member worked for CEC. In addition, CEC documents evaluations of each staff member and continuously monitors progress, behaviors, and growth opportunities. Retention and evaluations, as well as informal/formal observations, will determine strengths and areas of opportunities for hiring decisions.

Departmental supervisors are responsible for completing staff performance observations, follow-up discussions and if applicable, coaching/performance improvement plans for direct reports. For teachers in the online environment, observation may include review of synchronous content, supplemental material and discussion posts. For advisor-mentors and support staff, supervisors have the ability to join virtual meetings with students and staff, when appropriate, for observation.

A clear plan is in place to develop a manageable yet comprehensive, consistent evaluation plan that is clearly communicated and transparent, and is aligned with the school's mission, goals, educational program and student achievement goals, assessment, academic expectations, and professional development of faculty and staff with the intent of that plan described. Reference is made as to the intent of implementing the employee evaluation expectations adopted in SB 191 to include 50% of the evaluation being based on student academic performance, or the replacement plan if waived. (For information on SB 191 see: (C.R.S. 22-9-106), and www.cde.state.co.us/educatoreffectiveness/sb-policy.)

See Attachment C_StaffEvaluation

EVIDENCE-BASED PROFESSIONAL DEVELOPMENT

CECOLC is developing a strong professional development plan for teachers, staff, and leadership designed to build a culture focused on resilience, respect, and responsibility. CECOLC's professional development plan at CECOLC is concentrated around successful implementation of the school's mission and vision. In addition, the CEC Network is developing a streamlined and efficient online professional development program for all CECOLC staff. This program includes professional learning, collaboration, and evaluations.

All professional development activities at CECOLC will be designed to improve student achievement and academic growth. Professional development will include CDE-approved induction for new instructors and support staff, Professional Learning Communities (PLCs) focused on curriculum training that aligns to Colorado Academic Standards, professional development choice at CECOLC, as well as professional development designed to meet the needs of CECOLC's student population. CECOLC will analyze its new student populations each year to determine the specific professional development needs of a growing school.

Onfire Learning staff will train CECOLC teachers and staff in the use of system's software. The Onfire Learning install team meets with teachers, staff, and administrators in person to ensure a seamless and successful implementation. Additionally, the Onfire Learning training team provides follow up support via webinar trainings, email, phone, and text.

Professional development will also include technology training for Infinite Campus and Office 365 during week 1 of a new staff member's onboarding. In addition, CECOLC will include Love and Logic training, cultural sensitivity training, English Language Learner (ELL) training, and Exceptional Students training annually. CECOLC will utilize a CEC Gallup Strengths Certified Coach to help develop students and staff. The CECOLC professional development plan also includes training for the leadership team. The Executive Director of Online Education will attend regional CSI leadership meetings as well as the Colorado League of Charter Schools annual conference and other League offerings each year. The Executive Director of Online Education will also participate in CDE's Administrator Mentor Cohort.

The new streamlined HR software, Frontline, also includes over 2,800 online professional development videos that can be individualized per employee. CECOLC will also conduct transparent growth-based evaluations to help develop ongoing professional learning plans.

CECOLC staff will participate in dedicated professional development throughout the school year.

- Dedicated staff onboarding and professional development training will take place in-person or virtually via Microsoft Teams the first full week prior to the start of school. Professional development will include dedicated breakout sessions for new and returning staff, department orientation, school policies and procedures, Infinite Campus training, online learning platform training, mandatory Network trainings, and department meetings.
- Dedicated professional development will occur the first week of August and first two days after the end of fall and spring semesters. Staff will dedicate time to "closing out" the semester by posting final grades and meeting with the Academic Dean and with their specific departments to review successes for the first semester and plan any improvements for second semester.
- Staff will come back one day prior to students at the beginning of the spring semester to prepare for the start of school. New staff members will complete necessary training and sign required documents prior to training.

See Attachment: C_ Proposed 2021-22 CECOLC School Calendar and Attachment C_ Sample Professional Development Week Schedule.

INSTRUCTOR TRAINING

The Onfire training team offers a comprehensive professional development program to help train, support, and empower educators as they use the platform and the content. More importantly, the professional development is not only focused on learning the platform and how to create and edit content, but also focuses on coaching teachers and administrators in best practices as they implement the personalized, student-centered pedagogy.

The professional development program is provided in the form of school-to-school, teacher-to teacher, and as a school cohort or any combination thereof. The curriculum provider personalizes the professional development needs of each school and each teacher to their needs.

Each staff will have personalized goals for their professional development and an action plan that spells out what activities each staff member is to complete in order to achieve their goals. Each goal will be evaluated both by the staff as well as their direct supervisor. All evaluations, coaching meetings and mid-year evaluations will be documented in Frontline as well as all professional development staff attends.

ATTACHMENTS

- C_CECOLC2021StudentandFamilyHandbook
- C_CEC2021EmployeeHandbook
- C_CECOLCOrgChart
- C_CECNetworkOrgChart
- C_EarlyCollegeGraduationPolicy
- C_SampleProfessionalDevelopmentandOrientation
- C_SampleStudentSchedules
- C_SchoolCalendar
- C_StaffEvaluation

SECTION D: STUDENT SERVICES

MULTI-TIERED SUPPORT SERVICES

The Multi-Tiered Support Services (MTSS) philosophy is based upon a three-tiered structure of support whereby students receive support of increasing intensity based on their needs through an RtI model, and the system of support is evaluated and built by the MTSS team. Any student who is experiencing a pattern of difficulty can receive interventions and tiered support regardless of their identification or plan eligibility.

MTSS Leadership Teams (MLT) are intervention driven/progress monitoring teams at each grade cluster that assist students, families, and teachers in identifying positive solutions for all students. MLTs examine factors that may be impacting academic success for students (*e.g.*, instruction, curriculum, environment, and learner-centered variables). They are comprised of professionals within the school community (*e.g.*, school administrators, teachers, advisor-mentors, school mental health professionals, tutors), family representation, and other relevant personnel, including community agencies when necessary. The combined expertise of these professionals along with familial input increases the likelihood that the team will accurately determine the cause of the student's problem and develop effective solutions.

The primary goal of the MLT is to support teachers and parents by assisting in the implementation of effective research-based academic and behavioral strategies for students in need of more intensive and/or individualized instruction. These teams follow the four-step problem solving process: identify a problem, analyze why it is occurring, implement a plan to intervene, and evaluate the success of that plan. Within the problem-solving process, the MLT can help guide grade cluster intervention implementation within a three-tiered RtI process.

Tier 1 is what "ALL" students get in the form of instruction (academic and behavior/social-emotional) and student supports. Tier 1 focuses on the implementation of core curriculum and is aligned with the Colorado Academic Standards. Tier 1 services (time and focus) are based on the needs of the students. Approximately 80% of students should be meeting expectations as a result of Tier 1 instruction alone.

MTSS-Tier One

Universal for all students in all settings
Preventive and Proactive

Based on the teacher's discretion

High Impact Instructional	Marzano's Research Analysis		Hattie's Visible Learning		Academic				
	<ul style="list-style-type: none">• Vocabulary Development• Comparing, contrasting & classifying• Summarizing & note-taking (Cornell)• Reinforcing effort & giving praise• Homework & practice• Nonlinguistic representation• Cooperative learning• Setting objectives & providing feedback• Generating & testing hypotheses• Cues, questions & advanced organizers		<ul style="list-style-type: none">• Self-reporting grades (1.44)• Differentiated instruction (1.28)• Providing formative evaluation (0.90)• Reciprocal teaching (0.74)• Teacher-student relationships (0.72)• Feedback (0.73)• Micro-teaching (0.88)• Teacher clarity (0.75)		<ul style="list-style-type: none">• Research-based curriculum• CICO (Check-in/Check-out)• Optional Tutoring• Student observations				
					Behavioral and/or Social-Emotional				
					<ul style="list-style-type: none">• Social Skills Goal Setting• CICO (Check-in/Check-out)• Transition/Homeschooler Survival• Release and Consultation with outside Provider <ul style="list-style-type: none">• Planner checks• Core Content instruction• Teacher reflection• Grade checks <ul style="list-style-type: none">• Teach/Reteach CEC MATRIX cycle• Consultation with ESS• CEC School Counseling Services<ul style="list-style-type: none">◦ Individual/Group• FRCC/AIMS Counseling Services *• Outside Mental Health Resources				
Reading		Writing		Math		Behavior		Social/Emotional	
<ul style="list-style-type: none">• *CEC Tier One Resources• Utilize visuals to add meaning• Allow students to highlight key points• Practice skills using electronic devices• Utilize graphic organizers• Use paired readings and echo reading• Use vocabulary banks• Present new vocabulary visually• Describe visual examples		<ul style="list-style-type: none">• *CEC Tier One Resources• Use of computer with• Utilize editing checklist• Utilize outline with major points in bold• Use of vocabulary bank, dictionary, thesaurus• Utilize graphic organizer• Use visual instructional aids• Utilize highlighting, underlining, etc. techniques• Peer conferencing outside of class• Teacher conferencing outside of class• Chunking of directions• Check for frequent understanding		<ul style="list-style-type: none">• *CEC Tier One Resources• Extra practice problems• Student requested tutoring• Vocabulary bank• Make connections to prior learning• Provide real-world examples• Manipulatives		<ul style="list-style-type: none">• *CEC Tier One Resources• Conference with student• Parent contact• Administration contact• Set clearly defined expectations• Reminders of expectations• Teacher proximity• Private signals• Eye contact• Monitor closely especially during transitions		<ul style="list-style-type: none">• *CEC Tier One Resources• Positive reinforcement• Parent Contact• Check-in with other teachers• Student conference• Peer mentor/Strategic grouping• Build relationship/leverage existing relationship• Connect with student outside of class/content	

Tier 2 is what “some” students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Therefore, “effective” Tier 2 services occur when at least 70% of students receiving Tier 2 services meet or exceed grade level/subject area. Tier 2 services are more “intense” (more time, narrow focus of instruction/intervention) than Tier 1. Tier 2 services can be provided by a variety of professionals (e.g., general education, tutors, behavior specialists) in any setting (general education classroom and separate settings). Since the number of minutes of Tier 2 services is in addition to Tier 1, the total amount of time a student receives Tier 1 and Tier 2 services is based, fundamentally, on the number of minutes all students receive Tier 1 supports. Approximately 15% of students will require Tier 2 instruction in order to meet expectations.

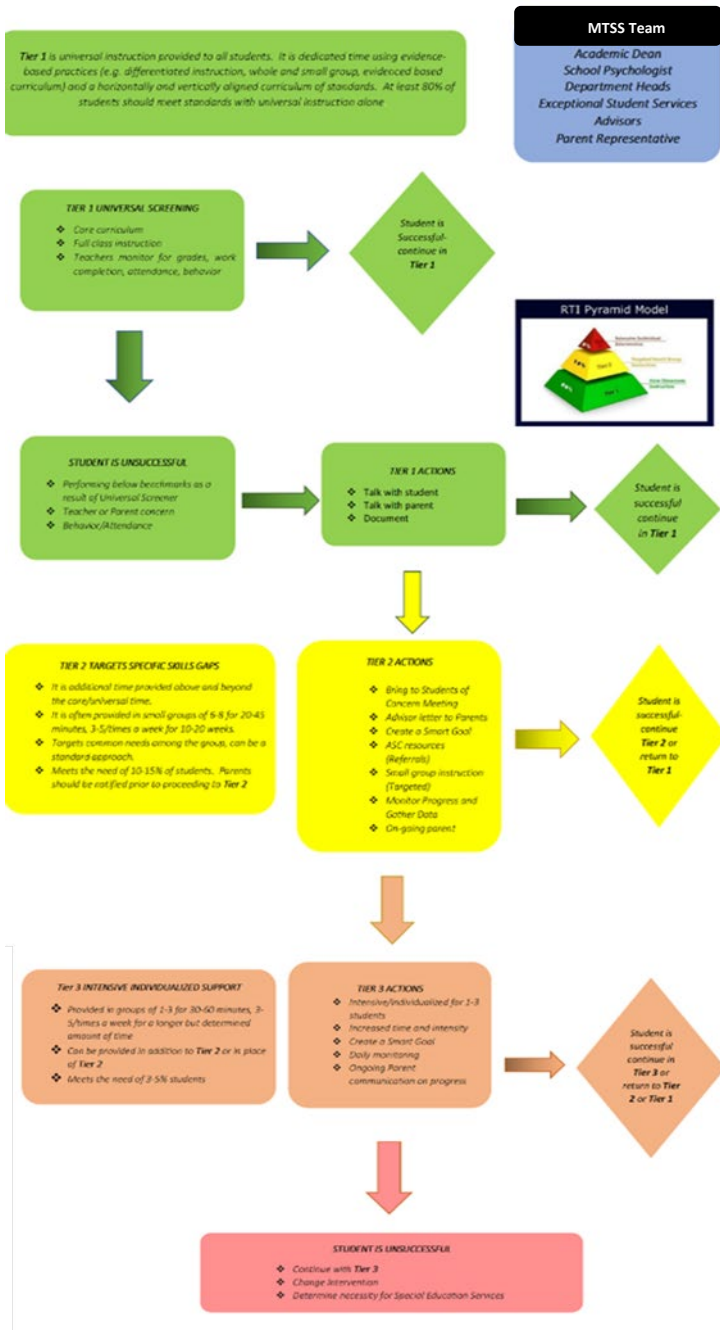
Tier 3 is what “few” students receive and is the most intense service level a school can provide to a student in general education. Typically, Tier 3 services are provided to very small groups and/or individuals. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a more-narrow focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency. Approximately 5% of students will require Tier 3 instruction in order to meet expectations.

MTSS-Tier Two/Three

Targeted Supports Layered on Tier One/Two

Reading	Writing	Math	Behavior	Social/Emotional
<ul style="list-style-type: none"> • Audio-books • Provide books/study sheets with key phrases/words highlighted • Use small group instruction • Exempt from reading aloud before peers • Extended time with reading assignments • Alternate reading texts • Testing in a quiet environment • Voice-to-Text • Required Tutoring • Benchmark Testing • Progress Monitoring by Academic Assistants • Observe Test Taking Behaviors 	<ul style="list-style-type: none"> • Provide copy of notes • Allow oral response • Provide extended time on assessments • Provide extended time on assignment due dates • Testing in a quiet environment • Voice-to-Text • Required Tutoring • Benchmark Testing • Progress Monitoring by Academic Assistants • Observe Test Taking Behaviors 	<ul style="list-style-type: none"> • Printed out notes • Use of calculator • Use of multiplication chart • Use of index card • Break down tasks into smaller steps • Testing in a quiet environment • Voice-to-Text • Required Tutoring • MathRX Khan Academy- Paired with math teacher • EdReady- Paired with math teacher • Benchmark Testing • Progress Monitoring by Academic Assistants • Observe Test Taking Behaviors 	<ul style="list-style-type: none"> • Preferential seating • Teacher proximity • Frequent breaks • Assign a safe place for cooling down • Decompression Breaks • Behavior contract/Plan • Attendance/Tardy Contract • Behavior improvement plan • Testing in a quiet environment • Voice-to-Text • Progress Monitoring by Academic Assistants • Positive reinforcement and incentives • Calming down or relaxation techniques 	<ul style="list-style-type: none"> • Testing in a quiet environment • Progress Monitoring by Academic Assistants • Observe Test Taking Behaviors • Chunking of work/due dates • Reward system/Goal setting

MTSS PROCEDURE CHART



ENSURING SUCCESS OF ALL STUDENTS

CECOLC will serve a thriving population with robust supports for our diverse learners from licensed providers. CEC has a nondiscriminatory, open enrollment process that allows any student to enroll, regardless of status. From the moment a student becomes enrolled with CEC and indicates they are eligible for an individualized education plan, a 504 Plan through Section 504 of the Americans with Disabilities Act, a Health Care Plan, an Advanced Learning Plan, and/or have a home language influence of any language other than English, they will have an assigned Exception Student Services (ESS) Coordinator/SPED instructor (aka case manager) who will help them navigate their education with exceptional needs. This case manager will be a special service provider who is an expert on the student's area of eligibility and is in charge of developing and updating their annual plan, ensuring accommodations are appropriate and delivered with integrity, working with instructors as needed, gathering data for interventions and evaluation, and advocating for the student. The case manager will also oversee coordinating any other service providers necessary to provide the appropriate support for the student. Case managers will invite and confirm the attendance of general education instructors, mentor-advisor, and all related service personnel at the yearly meetings.

All special service providers will have regular, ongoing access to training in working with students who come from marginalized and underserved backgrounds. This training will occur as scheduled at the beginning of each semester, and by choice, will have additional training available to them throughout the year. They will also undergo mandatory reporting training, training for special populations, including twice-exceptional students, GT students, CLD students and intersectional students.

As an early college, mastery-based flexible program, CECOLC is uniquely positioned to plan for and respond to transition planning upon enrollment. Each student has semester meetings with an individual advisor-mentor who focuses on individual career planning and will partner with the students' support team to ensure programming is centered on the students' goals, needs, and passions. The team will ensure that the student has immediate access to a pathway of their choosing for postsecondary or career success, and advisor-mentors have a pivotal role in the students' yearly plan meetings to account for the students' trajectory.

Family support is crucial to the success of any student on an educational support plan, and the case manager will involve the students' family to the upmost extent. Family input will be solicited and included in: consenting for services and evaluations, goal setting, service delivery, progress monitoring, evaluations, meeting attendance, and progress reports. Parents are also able to decline and exit services from any plan when they choose and will be sent an exit form describing their intent. The student and family will be contacted yearly after the exit from services to ensure the family understands the student's eligibility and process of determination for reentry if desired. The case manager will work with the family on helping the student self-advocate as appropriate and bring the team together with the collaboration of the family to support the student and their future aspirations.

Students with Individualized Education Plans (IEPs)

Students who have previously been identified as having an eligible disability and have a current IEP will have their service minutes met by a licensed Special Education (SPED) teacher. The student will have access to support upon enrollment and submission of their current IEP. SPED teachers will meet service minutes on an individualized basis and will provide semester progress reports to the students' families on goal progression and needs. Data for progress reports will be collected from a variety of measures, including student work samples, teacher feedback, classroom assessments, large scale assessments, progress monitoring probes, specific goal measures and grades. ELD pre-assessments are used to determine the student background knowledge so students are placed in the appropriate curricular level and instructors are aware of student specific needs. If necessary or appropriate, modifications specific to the student's IEP can be made by the classroom instructor to

differentiate content or modality. Teachers are trained at the beginning of the semester on how to access accommodations using the student information system, and ongoing consultation is available.

For students who are dual-identified as CLD and/or families who have language influence other than English, supplemental materials and access to interpretation services will be available in multiple languages.

Students with Section 504 Plans

Students who have previously been identified as having a qualifying disability and have a current 504 Plan will have their plan managed by a licensed service provider who specializes in their area of disability. The student will have access to support upon enrollment and submission of their current 504. The case manager will meet the student's needs on an individualized basis and will provide yearly progress reports to the students' families on academic progress and needs. Data for progress reports will be collected from a variety of measures, including student work samples, teacher feedback, classroom assessments, large scale assessments, progress monitoring probes, specific goal measures, and grades. Pre-assessments are used to determine the student background knowledge so students are placed in the appropriate curricular level and instructors are aware of student specific needs. If necessary or appropriate, accommodations specific to the student's 504 can be made by the classroom instructor to differentiate content or modality. Teachers are trained at the beginning of the semester on how to access accommodations using the student information system, and ongoing consultation is available.

For students who are dual-identified as CLD and/or families who have language influence other than English, supplemental materials and access to interpretation services will be available in multiple languages.

Students Identified as Being Culturally and Linguistically Diverse (CLD)

CECOLC will utilize an individualized and adaptive approach for accommodating students who have been identified as culturally and linguistically diverse and have a current English Language Development (ELD) plan. CECOLC will offer appropriate language instruction for students who have previously been identified as having a limited English proficiency level with the intent to offer inclusive education to the appropriate extent. CECOLC will utilize a ELD Coordinator that meets CDE's requirements in training and assessment. The support a student is offered is dependent on the student's body of evidence and WIDA screener scores.

Support for CLD students at CECOLC will be done individually or in small groups. ELD support is not tutoring; it requires students to work on basic language skills plus academic vocabulary development. Additional assistive technology will be used at CECOLC to help CLD students develop reading and vocabulary skills. As students produce written or oral text, their areas of language weakness surface and specific skills can be targeted.

The ELD coordinator will ensure the student's individual needs are met and will provide yearly progress reports to the students' families on academic progress and needs. Trained, appropriate translators will be used through a virtual translation service for the translation of relevant documentation, and trained interpreters will be used for interpretation during familial meetings to ensure informed consent and meaningful participation for all members. Data for progress reports will be collected from a variety of measures, including student work samples, teacher feedback, classroom assessments, large scale assessments, progress monitoring probes, specific goal measures, and grades. Pre-assessments are used to determine the student background knowledge so students are placed in the appropriate curricular level and instructors are aware of student specific needs. If necessary or appropriate, accommodations specific to the student's ELD needs can be made by the classroom instructor to differentiate content or modality. Teachers are trained at the beginning of the semester on how to

access identification and accommodations using the student information system, and ongoing consultation is available. Supplemental materials and access to interpretation services will be available in multiple languages.

Ongoing Assessment for CLD Students

The ELD Coordinator organizes and oversees WIDA & ACCESS testing year. The testing will be administered virtually after the student receives a headset with appropriate microphone embedded to ensure clear sound is captured and to troubleshoot any technological challenges. A redesignation committee (consisting of the ELD Coordinator and teachers) will meet annually to review a body of evidence (consisting of standardized test scores, summative scores from classes, overall grades, and anecdotal input from teachers) for each CLD student and decide if enough language growth has been demonstrated for the student to move to the next level of ELD designation.

The WIDA rubrics for speaking, listening, reading, and writing are used to assess current language level/specific struggles/areas to focus on for interventions.

Gifted and Talented Students

With its accelerated educational model, CECOLC can offer access to advanced learning that many students identified as Gifted and Talented benefit from. CECOLC will match identified GT students with staff members who have gifted expertise in their area of eligibility and goals. CECOLC will provide individual programming support for every student on an ALP in their area of eligibility, provide SEL support provided by a school mental health clinician, and include their advising to blend their ALP & ICAP in goal setting and postsecondary planning. When available, enrichment seminars and opportunities for social-emotional connection with other identified GT students will be provided virtually and during regional activities. Thirty days before each student's annual ALP meeting, the assigned GT coordinator will collect information regarding the student's progress and goals from the student, the student's teachers, the student's family, and any associated service providers. The GT Coordinator will meet with the student each semester to ensure student is making progress towards their established goals. If necessary or appropriate, accommodations specific to the student's ALP can be made by the classroom instructor to differentiate content or modality. Teachers are trained at the beginning of the semester on how to access accommodations using the Student Information System, and ongoing consultation is available.

For students who are dual-identified as CLD and/or families that have language influence other than English, supplemental materials and access to interpretation services will be available in multiple languages.

CHILD FIND

CECOLC will identify students who may qualify for an IEP, or may be eligible for accommodations under Section 504, an ALP, a health plan, or an ELD plan. CECOLC assures that it will locate, evaluate, and identify children with a disability or significant need who are attending a school that has been authorized by CSI, are school-aged, and are suspected of being a child with a disability or significant need, even though they are advancing from grade to grade.

CECOLC will engage in Child Find by providing students advising every semester and asking about their progress and challenges, reviewing their grades and progress each semester; providing opportunities for staff, students and instructors to refer students for academic or social-emotional intervention; providing services and tutoring; and training all staff to recognize learning differences and communicate foreseen challenges to ESS Unit staff.

Child Find at CECOLC will be ongoing throughout the calendar year, is provided at no cost to parents, and provides parents with information about all public and private resources that can meet their child's identified needs. CECOLC ensures parents are involved in all areas of the Child Find process, including referral, screening, and resource coordination.

Vision and hearing screenings will be offered for all students in grades 7 and 9 yearly in accordance with Section 22-1-116, C.R.S., and follow-up screenings will be conducted as necessary. Appropriate educational referrals shall be made if the child is suspected of having an educationally significant vision or hearing loss and parents shall be informed of any need for further medical evaluation.

Child Find Obligations for the Authorizing Unit of Attendance

Section 504

CECOLC will engage in Child Find for Section 504 eligibility if the student has a mental or physical impairment that substantially limits one or more of a student's major life activities. The identification is determined through an evaluation, and the decision for a 504 Plan is made by the 504 team and the student's parents. The student is evaluated by a team of individuals who are familiar with the student and knowledgeable about the disability; parents also have input. The determination of what reasonable and effective accommodations are needed is based upon an evaluation. The accommodations are provided to meet the needs of the student as adequately as the needs of student without disabilities. If an evaluation cannot be completed due to a school closure, a prior written notice will be completed, and the family will be contacted.

Culturally and Linguistically Diverse Students

CECOLC will engage in Child Find as it relates to language influence. As part of the CEC's online enrollment, parents/guardians answer the Home Language Survey. If the parent/guardian answers "yes" to any of the questions asked, the student(s) must be tested within the first 30 calendar days of school to see if they need support learning the English language. The testing will be administered virtually after the student receives a headset with appropriate microphone embedded to ensure clear sound is captured and to troubleshoot any technological challenges. If support is needed, an English Language Development (ELD) plan is completed in Infinite Campus and the student is flagged noting that specific accommodations are needed, and the student is given regular, individualized support. A Body of Evidence (BoE) is always used in addition to scores. The CECOLC will utilize an individualized and adaptive approach for accommodating English Language Learners (CLD) and will implement best practices to support Non-English Proficiency (NEP), Limited English Proficiency (LEP), and Fluent English Proficient (FEP) students.

Further, CECOLC strives to meet the unique needs of CLD students by utilizing the MTSS process to ensure that a culturally and linguistically responsive approach is integrated with an RtI approach. The student may be reevaluated each year based on student scores from the ACCESS test along with the BoE assembled by the ELD Coordinator and a student's teacher. As the assessment data is evaluated, students may be re-designated; students exiting the program will be monitored for two years to ensure no further services are needed. ELD programming effectiveness is measured by annual review of ACCESS scores with data-driven instructional program reviews.

Gifted and Talented Students

The Gifted and Talented identification process starts with the administration of a GT screening instrument to all newly enrolled students. Students scoring in the 95 percentile or higher can be referred for additional evaluation based on the established gifted category areas. Instructors, parents, and staff may refer a student for

consideration by completing a GT Program Referral form. The GT committee will evaluate existing data and/or collect additional data if needed. If a student is determined to be GT, a strength-based Accelerated Learning Plan (ALP) is developed by a collaborative team for educational planning and decision making.

EXCEPTIONAL STUDENT SERVICES STAFFING

CECOLC assures that it will employ:

- Sufficient personnel who are appropriately licensed, endorsed, and fully qualified to:
 - Conduct evaluations and make determinations of eligibility for special education services and Section 504,
 - Develop and review IEPs and 504s, and
 - Provide appropriate special education instruction, accommodations, and related services in order to implement all IEPs /504s for children with disabilities.

CECOLC assures that it will have a method or standards by which it determines the number and types of personnel required to meet the needs of children with disabilities.

Personnel Qualifications:

CECOLC assures that all special education personnel providing special education services to children with disabilities (SPED) meet the following criteria:

- Teachers
 - All special education teachers must hold a Colorado teacher's license with appropriate endorsement(s) in special education.
 - Each special education teacher serves, at a minimum, a majority of special education students with the same identified area of need as the teacher's special education license and endorsement.
 - The endorsement level must be appropriate for the age of children being taught.
- Home hospital teachers for children with disabilities hold Colorado teacher's certificates or licenses for SPED services.
- Teachers, interpreters, and other specialists delivering services for a student with a communication plan must have demonstrated proficiency in, and be able to accommodate for, the child's primary communication mode or language.
- Teachers licensed and endorsed in the area of Visual Impairment must have demonstrated competency in reading and writing literary Braille per the guidelines developed by the CDE.
- Related Services Personnel
 - All related services personnel providing services to children with disabilities must hold a Colorado special services license with an appropriate endorsement.
 - In those areas for which a Colorado special services license is not available, an appropriate license from the state regulatory agency or professional organization registration is required.
- Special Education Coordinators
 - All special education coordinators will have at least a bachelor's degree and hold Colorado licensure in a relevant field in Special Education.
 - Documentation of their expertise is submitted to CSI.
- Special Education Administrators
 - All CSI special education directors and assistant directors possess a Colorado Administrator's license with the appropriate endorsement.

- Paraprofessionals
 - Meet minimum qualifications and competencies that are required for paraprofessionals.
 - All non-certified personnel are supervised at all times.
- Educational Interpreters
 - All Educational Interpreters must meet the CDE requirements for authorization.

Staff Development

CECOLC assures that staff development opportunities:

- Are provided to all staff providing special education/504 services to children with disabilities; and
- Foster the continuing development of the awareness, skills, and knowledge of each staff member and are designed to bring about changes in knowledge, attitudes, actual performance skills, and interpersonal relations of staff members.

CECOLC assures that the staff development opportunities include an evaluation component to determine their effectiveness.

CECOLC's budget accounts for all necessary expenditures to serve special populations. In year one, \$9,380 has been allocated to Infinite Campus (I.C.) to store and maintain student information. CECOLC's curriculum and Learning Management System has been allotted \$200,000. A portion of the \$29,353.52 of IT department expenditure will be dispersed in support of these systems as well as \$270,000 in support staff salaries, \$5,000 for professional development, and \$5,500 for assessment tools. The budgeted expenditures are in full alignment with forecasted enrollment and student service needs and grow exponentially with forecasted enrollment through our 6-year budget.

Sample Position	Staff: Student Ratio	Description: Follow processes to determine ratio
Mild-Moderate Needs Teacher	20:1 SPED Ratio (Secondary)* 200:1 Gen Ed. Ratio 1:15 (Elementary)*	*Compare ratio of moderate needs teachers to moderate needs students and also compare ratio of general education students accessing SPED teachers due to RTI. *Consider both ratios and make a judgment call as to whether to increase FTE
Affective Needs (SIED)	Hire as needed	Consider degree of significant needs of students in self-contained classroom
Affective Needs Paras	Hire as needed	Consider adding paraprofessionals based on student needs
Speech Language Pathologist	1.0 FTE	ASHA recommends 1:40, numbers can be adjusted based on student needs an SLP-A can also be employed
School Psych/Social Worker	1:250-500 Students	Based on student identified needs and size of school. NASP recommends 1: 500-700. NASW recommends 1:250
School Nurse/Health tech	.3-1.0 FTE: 1:750 Students	Consideration of .3-.5 FTE (combination) per school with judgment based on size/need. NASN recommends 1:750.
OT/PT	1:40	If have COTA or PTA these numbers can be adjusted upward to some degree – based on needs

STUDENT HEALTH AND WELLBEING

Process and Procedures for Immunizations

CECOLC offers several options to parents in how to provide their student immunization record to the school. Immunization records can be uploaded into Infinite Campus by parents during online registration or parents may choose to bring in, upload, or mail the records to the CECOLC Registrar. For immunization records not received during online registration, parents may take a photo of their student's immunization record and email the photo to the Registrar or mail them to the school. This process includes immunization exemption forms as well.

The School Nurse will review all immunization records/immunization exemption forms for completeness. If a vaccine is missing or was given at the wrong interval, the School Nurse can contact the parents directly to arrange to bring the student into compliance.

Record Keeping

Infinite Campus (I.C.) houses all student health and medical records. The Health tab in I.C. is only available to the School Nurse and the school's Health Tech ensuring confidentiality. Records housed in I.C. can include contact logs, medical conditions, medications, and immunizations. Parents/Guardians provide this information during the online registration process, and the nurse can call the parent/guardian to clarify information if needed. CEC School Nurses are diligent in recording each interaction with a parent and/or student so communications and responses are tracked.

Vision and Hearing Screenings

Vision and Hearing screenings are scheduled annually at CEC's brick and mortar campuses, and screenings will be communicated and open to CECOLC students. Individual appointments can be arranged as needed and parents may opt their students out if they prefer.

- Middle School Required Screening: 7th grade students, new students, and students with IEPs
- High School Required Screening: 9th grade students, new students, and students with IEPs

Health Care Plans

Student Health Care Plans are received at the beginning of the school year from the parent. Frequently, Health Care Plans are emailed to the families soon after their online enrollment is complete. Brenda, I am not sure what this should say? CEC believes that having a Health Care Plan on file for online students is beneficial for awareness of health concerns that impact wellbeing and learning. Even though online students do not come into a physical CEC building, CEC considers the whole health of our students when looking at their strengths and areas where they may have needs. Meticulous record keeping by the School Nurse can also track trends in student's performance related to their health conditions.

Medication Administration

The School Nurse will be available for questions related to side effects of medication if learning is impacted, regardless of the School Nurse's role in administration of medication.

Role of the School Nurse/Health Tech

The School Nurse is adept at handling many different health issues, and in an online setting, this can be as effective as in-person as they can communicate with students and parents via email, Teams chat, Teams calls, and phone calls. The School Nurse can also help provide guidance in relevant health-related accommodations, as well as reasonable expectations for attendance in certain conditions. Due to the online setting, the School Nurse may choose to abdicate responsibility to the student's primary care provider to provide care.

The School Nurse supports the intervention process by reaching out and checking in about student well-being, as well as noticing and documenting trends in data. The School Nurse can be alerted to some of the more serious mental health issues, engage a problem-solving team, and contact the parent for collaboration.

The overall wellbeing of students and staff are the responsibility of all community members. CECOLC will have school mental health clinicians available for all students who are seeking stress management skills, conflict resolution techniques, and symptom management. School mental health clinicians will also be available for students who are being served under 504 Plans, IEPs, and ALPs as needed or deemed eligible. School mental health clinicians will work in tandem with other school health professionals to integrate wellness curriculum and activities for all students, staff, and family community members. All school health professionals will be adept resource-finders and help students and families locate and utilize resources in their own communities and online.

SECTION E: GOALS, OBJECTIVES, AND PUPIL EVALUATION

SUMMARY OF CECOLC'S GOALS

The CECOLC Assessment matrix details clear measures, metrics, student groups, annual performance targets, interim measurements, and progress monitoring strategies. Through the first two years of operation, CECOLC aims to meet and exceed these targets through rigorous curriculum, robust student support, and family engagement.

The baseline target for academic achievement and growth for CECOLC students is to score at or above the 50th percentile on CMAS English and math assessments, which will meet state expectations. The baseline goal for all 6th-8th grade students on the NWEA MAPS is for all students to be at or above the 50th percentile (MSS740). The baseline target for the Colorado PSAT is for all 8th-10th grade students to score at or above the 50th percentile with a composite mean score of 463.7 in Evidence Based Reading and Writing and 447.4 in mathematics. The baseline target for the Colorado SAT is for all 11th grade students to score at or above the 50th percentile with a composite mean score of 501 in Evidence Based Reading and Writing and 488 in mathematics. The baseline target for academic achievement and growth for ELL students is to score at or above the 50th percentile on the ACCESS test. Weekly grade and attendance checks will be used for progress monitoring to ensure students are on track toward target goals. Students will have access to supplemental practice material and support via their advisor-mentor throughout the school year to help support their success.

The SAT will be administered each fall to 11th grade students and above. The target Composite Mean Score for Evidence-based Reading and Writing is 501 and above, the Composite Mean Score for mathematics is 488 and above.

Additional assessment measures will be conducted annually as needed to evaluate student performance and postsecondary workforce readiness. The target graduation rate is at 85% or above, target dropout rate is at 2.0% or below and matriculation rate is 61.1% or above.

CECOLC is in discussion with a potential partner to secure qualified regional testing sites, in addition to using current CEC schools, for assessments. CECOLC will provide free bus passes to FRL students in the event they need to access any of CEC's 10 campuses/regional testing sites for assessments.

The chosen LMS allows for real-time classroom monitoring for progress towards completion of course objectives as needed giving CECOLC an advantageous position to not only monitor progress, but to develop new and innovative internal assessment and intervention measures. The LMS permits CECOLC to extract an abundance of high-value data to support students and staff.

BASELINE TARGETS

Indicators	Measure	Metric	Student Group	Annual Performance Targets		Interim Measures during Year 1	Progress Monitoring Strategies
Academic Achievement	CMAS English Language Arts (3 rd -8 th)	Mean Scale Score	All Students	At or above 50 th percentile (MSS 740)	At or above 50 th percentile (MSS 740)	NWEA MAPS testing Fall, Winter, Spring	Monthly grade and attendance pull to analyze growth for each student. Course completion percentages to monitor appropriate progression.
			English Learners	At or above 50 th percentile (MSS 740)	At or above 50 th percentile (MSS 740)	NWEA MAPS testing Fall, Winter, Spring	Bi-weekly grade pull to analyze growth for each student, growth for each teacher, and growth in each subject area. This reveals “red flags” such as students declining in achievement who may need targeted interventions.
			Free/Reduced-Price Lunch Eligible	At or above 50 th percentile (MSS 740)	At or above 50 th percentile (MSS 740)	NWEA MAPS testing Fall, Winter, Spring	Monthly grade and attendance pull to analyze growth for each student. Course completion percentages to monitor appropriate progression.
			Minority Students	At or above 50 th percentile (MSS 740)	At or above 50 th percentile (MSS 740)	NWEA MAPS testing Fall, Winter, Spring	Monthly grade and attendance pull to analyze growth for each student. Course completion percentages to monitor appropriate progression.
			Students with Disabilities	At or above 50 th percentile (MSS 740)	At or above 50 th percentile (MSS 740)	NWEA MAPS testing Fall, Winter, Spring	Aimsweb
	CMAS Mathematics (3 rd -8 th)	Mean Scale Score	All Students	At or above 50 th percentile (MSS 740)	At or above 50 th percentile (MSS 740)	NWEA MAPS testing Fall, Winter, Spring	Monthly grade and attendance pull to analyze growth for each student. Course completion percentages to monitor appropriate progression.

			English Learners	At or above 50 th percentile (MSS 740)	At or above 50 th percentile (MSS 740)	NWEA MAPS testing Fall, Winter, Spring	Bi-weekly grade pull to analyze growth for each student, growth for each teacher, and growth in each subject area. This reveals “red flags” such as students declining in achievement who may need targeted interventions. Course completion percentages to monitor appropriate progression.
			Free/Reduced-Price Lunch Eligible	At or above 50 th percentile (MSS 740)	At or above 50 th percentile (MSS 740)	NWEA MAPS testing Fall, Winter, Spring	Monthly grade and attendance pull to analyze growth for each student. Course completion percentages to monitor appropriate progression.
			Minority Students	At or above 50 th percentile (MSS 740)	At or above 50 th percentile (MSS 740)	NWEA MAPS testing Fall, Winter, Spring	Monthly grade and attendance pull to analyze growth for each student. Course completion percentages to monitor appropriate progression.
			Students with Disabilities	At or above 50 th percentile (MSS 740)	At or above 50 th percentile (MSS 740)	NWEA MAPS testing Fall, Winter, Spring	Aimsweb
	CO PSAT Evidence-based Reading & Writing (9 th -10 th)	Composite Mean Score	All Students	At or above 50 th percentile (463.7)	At or above 50 th percentile (463.7)	Fall Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
			English Learners	At or above 50 th percentile (463.7)	At or above 50 th percentile (463.7)	Fall Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
			Free/Reduced-Price Lunch Eligible	At or above 50 th percentile (463.7)	At or above 50 th percentile (463.7)	Fall Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
			Minority Students	At or above 50 th percentile	At or above 50 th percentile	Fall Testing	Pre-Post Assessments in Reading and Math

				(463.7)	(463.7)		courses. ACCUPLACER scores
			Students with Disabilities	At or above 50 th percentile (463.7)	At or above 50 th percentile (463.7)	Fall Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
	CO PSAT Mathematics (9 th -10 th)	Composite Mean Score	All Students	At or above 50 th percentile (447.4)	At or above 50 th percentile (447.4)	Fall Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
			English Learners	At or above 50 th percentile (447.4)	At or above 50 th percentile (447.4)	Fall Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
			Free/Reduced-Price Lunch Eligible	At or above 50 th percentile (447.4)	At or above 50 th percentile (447.4)	Fall Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
			Minority Students	At or above 50 th percentile (447.4)	At or above 50 th percentile (447.4)	Fall Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
			Students with Disabilities	At or above 50 th percentile (447.4)	At or above 50 th percentile (447.4)	Fall Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
	ACCESS for ELL	% of students at benchmark		50%	55%	NWEA MAPS Testing Fall, Winter, Spring	Redesignation committees meet annually to review a body of evidence for each ELL student and decide if enough language growth has been demonstrated for the student to move to the next level of ELL support.
	READ Act (if applicable)	% of students with a Significant Reading Deficiency	NA	NA	NA	NA	NA

	Interim Assessment Measure: ACCUPLACER (8th grade)	Interim Assessment Metric: College Ready Score in Sentence Skills and Reading	All 8th grade students at end of year	50% of 8th graders will earn college-ready scores in English and Reading (AAW 246+) by end of year	55% of 8th graders will earn college-ready scores in English and Reading (AAW 246+) by end of year	ASCCUPLACER at Mid-year	Ed-Ready
	Interim Assessment Measure: Curriculum Based Measures in math and English	Interim Assessment Metric: Number correct per minute	All Students	At or above 80%	At or above 80%		Completed quarterly in English and math classes
	Interim Assessment Measure: Curriculum Based Measures in math and EnglishAimweb	Interim Assessment Metric: number correct per minute	Students with disabilities	At or above 50th percentile	At or above 50th percentile		Completed regularly based on individual student plans
	Interim Assessment Measure:	Interim Assessment Metric:					
Academic Growth	CMAS English Language Arts	Median Student Growth Percentile	All Students	At or above 50th percentile	At or above 50th percentile	NWEA MAPS Testing Fall, Winter, Spring	Monthly grade pull to analyze growth for each student. Course completion percentages to monitor appropriate progression.
			English Learners	At or above 50th percentile	At or above 50th percentile	NWEA MAPS Testing Fall, Winter, Spring	Bi-weekly grade pull to analyze growth for each student, growth for each teacher, and growth in each subject area. This reveals “red flags” like students declining in achievement who may need targeted interventions.
			Free/Reduced-Price Lunch Eligible	At or above 50th percentile	At or above 50th percentile	NWEA MAPS Testing Fall, Winter, Spring	Monthly grade and attendance pull to analyze growth for each student. Course completion percentages to

							monitor appropriate progression.
			Minority Students	At or above 50th percentile	At or above 50th percentile	NWEA MAPS Testing Fall, Winter, Spring	Monthly grade and attendance pull to analyze growth for each student. Course completion percentages to monitor appropriate progression.
			Students with Disabilities	At or above 50th percentile	At or above 50th percentile	NWEA MAPS Testing Fall, Winter, Spring	Aimsweb
	CMAS Mathematics	Median Student Growth Percentile	All Students	At or above 50th percentile	At or above 50th percentile	NWEA MAPS Testing Fall, Winter, Spring	Monthly grade and attendance pull to analyze growth for each student. Course completion percentages to monitor appropriate progression.
			English Learners	At or above 50th percentile	At or above 50th percentile	NWEA MAPS Testing Fall, Winter, Spring	Bi-weekly grade pull to analyze growth for each student, growth for each teacher, and growth in each subject area. This reveals “red flags” like students declining in achievement who may need targeted interventions. Course completion percentages to monitor appropriate progression.
			Free/Reduced-Price Lunch Eligible	At or above 50th percentile	At or above 50th percentile	NWEA MAPS Testing Fall, Winter, Spring	Monthly grade and attendance pull to analyze growth for each student. Course completion percentages to monitor appropriate progression.
			Minority Students	At or above 50th percentile	At or above 50th percentile	NWEA MAPS Testing Fall, Winter, Spring	Monthly grade and attendance pull to analyze growth for each student.
			Students with Disabilities	At or above 50th percentile	At or above 50th percentile	NWEA MAPS Testing Fall, Winter, Spring	Aimsweb
	CO PSAT/SAT Evidence-based Reading &	Median Student Growth Percentile	All Students	At or above 50 th percentile (463.7)	At or above 50 th percentile (463.7)	PSAT Spring Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores

	Writing (9 th -11 th)						
			English Learners	At or above 50 th percentile (463.7)	At or above 50 th percentile (463.7)	PSAT Spring Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
			Free/Reduced-Price Lunch Eligible	At or above 50 th percentile (463.7)	At or above 50 th percentile (463.7)	PSAT Spring Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
			Minority Students	At or above 50 th percentile (463.7)	At or above 50 th percentile (463.7)	PSAT Spring Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
			Students with Disabilities	At or above 50 th percentile (463.7)	At or above 50 th percentile (463.7)	PSAT Spring Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
	CO PSAT/SAT Mathematics (9 th -11 th)	Median Student Growth Percentile	All Students	At or above 50 th percentile (447.4)	At or above 50 th percentile (447.4)	PSAT Spring Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
			English Learners	At or above 50 th percentile (447.4)	At or above 50 th percentile (447.4)	PSAT Spring Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
			Free/Reduced-Price Lunch Eligible	At or above 50 th percentile (447.4)	At or above 50 th percentile (447.4)	PSAT Spring Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
			Minority Students	At or above 50 th percentile (447.4)	At or above 50 th percentile (447.4)	PSAT Spring Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
			Students with Disabilities	At or above 50 th percentile (447.4)	At or above 50 th percentile (447.4)	PSAT Spring Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores

	ACCESS for ELLs	Median Student Growth Percentile		At or above 50 th percentile (43%)	At or above 50 th percentile (43%)	NWEA MAPS Testing Fall, Winter, Spring	Resignation committees meet annually to review a body of evidence for each ELL student and decide if enough language growth has been demonstrated for the student to move to the next level of ELL support.
Postsecondary and Workforce Readiness	CO SAT Evidence-based Reading & Writing (11 th)	Composite Mean Score		At or above 501.3	At or above 501.3	SAT Fall Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
	CO SAT Mathematics (11 th)	Composite Mean Score		At or above 488.0	At or above 488.0	SAT Fall Testing	Pre-Post Assessments in Reading and Math courses. ACCUPLACER scores
	Graduation Rate	% of Students Graduating		At or above 85.0%	At or above 85.0%		Real time class data to track programmatic completion/ pace
	Dropout Rate	% of Students Dropping Out		At or below 2.0%	At or below 2.0%		
	Matriculation Rate	% of Students Matriculating		At or above 61.1%	At or above 61.1%		
Optional Mission-Specific Measures	Measure 1: Gallup Student Engagement Survey		Measure 1: Gallup Student Engagement Survey	All Students	A mean scale score of 4.0 or higher (above 50 th percentile) on the Gallup Student Engagement Survey in the theme of Hope		
	Measure 2: Gallup Student Engagement Survey		Metric 2: Mean Scale Score	All students	A Mean Scale score of 4.0 or higher (above 50 th percentile) on the Gallup Student Engagement Survey in the theme of Engagement		

ASSESSMENT MATRIX

Assessment Name	Content Areas (ex: Math, Early Literacy)	Purpose (Provide a rationale for the selection of this assessment, including alignment with curriculum and instruction.)	Type (Diagnostic, Interim, Summative)	Frequency (ex: Annual, 2/year)	Administration Calendar (ex: Jan-Feb)
W-APT	English Proficiency	Identify language proficiency of students with a home language other than English	Diagnostic	Upon Enrollment	Within 30 days of enrollment
ACCESS for ELLs	English Proficiency	Required	Diagnostic	Upon Enrollment	End of Year
CMAS	Science	Required	Summative	Annual	Spring

PSAT		Required	Summative	Annual	Spring
SAT		Required	Summative	Annual	Spring
ACCUPLACER	Math, Reading	College Readiness	Formative	Upon enrollment into HS and retaken each semester until college ready	Summer, December and May as needed
NWEA MAPS	Math, Reading	Internal benchmarks for middle school students	Formative	3X/ Year	2x/fall, 1x/spring
Gallup					
Parent Satisfaction Survey					
Others?					

SUPPORTING STUDENTS WHO FALL BELOW GOALS AND OBJECTIVES

CECOLC's Learning Management System is equipped with powerful tools that allow for student performance data extraction. Classroom achievement will be heavily monitored by instructors, graders, advisor-mentors, and designated members of support staff where appropriate. One-on-one student assistance is provided through regular and substantive tutoring, or in some cases MTSS, which aims to close achievement gaps through a systemic and collaborative response. As the Assessment Coordinator, the Academic Dean will collaborate with the Executive Director of Online Education to monitor and assess assessment data to make informed, strategic decisions related to academic growth and post workforce readiness interventions through curriculum augmentation and professional development.

Quantitative and qualitative data will be utilized to monitor and assess instructional efficacy. The CEC Network employs a data analyst and utilizes business intelligence software to ensure rich, accurate data is available for informed decision making. Qualitative data will be mined from student assessment and qualitative information will be sourced from surveys, self-assessment, observation, etc. CEC has a consistent staff evaluation plans for all CEC schools in the Network. The evaluation process was developed using Marzano's teaching philosophy and Gallup Strengths that incorporate goals, self-assessment, and professional development for each teacher. The Academic Dean will be responsible for faculty members and will collaborate with the Executive Director of Online Education to execute corrective action when performance standards are not met. Changes could include utilizing departmental support for instruction, content review/ enhancement, instructional coaching, and additional professional development detailed in a performance plan. All professional development activities at the CECOLC will be designed to improve student achievement, academic growth, and post workforce readiness.

SECTION F: BUDGET AND FINANCE

6-YEAR BUDGET ALIGNS TO CECOLC MISSION

CECOLC's balanced budget includes projected revenue and expenditures, including local PPR revenue, as well as expenditures associated with instructional staff, support staff, materials, student resources, technology, etc. The budget shows a positive cash flow for the first five years of operation.

CECOLC's budget is aligned with the staffing and organizational structure detailed previously in Section C. Enrollment and staff grow concurrently to maintain the student to staff ratios (>150 tutor/ grader, >150 instructor, >120 advisor-mentor) and maintaining support staff positions in compliance with CSI recommendations. The Executive Director of Online Education will remain a CEC Network employee until post- authorization, the position will convert to a CECOLC position in FY2022

To mitigate the impact of decreased funding or increased expenditures, CECOLC has two contingency funds that total 5% of PPR in addition to TABOR. The CEC Network is able to financially support CECOLC prior to receiving state and federal sources of revenue and can support the school in the event that funding is less than budgeted or expenditures exceed projections. CECOLC will comply with all required state laws with funds allocated for salaries, payroll tax, PERA, benefits, worker's compensation insurance, and costs associated with employee onboarding, including background checks.

The budget shows local sources, state sources, federal sources, and other sources of income broken out in separate columns. Expenses are broken out by their program and object code based on CDE's chart of accounts.

Staffing

- CECOLC will employ 16 employees for FY2022 (noted by *)
 - Executive Director of Online Education hired FY2021* (Full-time)
 - Academic Dean/Assessment Coordinator hired FY2021* (Full-time)
 - An additional Instructional Dean could be hired in FY2025 to support increased enrollment
 - Director of Student Success hired FY2022* (Full-time)
 - 2 additional Advisor-mentors hired FY2022* (Full-time)
 - 1 advisor per 120/FTE
 - Additional Advisor-mentors added each year to support increased enrollment (Full-time)
 - Tutors/Graders (Full-time)
 - 3 tutor/graders hired FY2022*
 - 133 students per grader
 - 5 tutor/graders hired FY2023
 - 120 students per grader
 - 8 tutor/graders hired FY2024
 - 100 students per grader
 - 9 tutor/graders hired FY2025
 - 111 students per grader
 - 10 tutor/graders hired FY2026
 - 110 students per grader
 - 10 tutor/graders hired FY2027
 - 120 students per grader

- Support Staff
 - Registrar – hired FY2021* (Full-time)
 - IT - hired FY2022* (Full-time)
 - Business Manager - hired FY2022* (Full-time)
 - ESSU Coordinator/SPED Instructor – FY2022* (Full-time)
 - Additional SPED Instructor – hired FY2023 (Full-time)
- Instructors (Full-time)
 - 4 teachers hired FY2022*
 - 80 students to teacher ratio
 - 5 teachers hired FY2023
 - 86 students to teacher ratio
 - 8 teachers hired FY2024
 - 80 students to teacher ratio
 - 10 teachers hired FY2025
 - 83 students to teacher ratio
 - 11 teachers hired FY2026
 - 85 students to teacher ratio
 - 12 teachers hired FY2027
 - 86 students to teacher ratio

Curriculum

- OnFire/Spark Learning Platform
- College Tuition/Fees/Textbooks

Professional Development

- Colorado League of Charter Schools Conference

Technology/Instructional Supplies

- Lending laptops with included software and internet hot spots
- Infinite Campus

Contracted Consulting and Professional Services

- ELuma for PT
- Krista Gorman, Speech Pathologist

See Attachment: F_CSI Budget Template for CEC Online Campus

CEC FINANCIAL POLICIES, PROCESSES, AND PROCEDURES

CEC's Network Finance Team, led by Cameron Mascoll, CFO, has over 64 years of combined government accounting experience:

- Cameron Mascoll, CFO
 - Cameron has 9 years of experience specific to charter schools and over 16 years with government financials. Cameron assesses and evaluates financial performance of CEC regarding long term operational goals, budgets, and forecasts. He also provides CEC Governing Board with financial reports that provide ease of clarity regarding budget, actual and year end forecasts.
- Peri Crabtree, Director of Finance
 - Peri has 27 years of experience in school finance. She is an expert in SDS financial software. She is responsible for financial records and reporting, audit preparation, account reconciliations, and serves as a resource to staff for payroll, grants, and accounts payable.
- Nichole Beck, Senior Controller
 - Nichole has 7 years of experience in school finance. She is responsible for all CEC procurement cards, accounts receivables/revenue, and leases.
- Blake Metsch, Controller
 - Blake has 16 years of experience in accounting/business. He is responsible for all accounts payable; 1099 production; annual audit support; month-end/year-end reconciliation support; tenant lease management, expenses reporting; and general SDS management support.
- Art Ford, Accountant
 - Art has 5 years of experience as a public accountant. He is responsible for financial oversight of all grants and handles CEC's monthly payroll.

CEC's Network Financial team has created and implemented financial policies and procedures that are compliant with CSI, CDE and auditor/GASB requirements.

FINANCIAL COMPLIANCE

CEC complies with the Financial Transparency Act (C.R.S. 22-44-301-304) and posts the following documents on the [CEC Financial Transparency webpage](#):

- Uniform Budgets, Budget Summaries, and Annual independent Audits for all CEC schools for current year and prior two years,
- Charter School Salary Schedule or Policies,
- List of Non-Automatic Waivers for all CEC Schools,
- Standardized Description and Rational for Each Automatic Waiver,
- Federal Form 990, 900-EZ, or 990-PF and any Associated Schedules and
- Link to Authorizer CSI Financial Transparency Webpage.

BUDGET REVIEW

CEC's Governing Board (the Board) approves an annual operating budget for CEC based on CSI requirements. Adjustments to budget categories during the year shall be approved by the Board. The Board will record their approval of expenditures in the Board meeting minutes via a resolution noting the expenditures approved by fund. On a quarterly basis, the CFO or Director of Finance will present the budget in an actual vs. budget form which shows the variance and percent of budget exhausted. The report will also show prior years' actuals at time of budget. Budget will be finalized each year by January 31 unless the school receives additional revenue after January 31.

GRANTS, FEES, AND DONATIONS

Non-restricted bequests and contributions shall be used for operations or special projects as designated and approved by the CEA, CFO, or the Board and are consistent with conditions set forth by the Board. Bequests and contributions that are donor-restricted shall be used for the purpose articulated by the donor, except that in no case shall CEC accept any such bequest or contribution for which the donor restriction is not aligned with school priorities or violates any federal or Colorado state law. Upon request, the Finance department can provide a tax donation letter with proof of purchase or proof of fair current market value of donated item. If awarded any grants, CEC will comply with all grant requirements.

PROFESSIONAL AND/OR CONSULTING EXPENDITURES

Professional Services

Colorado Early Colleges contracts for minimal external services as most services are provided by internal staff. Currently, CEC contracts with a Speech and Language Pathologist (SLP) who serves all Network students requiring this service. The CEC school budgets include the fees for SLP services. Should there be a need for a Physical Therapist, CECOLC will contract with eLuma online service provider.

Technical Services

CECOLC will be supported by the CEC Network IT department for all IT-related services bringing a dedicated IT professional on staff in FY2022.

ADEQUATE INSURANCE COVERAGES

CEC shall maintain appropriate insurance coverage as required by the Board, CEC's financial obligations, and authorizers' standards, and the coverage levels shall be reviewed annually. See Attachment: F_Certificate of Insurance that verifies compliance with CSI and CDE insurance requirements.

Coverage	Carrier	Premium Charge Including Taxes and Fees
Property/Inland Marine	CHUBB	\$209,896
General Liability & Professional Liability	Liberty Mutual	\$60,909
Business Automobile	Liberty Mutual	\$44,137
Umbrella Liability	Liberty Mutual	\$23,290
Workers' Compensation	PINNACOL Assurance	\$80,100/\$2,500 deductible
Cyber	Tokio Marine HCC	\$5,375

RESTRICTED GRANT FUNDING

Colorado Early Colleges is designated as a 501(c)3 organization with a Certificate of Exemption for Colorado State Sales/Use Tax. See Attachment F_ColoradoStateCertificateofTaxExemption.

The following staff are responsible for compliance with all grant requirements:

- Each CEC school's business manager tracks individual grant expenditures and reimbursements for their school.
- Each CEC school leader is responsible for confirming that the purpose of each awarded grant is aligned with the vision and mission of their school.
- CEC's Finance department is responsible for tracking all grants awarded to CEC schools and ensures financial compliance with all grant requirements.
- CEC's Executive Officer Administrator is responsible for tracking required grant-specific training and ensures compliance with all grant training requirements.

DETAILED REVENUE AND EXPENDITURE ASSUMPTIONS

- CECOLC has a separate and autonomous budget and will operate with the same fiscal responsibility of current CEC schools.
- The estimation for PPR revenue was furnished by CEC's authorizer, CSI. At the time of application, CECOLC has not received an award letter for any additional funding sources.
- CECOLC shows a balanced budget with a positive cash flow in the first five years of operations.
- To mitigate the impact of decreased funding or increased expenditures, CECOLC has budgeted 5% of PPR as contingency in addition to TABOR.
- CECOLC has budgeted 10 percent of PPR for college tuition and fees.
- CECOLC has budgeted an average of 46 percent of PPR for salaries/benefits, including PERA.
- CECOLC has budgeted \$500 per student for the Spark/Onfire Learning platform.
- CECOLC has budgeted for student assessments, including NWEA MAPS and ACCUPLACER.
- CECOLC contributes 13.75% of PPR to the CEC Network which provides support and services, including finance, human resources, IT, and marketing.
- CECOLC leadership will be officed at CEC's Inverness campus or will work remotely. As a result, there are no facility expenses for CECOLC.
 - CEC's Inverness campus is owned by CEC Douglas County Building Corp. and has an E-Occupancy rating.
- In anticipation of approval, the CEC Network budgeted to hire an Executive Director of Online Education, and Registrar, as well as other expenses associated with CECOLC's start up in FY2021. Once CECOLC is approved and chartered, all CECOLC expenditures will move to a separate CECOLC budget.
- While CECOLC has budgeted for student laptops and technology, it does not anticipate the "normal" instructional costs associated with a traditional brick and mortar school such as textbooks, classroom supplies, classroom/office furniture and equipment, and food services.

CHARTER SCHOOL PROGRAM GRANT AND/OR OTHER REIMBURSABLE GRANTS

CECOLC will not apply for the CCSP Grant.

CONTINGENCY PLAN TO MITIGATE DECREASED FUNDING

To mitigate the impacts of decreased funding or increased expenditures, CEC has contingency funds of 2% of PPR built into the budget of all CEC schools; 5% of PPR for the CECOLC. The CEC Network has resources to support schools in the event that funding is less than budgeted or expenditures exceed projections.

ATTACHMENTS:

F_BudgetTemplateCECOLC

F_CertificateofInsurance

F_ColoradoStateCertificateofTaxExemption

SECTION G: GOVERNANCE AND LEADERSHIP

CEC GOVERNING BOARD

CECOLC is part of CEC's Network of Schools which shares one governing board that oversees and ensures the fiscal viability, academic achievement, and organizational success of its schools. The CEC Governing Board (the Board) was formed in 2007 and currently consists of six board members. CEC is currently searching for a 7th Board member. Board members have diverse and necessary capabilities to effectively perform board responsibilities, including experience in community involvement, technology, diversity and equity, facilities, public relations, business operations, finance, military, and nonprofit.

Board Member (year joined)	Term Expires	Community Involvement	Technology	Finance, Business, and Administration	Public Relations	Military	Nonprofit
Laura Calhoun, President (2007)	5/2022	X		X			X
Terry McDonald, Vice President (2015)	5/2023		X	X			
Robin Phillips, Secretary (2017)	5/2023				X	X	X
Art Cyphers, Treasurer (2015)	5/2021			X		X	
Jessie Mathis, Director (2019)	5/2022	X	X			X	
Papa Dia, Director (2019)	5/2022	X					X

The Board enlists the aid of general counsel, as needed. To ensure input from all stakeholders, CEC's Board includes representation from each of the communities CEC serves. It is purposeful that schools are served well by local Board members: three members reside in Colorado Springs, one member resides in Fort Collins, one member resides in Douglas County, and one member resides in Aurora. Special attention is given to securing Board members that believe in the school's mission that the school can and should ensure every student, no matter their background, develop the skills and capabilities to engage in and successfully complete school and college-level work.

CEC is committed to cultivating and supporting active parental engagement, and the CEC Board has expectations for each campus to set and realize goals for parent-supported student learning. Under CEC's [Parent Engagement](#) policy, all CEC schools work with the assistance of each campus' School Accountability Committee (SAC), parents, staff, and students to share the responsibility for improved academic achievement; consult with and encourage parents/guardians to participate in SAC; involve parents in the School Improvement Plan; provide opportunities for regular meetings and events; and welcome and encourage parent volunteers.

The CEC Governing Board meets monthly July – May of each school year. Each board meeting begins with the reading of CEC's Mission Statement (included on all board meeting agendas) reminding the Board that their decisions ensure that CEC can and will successfully carry out its mission.

CEC GOVERNING BOARD RECRUITMENT PROCESS

CEC currently has a vacancy on its Governing Board for the second northern Colorado representative. CEC is asking our current northern Colorado Board member to actively solicit interest from the CEC parent and stakeholder communities, including individuals with a background in mental health. CEC looks for qualified candidates that bring complementary and distinctive backgrounds and experiences to the Board. All potential candidates are interviewed by the Chief Executive Administrator and the CEC Governing Board President. Once selected, the recommended Board candidate's resume is submitted to existing Board members for review and the candidate is discussed at the next regularly scheduled CEC Governing Board meeting. A new Board member is appointed by majority Board vote to serve a staggered 3-year term.

CEC GOVERNANCE STRUCTURE

CEC's Governing Board is autonomous from CSI, CEC's authorizer, and any educational service provider consistent with ESEA §4310 (2). As set forth by its charter contract, Colorado's Charter School Act, and waivers from state statutes, CECOLC will have autonomy in the areas of financial management, curriculum and instruction, staffing, and scheduling. CEC Governing Board Bylaws outline the structure of CEC's Governing Board as a nonprofit entity, describe qualifications for Board directors, outline how CEC will fill a board vacancy, detail how Board meetings are run and how often, note that Board meetings are in compliance with C.R.S. 24-6-401 and C.R.S. 24-72-204, and explain how a Board member's conflict of interest will be handled. See Attachment: G_ Board Bylaws and Attachment G: Articles of Incorporation.

The Board annually elects a President, Vice President, Secretary, and Treasurer.

- CEC Governing Board President presides at all Board meetings using Robert's Rules of Order, signs documents as required on behalf of the Board, and is the main point of contact for parents and community members who reach out to the Board.
- CEC Governing Board Vice President assumes all duties of the Board President in cases of absence.
- CEC Governing Board Secretary records the minutes of regular and special Board meetings, and signs documents as required on behalf of the Board.
- CEC Treasurer heads the Finance committee and reviews budgets and financial reports with CEC's Chief Financial Officer, as needed.

CEC's Governing Board is fully committed to and lawfully governs CEC with primary emphasis on CEC's mission. There is an active commitment to the development and oversight of Board action committees for academics, finance, and policies. The Board values parent concerns and considers parental values when creating policies or procedures. The Board encourages full exploration of diverse viewpoints and uses the opinions and personal strengths of each Board member in determining how to create long term success for CEC schools. Among its responsibilities, the Board approves all CEC charter applications/replications/expansions, annually reviews and adopts policies as required, adopts resolutions with significant impact on schools they govern, approves budgets, approves moving into long term contracts and leases, and approves 990 tax returns. All CEC Governing Board members must disclose any known or potential conflicts of interest in writing to the Board, and members sign Conflict of Disclosure forms annually. CEC's Board has a full set of approved, regularly reviewed policies and procedures which includes nondiscrimination, safety, governance, fiscal, operational, personnel, technology, grievance, academic/performance, and parent/community engagement posted on the CEC [website](#). CEC's Board has demonstrated practice in successfully overseeing multiple campuses since 2012 as its portfolio most recently expanded to 10 campuses.

CEC Governing Board is committed to promoting healthy communication and encourages students, parents, and CEC employees to express any concerns they might have. In the interest of promoting the efficient resolution of grievances, the CEC Governing Board is an important part of the [CEC Network Grievance](#) policy to resolve conflicts and differences. A grievant may file a formal written grievance with the CEC Governing Board if the matter is not resolved after following Steps 1-3 as outlined in the policy. Within ten (10) business days of receipt of the grievance, the Board President, or his/her designee, will review the written grievance and present the matter to the Board to determine if the grievance warrants a full Board review or not. If the Board determines that the grievance warrants a full review by the Board, the Board will review the grievance at its next regularly scheduled Board meeting and issue a written decision to the grievant within ten (10) business days of the meeting. If declining review, the Board's written response to the grievant will explain the reasons for the determination.

While any member of the public is always welcomed to speak in an open Board meeting during the allotted time, no grievance issue will be addressed by the Board without the grievant having first followed these procedures. Issues concerning employee or student privacy, legal advice, and any other matter permitted under law may be addressed in Executive Session.

School Administration

The Chief Executive Administrator (CEA) works at the direction of CEC's Governing Board and oversees the fiscal, educational, and operational areas of CEC's Network of Schools. The CEA is responsible for ensuring that CEC's academic programs and operations are successful and aligned with its charter, mission, and Early College curriculum. Specifically, the CEA:

- Leads and promotes the ideals of an early college.
- Accepts leadership accountability for continuous improvement and implementation of the mission, vision, goals, values, and policies of CEC.
- Represents, communicates, and advocates on behalf of CEC with its authorizer, Colorado Charter School Institute (CSI), local and state government agencies, and business partners as directed by the Board.
- Ensures legal and ethical integrity.
- Recruits, manages, evaluates, provides leadership to, and inspires the Network Leadership Team, and CEC School Leaders.
- Executes all decisions approved by the Board.

School Accountability Committee

CECOLC will have a School Accountability Committee (SAC) per C.R.S.22-11-401 and 402, in compliance with the contractual agreement with CSI. The SAC will serve to recommend budget priorities, participate in the creation and review of the Unified Improvement Plan, help increase parent engagement in the school and help recruit members when necessary. SAC membership consists of at least 7 people: the school leader, teachers, parents/guardians, and community members. See CEC [School Accountability Committee Bylaws](#).

CEC Governance Policies

All CEC governance and operational policies are published on the CEC [website](#), and are in compliance with CSI. The CEC Governing Board reviews and approves all governance policies; CEC's Chief Executive Administrator (CEA) reviews and approves all operational policies. The CEA ensures that the Board is aware of all operational policies as a courtesy.

Governance Policies:

- Nondiscrimination/Equal Opportunity
- Safe Schools
- Board Meetings, Executive Sessions, and Virtual Board Meetings
- Governing Board Role
- Governing Board Conflict of Interest
- School Accountability Committee Bylaws
- Annual Budget
- Fiscal Management
- Procurement Card
- School Safety Plan
- Discrimination and Harassment
- Employee Time Off
- Staff Ethics/Conflict of Interest
- Adoption of Curriculum
- Early College Graduation
- Extracurricular Activity/Field Trips
- Postsecondary Workforce Readiness
- Service Animals and Other Animals on Campus
- Test or Assessment Administration
- Administration of Medical Marijuana
- Corporal Punishment/Use of Physical Intervention and Restraint
- Enrollment
- Homeless Students
- Suspension/Expulsion of Students
- Privacy and Protection of Confidential Student Information
- Student Fees, Fines, and Charges
- Student Interviews, Interrogations, and Searches
- Student Organizations
- Weapons in School
- Crisis Management Communication

- Parent Notification of Employee Conduct
- Public's Right to Know/Freedom of Information
- School Visitors

CEC GOVERNING BOARD TERMS, ROLES, AND RESPONSIBILITIES

CEC Governing Board members are elected for staggered three-year terms and Board elections take place during the May Board meeting of each school year. Attachment: G_Resumes of Board Members

Board Member (year joined)	Term Expires	Board Committee Finance	Board Committee Academics	Board Committee Facilities
Laura Calhoun, President (2007)	5/2022	X	X	X
Terry McDonald, Vice President (2015)	5/2023	X		X
Robin Phillips, Secretary (2017)	5/2023		X	X
Art Cyphers, Treasurer (2015)	5/2021	X		X
Jessie Mathis, Director (2019)	5/2022	X		X
Papa Dia, Director (2019)	5/2022	X	X	

CEC Board members serve on one or more committees with the goal to help Board meetings be more efficient. For example, the Finance Committee reviews financial documents prior to Board meetings, if requested, and can act as a resource for additional information; the Academics Committee can review CEC school club proposals; and the Facilities Committee can review current as well as future facilities.

Board meetings shall be held not less than once a month (except June). The Board will pass a resolution outlining the dates and locations of each regular meeting. Adequate notice will be given in the event of a change in time or place of Board meetings. Regular Board meetings may be held at any CEC location or virtually via Microsoft Teams. A yearly schedule is posted on the CEC website. The Board also holds an annual retreat where the Board will discuss the governance of the CEC Network, discuss and revise the strategic plan for the long-term stability and operations of CEC, conduct new Board member training/onboarding if needed, and discuss any long-range plans in guiding CEC as it continues to pursue its mission.

Board Commitments

CEC Governing Board members annually review and sign governing commitments, which outline expectations and responsibilities of Board members. See Attachment: G Board Member Agreements.

CEC GOVERNING BOARD TRAINING

Last school year, CEC Board members attended board training which included Board Member Duties and Conduct, Attorney-Client Privilege, Open Meetings Act, Board Fundamentals (offered through CDE), and Virtual CSI School Board Meetings.

For the 2020-21 school year, CEC Board members will continue to expand their knowledge of key PWR issues and support to educationally disadvantaged students by attending CDE's Equity Convenings and Topic-Based Webinars, and

CSI School Board Quarterly Live Webinars. CEC's legal counsel will also provide additional charter school tailored trainings focused on Legal and Policy Development, Board Financial Oversight, Open Meetings/Sunshine Law, and Effective Committees. Board members will also complete an annual Board self-assessment with results discussed at the annual CEC Governing Board retreat. CEC Network has a separate budget line item for Board trainings and annual retreat.

NEW BOARD MEMBER TRAINING

Once selected and voted on by existing Board members, new CEC Board members receive onboarding and orientation training on CEC's early college model, mission, history, performance accountability, results, successes, and challenges. CEC's Board manual provides new Board members with items such as calendars, job descriptions, school information, finance and fundraising information, management documents, professional development opportunities, legal and policy documents, and governance resources. Board training occurs regularly to help increase the knowledge and abilities of new members, as well as maintain and increase current members' skills and knowledge. Governing Board members have in recent years completed all 30 CDE board training modules.

BOARD COMPLIANCE

CEC Governing Board meetings are in compliance with C.R.S. 22-32-108, C.R.S. 22-32-108(5)(d), and C.R.S. 24-6-401. See [CEC Board Meetings, Executive Sessions, and Virtual Meetings](#) policy for details on regular board meetings, special board meetings, executive sessions, and virtual board meetings.

CEC's Governing Board complies with records request per the Colorado Open Records Act (C.R.S. 24-72-204). See CEC [Public's Right to Know/Freedom of Information](#) policy.

CEC Governing Board complies with the Family Educational Rights and Privacy Act (20 U.S.C. Sect. 1232). See CEC [Rights Concerning Student Records](#) and [Student Data Transparency and Security](#) policies.

CSI WAIVERS

Attachment G_Waiver Requests

CECOLC LEADERSHIP

CECOLC will be led by the Executive Director of Online Education who is responsible for directing CEC's online education functions and programs. This position reports to CEC's Chief Executive Administrator.

Major Duties

- Implement strategic plans and policies for online learning, and provide ongoing budgetary analysis.
- Collaborate with CEA to design, plan, and develop an online program, including writing initial application.
- Develop and revise responsive plans for online education
- Collaborate with IT to recommend and evaluate technologies relevant to online learning.
- Collaborate with Marketing to market and promote online learning.
- Evaluate and disseminate new developments and research in online education.
- Oversee staff of online program, including performance evaluations and mentoring/coaching.
- Coordinate and conduct training for online employees in the development of online instructional materials and online instructional methods, as needed.

- Assist employees with the development of teaching competencies, pedagogical practices, instructional technology utilization, and assessment strategies required of high-quality online courses.
- Work with staff to explore and develop new online offerings.
- Work with staff to implement a user-friendly online learning environment for students.
- Facilitate informational needs of students and potential students who take online courses.
- Respond directly to concerns of students taking online courses.
- Serve on committees, taskforces, and other groups as an advisor and advocate for high-quality online teaching and courses.
- Performs related duties as assigned.

Knowledge Required for The Position

- Knowledge of online learning principles and practices.
- Knowledge of CEC and online educational policies and procedures.
- Knowledge of Family Education Rights and Privacy Act guidelines.
- Knowledge of graduation accreditation requirements.
- Skill in decision making and problem solving.
- Skill in supervising the work of personnel.
- Skill in the completion of a variety of reports.
- Skill in oral and written communication

Minimum Qualifications

- Master's degree in a course of study related to the occupational field.
- More than five years of related experience required.
- Two or more years of progressive leadership and management experience in the development of online programs/courses including instructional design, course development and evaluation practices.
- In-depth knowledge of current trends, techniques, and tools involved in distance and online learning.
- Excellent oral and written communication skills.
- Excellent customer service and interpersonal skills.
- Strong work ethic with demonstrated collaborative and coordinative skills.
- Experience with budget management.

FINDING THE RIGHT LEADER

Tom Smith is the Executive Director of Online Education for CECOLC. Tom has dedicated his career to education and building community. Tom joined CEC in 2020 as the Director of Academic and Career Advising at CEC Aurora where he led a team of three advisors responsible for serving nearly 400 students. Tom also served as the interim Head of School at CEC Aurora for several months. Prior to joining CEC, Tom was a Boys and Girls Club administrator followed by several years in online higher education. Tom began his online education career as an Academic Advisor and later fulfilled roles as an Academic Director and University Registrar. Tom has supported the implementation of micro-credentials and competency-based programs, managed budgets, and implemented strategies for retention and progression of non-traditional students with academic achievement. Tom earned a B.A. in History from West Virginia University and his M.S. in Organizational Leadership and Change from Colorado Technical University. See Attachment G _School Leader Resume

BOARD EVALUATION PROCESS

The CECOLC Executive Director of Online Education is coached weekly and formally evaluated annually by CEC's Chief Executive Administrator following CEC's evaluation process outline in Section C.

ATTACHMENTS:

- G_BoardBylaws
- G_ArticlesofIncorporation
- G_CECGoverningBoardResumes
- G_BoardMemberAgreements
- G_WaiverTemplate
- G_SchoolLeaderResume

SECTION H: OPERATIONS

DATA SYSTEMS, RESPONSIBILITIES, AND TRAINING

CECOLC will use SchoolMint to process new students, Infinite Campus as its student information system and plan management system, and Frontline Human Resources/Education software for its HR system.

SchoolMint

CEC uses SchoolMint to process new students including an application and a registration packet. CEC Admissions staff members monitor the applications coming in to SchoolMint, review all forms submitted, communicate with new families, and ensure that each new student has completed all required enrollment steps.

CEC's IT department is responsible for maintaining and updating SchoolMint with CEC's Network Process Manager as the administration manager and in-house trainer. CEC's Process Manager received six hours of one-on-one training with CEC's SchoolMint account representative. All SchoolMint users (CEC Admissions staff members) will be required to go through a series of Udemy classes that outline SchoolMint features and how to use them. Sessions run 30-60 minutes in length. CEC Admissions staff have been and will continue to meet weekly with CEC's Process Manager for continued training, process improvements, and to answer questions.

Infinite Campus

- Student Information System - all student records will be housed in Infinite Campus (I.C.), including student demographics, enrollment application and applicable required documentation, course attendance, grades, behavior notes, transcripts, graduation tracking and completion, student advising sessions and ICAP, schedules, and student fees. All state reporting requirements and reports are built into I.C., ensuring compliance. The following staff will have access to update I.C. in their select areas:
 - The CECOLC Registrar will be responsible for:
 - Student enrollment data, including student demographics, contact information, and SASID numbers, if needed
 - Transfer credits
 - Withdrawals

- Building courses
 - Final grades for courses taken at a community college partner
 - CEPA tab updates
- The CECOLC Advisor-Mentor will be responsible for:
 - Advising and Graduation updates
 - Voucher tracking
 - Student schedules
 - Endorsed Diploma qualifications
- CECOLC Instructors
 - Attendance
 - Grades throughout the semester as well as posting final grades at semester end
- Executive Director of Online Education/Academic Dean
 - Student behavior and discipline
 - Assessment scores
- Business Manager
 - Student fees
- Plan Management System – the Exceptional Student Services department will utilize I.C. to house and maintain all plans and required documents for all special education students, including IEPs, 504s, ALPs, Health Care Plans, and ELL documentation.

CEC's Network IT staff has overall I.C. administration rights and will manage all I.C. updates. I.C. trainings will be offered in-house in the form of sessions taught by I.C. subject matter experts, making use of I.C.'s Campus Community and Knowledge Base, and at regional I.C. conference and training events.

Frontline Human Resource/Education Software

- Frontline is a school administration software that allows CEC to proactively manage all personnel and records. Frontline Recruiting and Hiring allows CEC to engage jobseekers to find the most qualified candidates to employ at CEC. Frontline Central houses all personnel records and effectively manages all employee-related forms. Frontline Professional Development brings professional learning, collaboration, and evaluations together to uniformly track progress and goals.
 - Frontline Recruiting and Hiring
 - Selected assessments per each job category
 - Full candidate application process to find the most qualified candidates
 - Has a “pool” of applicants that can qualify for several positions
 - Automatic rejection emails for those that are not qualified or did not get the position
 - Allows for notes on each candidate
 - Area to upload teaching certificates, and transcripts
 - Frontline Central
 - Selects candidates from recruiting/hiring to bring over
 - Background Information
 - HR forms and files
 - Discipline files
 - Can send out automatic emails to all staff
 - Pull reports based on demographic or location

- Frontline Professional Development
 - 2,400 professional development training videos to choose from
 - Assign topic-specific trainings
 - Approve professional development courses or outside training
 - Formal evaluations
 - Personal goals and progress notes
- The CEC Network Human Resources department is responsible for maintaining and updating Frontline, specifically the Executive Director of Organizational Development and HR, Director of Benefits, and the HR Generalist. Employees will be responsible for updating and maintaining their contact information.
- The CEC Network Human Resources department participates in ongoing Frontline trainings.

STUDENT RECORDS

Transmitting Student Records to Another District School

All request for student records must be made in writing on the requesting school's letterhead, and the request should specify which records the school is requesting, including but not limited to: attendance, grades/transcript, required enrollment documents, discipline records, and assessment data. Requests for student records will not be accepted via email or phone call. The CECOLC Registrar will send a "confirmation of enrollment" along with the request for student records to confirm the student's enrollment in the requesting school within 14 days of receiving the request.

CECOLC will not withhold records required for enrollment in another school or institution of higher education or the diploma, transcript, or grades of any student for failure to pay a fine or fee, or to return or replace school property. However, CECOLC may withhold records required for enrollment in another school or institution of higher education or the diploma, transcript, or grades of any student for failure to reimburse CEC for college tuition that the student is required to pay for failed college courses. See [CEC Student Fees, Fines, and Charges](#), [CEC Financial Policies](#), and [Rights Concerning Student Records](#) policies.

CECOLC will comply with FERPA guidelines. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest,
- Other schools to which a student is transferring,
- Specified officials for audit or evaluation purposes,
- Appropriate parties in connection with financial aid to a student,
- Organizations conducting certain studies for or on behalf of the school,
- Accrediting organizations,
- To comply with a judicial order or lawfully issued subpoena,
- Appropriate officials in cases of health and safety emergencies, and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Requesting Student Records from Another District School

A Request for Student Records will be sent immediately once a parent/guardian/student accepts CEC's offer to enroll in CECOLC. All request for student records will be made in writing on CECOLC letterhead, and the request will specify which records are being requested including, but not limited to: attendance, grades/transcript, required enrollment documents, discipline records, and assessment data. CECOLC will not make requests for student records via email or phone call. CECOLC's request for records will comply with FERPA guidelines as noted above. See CEC [Rights Concerning Student Records](#) policy.

Collection and Maintenance of Student Records

CECOLC will collect and maintain student records per the chart below in accordance with Family Educational Rights and Privacy Act of 1974 (FERPA), the Children's Online Privacy Protection Act, and aligned with CEC policies [Student Data Privacy and Security](#) and [Rights Concerning Student Records](#).

		Retention	Where retained
Personal Information	Student ID number(s): SASID or IC	Permanent	I.C.
	Legal Name	Permanent	I.C.
	Legal Names of Parents/Guardians	Permanent	I.C.
	Birthdate	Permanent	I.C.
	Address	Permanent	I.C.
	Gender	Permanent	I.C.
	Telephone Number	Permanent	I.C.
	Immunization Records	Permanent	I.C.
Enrollment History	Enrollment Dates	Permanent	I.C.
	Previous School(s): Name, City, State/Country	Permanent	I.C.
	Grade Levels with Dates	Permanent	I.C.
	Withdrawal/Graduation Date	Permanent	I.C.
	Next School (if not graduating): Name, City, State/Country	Permanent	
Academic Performance	Classes and Grade Levels Taken	Permanent	I.C.
	Postsecondary Courses	Permanent	I.C.
	Semester Grades	Permanent	I.C.
	Standardized, College Placement (ACT/SAT) and AP Test Scores	Permanent	I.C.
	GPA and Class Rank	Permanent	I.C.
State Reports	October Count Report	Permanent	CSI
	EOY Report	Permanent	CSI

"Optional" Records	...information that will enable school officials to counsel with students and plan appropriate activities.	Permanent	I.C.
	In-Progress Grades	Permanent	I.C.
	Supplementary Programs (ALP, ESL, etc.)	Permanent	I.C.
	Health Records (hearing/vision screens, visits to school clinics)	Permanent	I.C.
	Signed Releases of Records	Permanent	I.C.
	Progress Reports	Permanent	I.C.
	Out-of-District Records	Permanent	I.C.
	School Fines	Permanent	I.C.
	Emergency Info/Contacts	Permanent	I.C.
	Marriage Licenses	Permanently housed in I.C.	state/country
	Court Orders Denying Access to Records	Permanent	I.C.
	Adoption Records	Permanent	I.C.
	Guardianship Records	Permanent	I.C.
	GED	Permanently housed in I.C.	CDE
Distinct Records	Dropout Records (distinct from student cumulative record maintained as a separate file)	10 Years	
	Transfer In-Transfer Out (distinct from student cumulative record maintained as a separate file)	10 Years	
Other	New Student Orientation Schedules	1 Year	
	Report Cards (academic, social, emotional, physical progress; attendance, grades, etc.)	1 Year	
Student Schedules	Schedule Printouts, Class Lists, Class Assignments, Schedule Change Requests	Destroy when no longer needed for administrative purposes	
Discipline +	Discipline, Suspensions & Expulsions (all accompanying documents)	When suspended and subsequently expelled permanently: Transfer to Student Permanent Record File and retain until student reaches age of 21.	

		When disciplined or temporarily suspended and returned to school with no further rules' infractions: 3 years Return to Colorado School District	
Truancy	Documentation of Excessive Absences and Action Taken (referral and action forms, letters to parents, etc.)	3 Years	

The above applies to student records “regardless of the physical format of the record (paper, microfilm, computer disk or tape, optical disk, etc.).”

Student Information Protection

See the following CEC policies:

Rights Concerning Student Records

- Access to Student Education Records by Parents and Eligible Students
- Disclosure with Written Consent
- Disclosure Without Written Consent
- Disclosure of Disciplinary Information to School Personnel
- Disclosure to Military Recruiting Officers
- Disclosure to Medicaid
- Disclosure to The Colorado Commission on Higher Education
- Security Videos
- Annual Notification of Rights
- Governing Law
- Special Education Records

Student Data Transparency and Security

- Directory Information
- Access, Collection, and Sharing Within the CEC Network
- Contract Providers, On-Demand Providers, or other Third Parties
- Data Retention and Destruction
- Staff Training
- Parent/Guardian Complaints
- Parent/Guardian Requests to View and/or Amend Student Education Records
- Compliance with Governing Law and Governing Board Policy
- Photographs and Media Release
- Hearing and Compliant Procedures

Compliance with Children's Internet Protection Act

CEC's [Employee Computer, Network, and Internet Usage Policy](#) and [Technology Resources, Internet Safety Responsible Use Policy for Students](#) details the ways in which CEC complies with CIPA, specifically stating blocking websites. In compliance with the Federal Children's Internet Protection Act (CIPA), CEC has the right to, and does, block or filter Internet access to pictures that are: (a) obscene, (b) child pornography, (c) harmful to minors or (d) other material deemed inappropriate in the workplace and institution. Attempting to, or successfully bypassing the filter, whether directly or through a proxy, without prior approval is forbidden as well to protect student privacy & security, ensure CIPA compliance with built-in Google/Bing/Yahoo! Internet Safesearch, and to keep networks student-friendly with best-in-class content filtering (70+ categories of content using Webroot's Brightcloud database, updated hourly).

DISPUTE RESOLUTION PROCESS

In accordance with C.R.S. 22-30-5-107-5, the following Voluntary Dispute Resolution is part of each Charter School Agreement between CSI and CEC.

Voluntary Dispute Resolution. The parties may choose to attempt to resolve disputes arising out of the implementation of this Contract, and not subject to immediate appeal to the State Board, by means of the dispute resolution process set forth in this Section. Should both parties agree to pursue dispute resolution, they further agree that they shall continue without delay to their performance under this Contract, except for any performance which may be directly affected by such dispute.

- **Informal negotiation.** If both parties agree to dispute resolution, authorized representatives of the Institute and the School will meet to discuss a possible resolution to the dispute.
- **Formal notification of dispute.** If the dispute is not resolved through informal negotiation, either party may submit to the other a written notice identifying the specific action with which it disagrees, any Contract provision which it alleges has been breached, and the specific corrective action it wishes the other party to take. Such notice must be given within twenty (20) days of the time the party knew or should have known of the action at issue and that informal resolution under **Section 3.4(i)** was unsuccessful.
- **Mediation.** If the parties are unable to negotiate a resolution to the dispute within ten (10) business days of receipt of such formal notice, either party may request mediation. The party making the request will notify the other party of the request in writing. Within one calendar week of receipt of notice by the other party, the authorized representatives of the parties will attempt to agree on a mediator. If the parties through their representatives fail to reach an agreement within one calendar week after the first attempt to agree, they will request appointment of a mediator by the American Arbitration Association or such other organization as may be mutually agreed upon.
- **Procedure.** Within thirty (30) days of appointment, the mediator will conduct a hearing limited to the issues raised in the notice required by **Sections 3.4(ii)**. The mediator will have authority to make procedural rules and will issue a report to the parties within thirty (30) days after the close of the hearing. Such report will contain findings and a recommendation regarding the issue(s) in dispute. The mediator's recommendation will be forwarded to the Institute and to the School. This shall not be deemed the "release" of the mediator's recommendation.

- **Institute Board action.** If the parties are unable to negotiate a resolution, the Institute Board will make a decision on the matter and release the mediator's recommendation. The Institute Board's action on the recommendation will be final and binding, subject only to such appeal as may be authorized by law.
- **Institute's authority.** The dispute resolution process set forth in this Contract will not be required prior to the exercise of any contractual right or statutory authority by the Institute Board, including remedial authority for any material breach of this Contract, such as proceedings to revoke or not renew the Contract.
- **Failure to advance the process.** Failure to advance the process within the time specified in **Section 3.4** will be deemed a waiver of any right to contest an action covered by this procedure with respect to the specific action at issue and will forever bar any claim or proceeding related to such action. In other words, if a party fails to advance the process within the time specified, that party has no right to complain that the process has not moved ahead. However, notwithstanding this provision, the parties may agree in writing to extend any of the time limits for a specified period.
- **Costs shared.** The parties will share equally the costs of mediation, including any per diem expenses, plus any actual and necessary travel and subsistence expenses. A party who unilaterally cancels or withdraws from a scheduled mediation will pay the full cost of any fees assessed by the mediator.

FACILITIES

CEC's Inverness campus, which is owned by CEC Douglas County Building Corp., will office lease free CECOLC's Executive Director of Online Education and other CECOLC staff as identified. The CEC Inverness building is located at 321 Inverness Drive South, in the heart of the Denver Tech Center, conveniently accessed one mile from the Interstate-25 County Line Road exit. The Denver Tech center is about 15 minutes south of downtown Denver, surrounded by the residential communities of Denver, Centennial, Parker, and Greenwood Village. The 89,800 square foot school has an E-Occupancy rating and can accommodate 700 students over three levels and multiple staff. Originally constructed as an office building in 1991, CEC fully renovated this building in 2020 providing a state-of-the-art CEC Early College facility. CEC reconfigured floor plans to accommodate administrative office space, classrooms, installed a voice annunciated fire alarm, scratch kitchen, and modifications to accommodate ADA requirements as needed. See Attachment H_CEC Inverness Certificate of Occupancy. CEC Inverness is easily recognizable and accommodates ample on-site parking and is also served by light rail and RTD public transportation. CEC leadership is distributed through the school levels with CECOLC headquartered on the 1st floor with other CEC Inverness administrative staff. The 3rd floor boasts a CEC Network Training Center that will be available to train new CECOLC staff either in person or virtually.

The Geneva Meeting Room is the largest meeting space on the Inverness campus and is able to accommodate 250 occupants with multiple presentations over three interactive projectors and integrated sound system. The meeting room can be partitioned in to three separate meeting spaces, and can accommodate internal and external presenters, CEC information meetings, and support on-line instruction and testing. The Geneva Meeting room will also be available to CECOLC staff and students for in-person or virtual testing, trainings, and regional in-person social activities.

FOOD SERVICES

As a dedicated online school with students across Colorado, CECOLC will not participate in any federal Child Nutrition Program through a School Food Authority and will not operate a lunch program. However, CECOLC will encourage all parents/guardians to complete and submit a Free and Reduced application as doing so will give students and parent/guardians access to additional discounted or no cost services.

TRANSPORTATION

CECOLC will provide free bus passes to FRL students in the event they need to access any of CEC's 10 campuses/regional testing sites for assessments.

SAFETY – N/A

ATTACHMENTS

- H_Policy_Enrollment
- H_Policy_SuspensionExpulsion
- H_Policy_StudentCodeofConductandDiscipline
- H_Policy_CECGrievance
- H_Policy_AttendanceandTardy
- H_CECInvernessCertificateofOccupancy