

**T.R. Paul Academy of Arts and Knowledge
aka Northern Colorado Academy of Arts and Knowledge
4800 Wheaton Drive, Fort Collins, CO 80525**

Board Meeting Agenda for Monday, October 16, 2017 at 5pm
4800 Wheaton Drive, Fort Collins, CO 80525
Room 100B
Conference Line: 712-432-6100 pin 558-47941

I. OPENING SECTION

- A. Call to Order
- B. Board Members in attendance: Kilbon () Kornfeld () Manguso () Shapland ()
Walser ()
- C. Approval of Agenda
Motion by: Seconded by:
Kilbon () Kornfeld () Manguso () Shapland () Walser ()

II. AUDIENCE COMMENTS

III. REPORTS

- A. Secretary's Report
Motion to approve minutes from July 12, July 20, August 9, August 31
meetings, and September 13 meetings.
Motion by: Seconded by:
Kilbon () Kornfeld () Manguso () Shapland () Walser ()
- B. Treasurer's Report
- C. Executive Summary (Keigan & Montoya)

IV. NEW BUSINESS

- A. Revised Budget Discussion
- B. Full Day Kindergarten Tuition for 18-19 school year.
Motion to raising the full day kindergarten tuition to \$2750
Motion by: Seconded by:
Kilbon () Kornfeld () Manguso () Walser ()
- C. Board Self Evaluation Discussion

III. OLD BUSINESS

- A. Vision/Mission Change
- B. Service Provider Options

C. Crossroads Lease

D. Board Meeting Reschedule

IV. BOARD MEETING

A. Agenda Items

- a. Board Self-Evaluation Review
- b. Revised Budget Approval
- c. CARS Report
- d. Enrollment Policy Review/Update

V. CLOSING SECTION

A. Motion to Adjourn

Motion by:

Seconded by:

Kilbon () Kornfeld () Manguso () Shapland () Walser ()

**T.R. Paul Academy of Arts and Knowledge
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4800 Wheaton Dr. Fort Collins, CO 80525**

Board Meeting Agenda for Wednesday, July 12, 2017 at 4pm
4800 Wheaton Drive, Fort Collins, Colorado, 80525

I. OPENING SECTION

Call to Order via Conference: 16:06

Board Members in attendance: Kilbon (X) Kornfeld (X) Manguso (X Arrived at 16:19)
Nyberg (Absent) Walser (X)

Approval of Agenda

Motion by: Kilbon

Seconded by: Walser

Aye: Kilbon, Kornfeld, Manguso, and Walser

Nay: None

Absent/ Abstain: Nyberg

II. OFFICER REPORTS

Secretary's Report

Motion to approve Minutes for April, May, and June 2017 meetings: Approved

Motion by: Kilbon

Seconded by: Kornfeld

Aye: Kilbon, Kornfeld, Manguso, and Walser

Nay: None

Absent/ Abstain: Nyberg

III. Actions

None

IV. OLD BUSINESS

- Tatanka service contract
- TPAAK / CEL Debt Agreement
- Vision / Mission Discussion

VI. Next meeting date set for July 20, 2017 at 4:00 pm.

Adjourn at 17:12 pm

**T.R. Paul Academy of Arts and Knowledge
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4800 Wheaton Dr. Fort Collins, CO 80525**

Board Meeting Agenda for Wednesday, July 20, 2017 at 4pm
Conference Line: 712-432-6100 pin 558-47941

I. OPENING SECTION

Call to Order via Conference: 16:08

Board Members in attendance: Kilbon (X) Kornfeld (X) Manguso (X)
Nyberg (Absent) Walser (X)

Approval of Agenda

Motion by: Kilbon

Seconded by: Manguso

Aye: Kilbon, Kornfeld, Manguso, and Walser

Nay: None

Absent/ Abstain: Nyberg

II. Actions

Motion to increase kindergarten classroom cap from 20 to 22 students per classroom.

Approved

Motion by: Manguso

Seconded by: Kilbon

Aye: Kilbon, Kornfeld, Manguso, and Walser

Nay: None

Absent/ Abstain: Nyberg

Motion to approve TES Service Provider Agreement for 2017-18 school year: Approved

Motion by: Kilbon

Seconded by: Manguso

Aye: Kilbon, Kornfeld, Manguso, and Walser

Nay: None

Absent/ Abstain: Nyberg

III. Adjourn at 17:43 pm

**T.R. Paul Academy of Arts and Knowledge
aka Northern Colorado Academy of Arts and Knowledge
4800 Wheaton Dr. Fort Collins, CO 80525**

Board Meeting Minutes for Wednesday, Aug 09th, 2017 at 4pm
4800 Wheaton Drive, Fort Collins, Colorado, 80525

I. OPENING SECTION

Call to Order via Conference: 16:10

Board Members in attendance: Kilbon (X) Kornfeld (X) Manguso (X)
Nyberg (Absent) Walser (X)

Approval of Agenda

Motion by: Manguso

Seconded by: Kilbon

Aye: Kilbon, Kornfeld, Manguso, and Walser

Nay: None

Absent/ Abstain: Nyberg

II. OFFICER REPORTS

Secretary's Report

July Minutes not yet available, tabled until September meeting.

III. Actions

Motion to amend lunch cost charging policy:

Approved

Motion by: Manguso

Seconded by: Walser

Aye: Kilbon, Kornfeld, Manguso, and Walser

Nay: None

Absent/ Abstain: Nyberg

Motion to amend dispute grievance policy:

Approved

Motion by: Kilbon

Seconded by: Walser

Aye: Kilbon, Kornfeld, Manguso, and Walser

Nay: None

Absent/ Abstain: Nyberg

Motion to adopt board meeting notice posting policy for 2017-18 school year: Approved

Motion by: Kilbon

Seconded by: Walser

Aye: Kilbon, Kornfeld, Manguso, and Walser

Nay: None

Absent/ Abstain: Nyberg

Motion to adopt salary schedule for 2017-18 school year with modification to add FTE
language: Approved

Motion by: Kilbon

Seconded by: Walser

Aye: Kilbon, Kornfeld, Manguso, and Walser

Nay: None

Absent/ Abstain: Nyberg

Motion to amend Physical Education / Recess policy: Approved

Motion by: Manguso

Seconded by: Walser

Aye: Kilbon, Kornfeld, Manguso, and Walser

Nay: None

Absent/ Abstain: Nyberg

IV. OLD BUSINESS

- Rebranding: Mission, Vision, and Name
- Facility Partnership with CEC
- Secretary Duties during board member transition

V. NEW BUSINESS

- Budget impact of Special Education Pera
- Relationship with CEC
- Possible change of regular board meetings to Mondays at 5:00 pm.

VI. Next meeting date not sent.

Adjourn at 17:32

**T.R. Paul Academy of Arts and Knowledge
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4800 Wheaton Dr. Fort Collins, CO 80525**

Board Meeting Minutes for Wednesday, Aug 31st, 2017 at 6:00 pm
4800 Wheaton Drive, Fort Collins, Colorado, 80525

I. OPENING SECTION

Call to Order via Conference: 17:52

Board Members in attendance: Kilbon (X) Kornfeld (X) Manguso (Absent)
Nyberg (Absent) Walser (X)

Approval of Agenda

Motion by: Kilbon

Seconded by: Walser

Aye: Kilbon, Kornfeld, and Walser

Nay: None

Absent/ Abstain: Manguso and Nyberg

II. Actions

Motion to increase 2017-18 staff budget allocation by \$13,000.00: Approved

Motion by: Walser

Seconded by: Kilbon

Aye: Kilbon, Kornfeld, and Walser

Nay: None

Absent/ Abstain: Manguso and Nyberg

III. Next meeting date Sept 12, 2017.

Adjourn at 18:02

**T.R. Paul Academy of Arts and Knowledge
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Board Meeting Agenda for Wednesday, September 13, 2017 at 4pm
4800 Wheaton Drive, Fort Collins, CO 80525
Room 100B
Conference Line: 712-432-6100 pin 558-47941

I. OPENING SECTION

- A. Call to Order
- B. Board Members in attendance: Kilbon (x) Kornfeld () Manguso (x) Nyberg ()
Walser (x)
- C. Approval of Agenda
Motion by: Kilbon Seconded by: Walser
Kilbon (x) Kornfeld () Manguso (x) Nyberg () Walser (x)

II. AUDIENCE COMMENTS

III. REPORTS

- A. Secretary's Report
Motion to approve minutes from July 12, July 20, August 9 and August 31 meetings.
Motion by: Kilbon Seconded by: Walser
Tabled Kilbon () Kornfeld () Manguso () Nyberg () Walser ()
- B. Executive Summary (Montoya & Keigan)
- C. TES Corporate Report
 - a. FY17 Controller Report (Tina Wallace)
Motion to approve Assurances for Financial Accreditation
Motion by: Walser Seconded by: Kilbon
Kilbon (x) Kornfeld () Manguso (x) Nyberg () Walser (x)
 - b. Vice President Quarterly Report (Joseph Hattrick)

IV. NEW BUSINESS

- A. Board Members
Motion to accept resignation of Sherri Nyberg as board member.
Motion by: Kilbon Seconded by: Walser
Kilbon (x) Kornfeld () Manguso (x) Walser (x)

Motion to appoint Dorothy Shapland, EdD as board member.

Motion by: Kilbon Seconded by: Walser
Kilbon (x) Kornfeld () Manguso (x) Walser (x)

B. TPAAK Assessment Policy

Motion to approve TPAAK Assessment Policy.

Motion by: Kilbon Seconded by:
Kilbon (x) Kornfeld () Manguso (x) Walser (x)

C. Student Technology Use Policy

Motion to approve TPAAK Internet Safety Policy

Motion by: Walser Seconded by: Kilbon
Kilbon (x) Kornfeld () Manguso (x) Walser (x)

D. Fingerprint/Background Check Policy

Motion to approve Fingerprint/Background Check Policy

Motion by: Kilbon Seconded by: Walser
Kilbon (x) Kornfeld () Manguso (x) Walser (x)

E. Student and Parent Handbook

Motion to approve Student and Parent Handbook

Motion by: Kilbon Seconded by:
Kilbon (x) Kornfeld () Manguso (x) Walser (x)

F. Special Education Memorandum of Understanding

Motion to approve MOU between TPAAK and CSI regarding the provision and funding of special education services.

Motion by: Kilbon Seconded by: Walser

No Vote Kilbon () Kornfeld () Manguso () Walser ()

III. OLD BUSINESS

A. Vision/Mission Change

B. Service Provider Options

C. Crossroads Lease

D. Board Meeting Reschedule

IV. BOARD MEETING

A. Agenda Items

- a. Board Self-Evaluation
- b. Revised Budget Review
- c. Increase of Kinder Tuition Proposal

- d. School Leader Evaluation Plan
- e. Name Change for 18-19

V. CLOSING SECTION

A. Motion to Adjourn

Motion by: Kilbon Seconded by: Walser

Kilbon (x) Kornfeld () Manguso (x) Nyberg () Walser (x)

**T.R. Paul Academy of Arts and Knowledge
aka Northern Colorado Academy of Arts and Knowledge
4800 Wheaton Dr. Fort Collins, CO 80525**

Board Meeting Minutes for Thursday, Sept 28th, 2017 at 6:45 pm
4800 Wheaton Drive, Fort Collins, Colorado, 80525

I. OPENING SECTION

Call to Order via Conference: 18:49

Board Members in attendance: Kilbon (X) Kornfeld (X) Manguso (Absent)
Shapland (Absent) Walser (X)

Approval of Agenda

Motion by: Kilbon

Seconded by: Walser

Aye: Kilbon, Kornfeld, and Walser

Nay: None

Absent/ Abstain: Manguso and Shapland

II. Actions

Motion to approve MOU between TPAAK and CSI regarding the provision and funding
of special education services: Approved

Motion by: Walser

Seconded by: Kilbon

Aye: Kilbon, Kornfeld, Walser, and Shapland by Proxy

Nay: None

Absent/ Abstain: Manguso

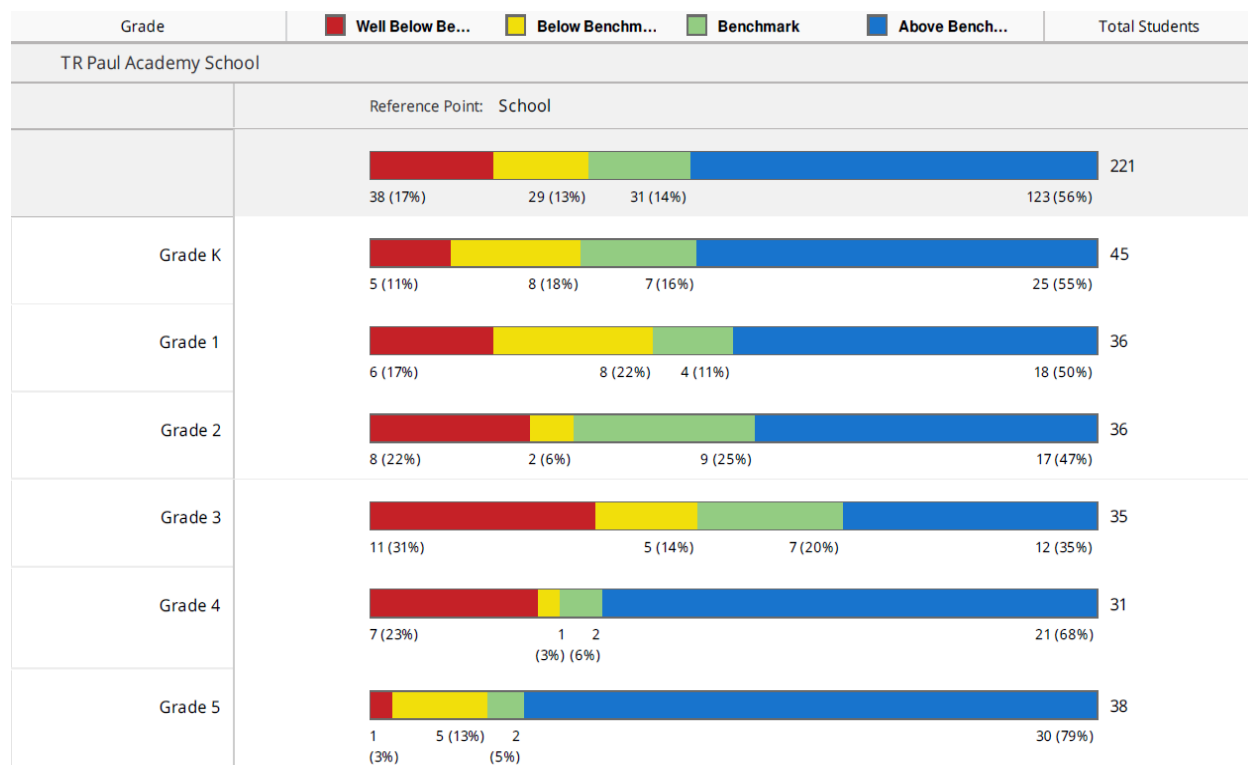
III. Next meeting date October 16, 2017.

Adjourn at 17:30

Executive Summary 10.16.2017

Interim Assessment Data – Beginning of Year

As a school, 70% of our students are at or above benchmark on Dibels, which measures reading fluency and comprehension. This is on trend with past years (66% in 14-15, 64% in 15-16, and 70% in 16-17). This year we are testing K-5 on Dibels, in the past we have only tested K-3 per READ Act requirements. With specific 4th and 5th grade reading data, teachers will now write READ plans for those students, in addition to our K-3 students, which include creating and monitoring reading-specific goals and delivering research-based interventions. For the MOY testing window before winter break, we are projecting to see 11 more students, or 75% of our students, at or above benchmark. If all 29 students who are below benchmark (in yellow) moved up to benchmark at MOY, 83% of our students would be at or above benchmark.



MAP Growth uses the RIT (Rasch Unit) scale to help you measure and compare academic growth. Specifically, the scale measures levels in academic difficulty. The RIT scale extends equally across all grades, making it possible to compare a student's score at various points throughout his or her education.

A specific RIT score represents the difficulty level of questions that a student can answer correctly about half the time. That difficulty level is the point where a student is ready to learn, because he or she is between knowing and not knowing the answer. A RIT score does not measure mastery of standards. NWEA aligns state standards to the RIT scale so that the questions students receive on the MAP Growth test correspond to the content being taught.

Within MAP there are multiple tools teachers can utilize to relate RIT scores to instruction and interventions, as well as the progress monitoring tool (MAP Skills) that teachers can use to progress monitor any student in any sub-content area in both math and reading. Map reports also show teachers projected growth points per student for the next testing window in order to assist with goal-setting.

In MAP math, all grades except 3rd are at above the Norm Mean RIT for each respective grade level. In reading, all grades are at or above. 64% of students are at or above the Norm Meet RIT in math, and 66% in reading. 1st grade has 44% of students at/above the Norm Mean RIT in reading, though they have 78% of students at/above in Math. Kindergarten has 74% of students already at/above the Norm Mean Rit for both math and reading. By MOY testing, 70% of students will meet their projected growth measures and be at/above Norm Mean RIT.

MAP Math	Mean RIT	Norm Mean RIT	Students At/Above Norm Mean RIT
Kinder	143.8	140	32/45
1 st	163.2	162.4	28/36
2 nd	183.1	176.9	25/38
3 rd	187.8	190.4	18/35
4 th	203.4	201.9	21/31
5 th	211.8	211.4	19/38

MAP Reading	Mean RIT	Norm Mean RIT	Students At/Above Norm Mean RIT
Kinder	146.6	141	32/45
1 st	161.5	160.7	16/36
2 nd	178.3	174.7	22/38
3 rd	190.4	188.3	20/35
4 th	200.2	198.2	22/31
5 th	211.6	205.7	26/38

Unified Improvement Plan

The first draft of the Unified Improvement Plan (UIP) is underway. Jami attended a small-group work session with CSI for UIP development and best practice, and will also be individually meeting with the CSI's Assessment and Evaluation team to further dig into subgroup growth data on the state assessment to inform our UIP targets and major improvement strategies. The school's School Accountability Committee also held its first meeting on September 27. The committee is working to create a major improvement strategy on the UIP surrounding parent engagement and how it can help student academic growth. The committee is comprised of three teachers, two admin, and three parents, and is still searching for a community member.

In terms of next steps, the SAC will meet again on November 29 to review updates Jami has made to the UIP and add the major improvement strategy related to parent engagement. The first draft of the UIP must be submitted to CSI by December 15, with final submission due in January. Jami will provide the draft of the UIP for board review at the December board meeting.

Teaching and Learning Goals

Student Academic Growth

75% of TPAAK students will reach NWEA-MAP projected growth measures for math and reading by the end of the 2017-2018 school year.

TPAAK students will have a median growth percentile of at least 50 on the 2018 ELA CMAS assessment and a median growth percentile of 38 on the Math CMAS assessment.

Strategies/Activities	Responsible Parties	Resources	Completion Date		BOD Report Date
Review BOY MAP data	Montoya	CSI – Aislinn Walsh	October 2017	√	October 2017
Identify areas of strength and improvement in reading and math	Montoya, teaching staff	CSI – Aislinn Walsh Andy Franko	October 2017	√	October 2017
Identify achievement and growth goals	Montoya, teaching staff	School Accountability Committee	October 2017	√	October 2017
Correlate MAP results to CMAS assessment projections	Montoya	CSI – Aislinn Walsh Andy Franko	January 2018		January 2018
Review EOY MAP data and goals	Montoya	CSI – Aislinn Walsh	May 2018		June 2018
Review CMAS results and goals	Montoya	CSI – Aislinn Walsh Andy Franko	August 2018		September 2018
Updates of progress to BOD	Montoya	CSI	ongoing		October 2017, January 2018, May 2018, September 2018

Teacher Professional Development

All TPAAK teachers will attend at least one off-site professional development training a targeted area of academic instruction, and will receive credit for in-house professional development for ongoing education and license renewal purposes.

Strategies/Activities	Responsible Parties	Resources	Completion Date		BOD Report Date
Develop whole-staff professional development for year	Montoya, Keigan, teaching staff	League of Charter Schools, CSI, Tatanka, Andy Franko	October 2017		October/November 2017
Staff goal setting	Montoya, teaching staff	Andy Franko	September 2017	√	
Instructional reviews to guide areas of individual professional development	Montoya, teaching staff	League of Charter Schools, CSI, Tatanka, Andy Franko	October 2017, January, March, May 2018	√	n/a
Evaluations to guide areas of individual professional development	Montoya	Andy Franko	Fall 2017 and Spring 2018		n/a
Individual teacher PD scheduling and tracking	Montoya, Keigan, teaching staff	League, CSI	May 2018		ongoing
Teacher summary/presentation of professional development	Teaching staff	League	May 2018		ongoing
Develop whole-staff professional development for upcoming year	Montoya, Keigan, teaching staff	League of Charter Schools, CSI, Tatanka, Andy Franko	June 2018		June 2018

Business and Operations Goal

Safe Schools Plan

Review and revise TPAAK's school safety plan that is compliant with current legislation, that informs planning, training and execution of all items related to the safety and wellbeing of our students.

Quarterly reports to the board: October, January, April, July

Strategies/Activities	Responsible Parties	Resources	Completion Date		BOD Report Date
Formation of a School Safety Team	Keigan, Montoya	CSSRC	August 2017	√	September 2017
Review and update of current EOP	Keigan	CSSRC	August 2017	√	September 2017

Full staff training and targeted training for crisis team for emergency procedures	Keigan, CSSRC	CSSRC	August 2017, ongoing	√	September 2017
Hold regular table top exercises and training with team, staff and students	Safety/Crisis Team, teaching staff	CSSRC, I Love You Guys Foundation	ongoing		
Comprehensive Review of Safe School Plan	Safety/Crisis Team	League, CSI, CSSRC, CSSRC School Safety Planning Checklist	November 2017		December 2017
Create timeline to fill gaps identified for completion prior to 18-19 preservice	Safety/Crisis Team	League, CSI, CSSRC	November 2017		December 2017
Revise or create missing items for the TPAAK Safe Schools Plan	Safety/Crisis Team	League, CSI, CSSRC	July 2018		March 2018, May 2018, June 2018

Retention and Recruitment

Continue to increase retention rates and recruitment for the 2018-19 school year. Retention rates greater than 80% and recruitment higher than 100 students.

Strategies/Activities	Responsible Parties	Resources	Completion Date		BOD Report Date
Schedule regular community events to engage the community	Keigan, Montoya		August 2017, January 2018	√	September 2017, February 2018
Increase communication with all stakeholders	Administration and teaching staff	Facebook, Bloomz, website, Swift K12, events	Ongoing	√	quarterly
Complete School Climate survey with parents and staff	Keigan, teaching staff	SoGo Survey, 16-17 survey	April 2018		June 2018
Actively market in the community	Keigan, MadWire	MadWire	ongoing		quarterly
Incentivize word of mouth referrals from current families	Keigan, Board	Budget	November 2017		November 2017
Increase parent engagement at the school	SAC, administration		Ongoing		quarterly

Family Engagement

We had our first community/family night on October 6 with Camp Read-a-lot. The turnout was higher than anticipated, and we quickly went through our marshmallows and hot cocoa! Next year if we do a similar event we will have more structured reading activities to prevent children from just “running

around,” and make the playground off-limits. Our next family night is in January with Canvas and Cupcakes. PTO is helping to organize, get donations, and setup these events.

The first meeting of PTO was successful and we saw a decent turnout of interested parents and a full board was sat including the following positions: President, VP, Treasurer, Secretary, Board Liaison, Events Chair, Teacher Appreciation Chair, Fundraising Chair and Arts Gala Chair. The last four seats are the four areas of focus for PTO. The first item for the PTO board will be the revision of the old bylaws which will be presented to the TPAAK BOD for review and approval when finished. Once the regularly scheduled meetings begin, the Board Liaison, Rhiannon Walser, will communicate progress with the BOD and communicate expectations and guidance from the TPAAK BOD.

Enrollment

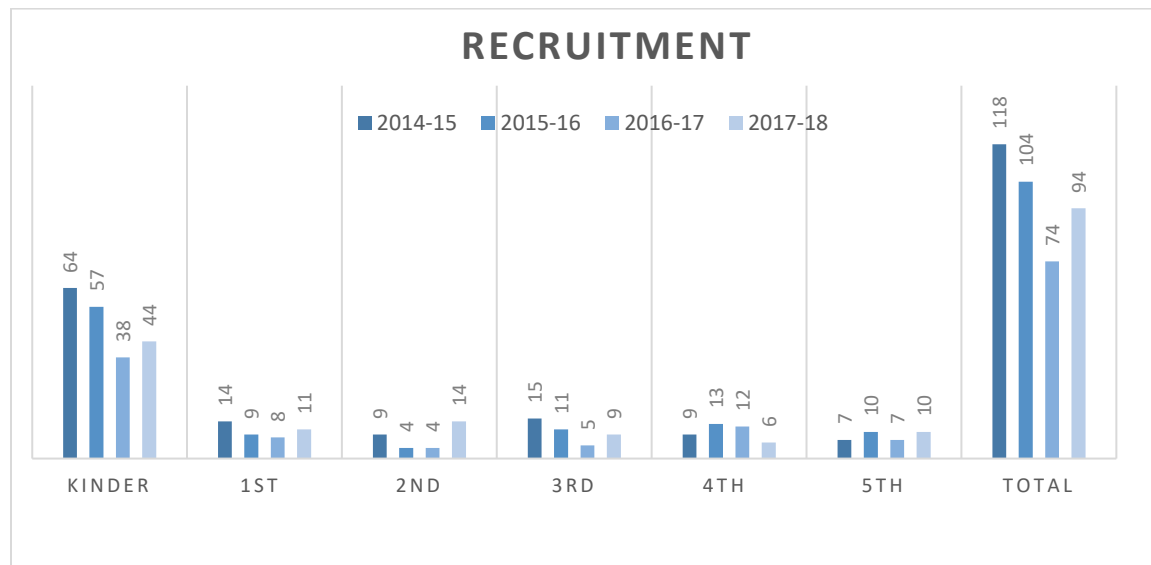
As of October 3rd, we have 230 students counting for October Count, at an FTE of 207.6, 4.9 FTE over our budgeted projection.

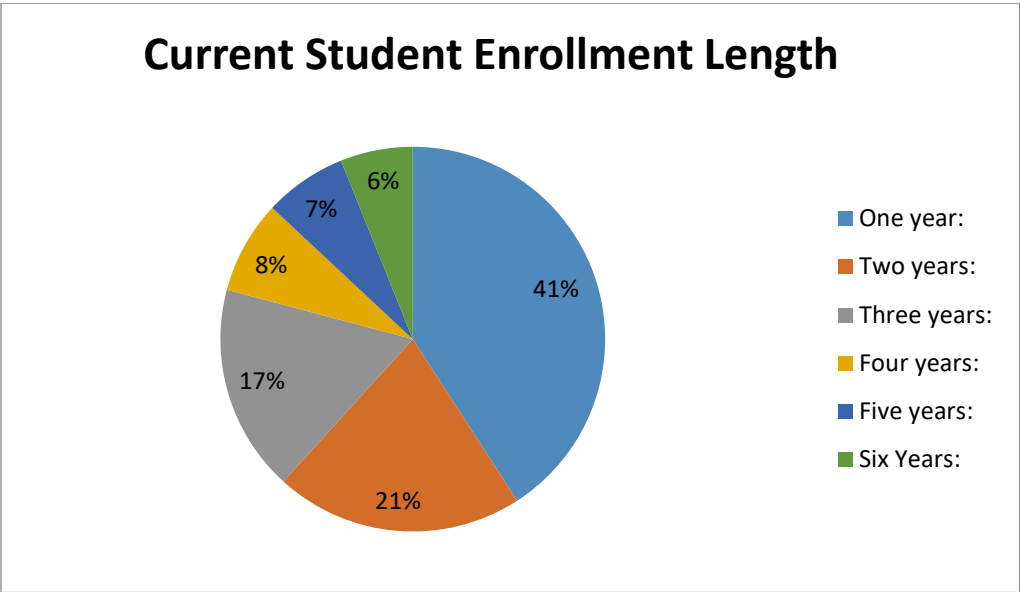
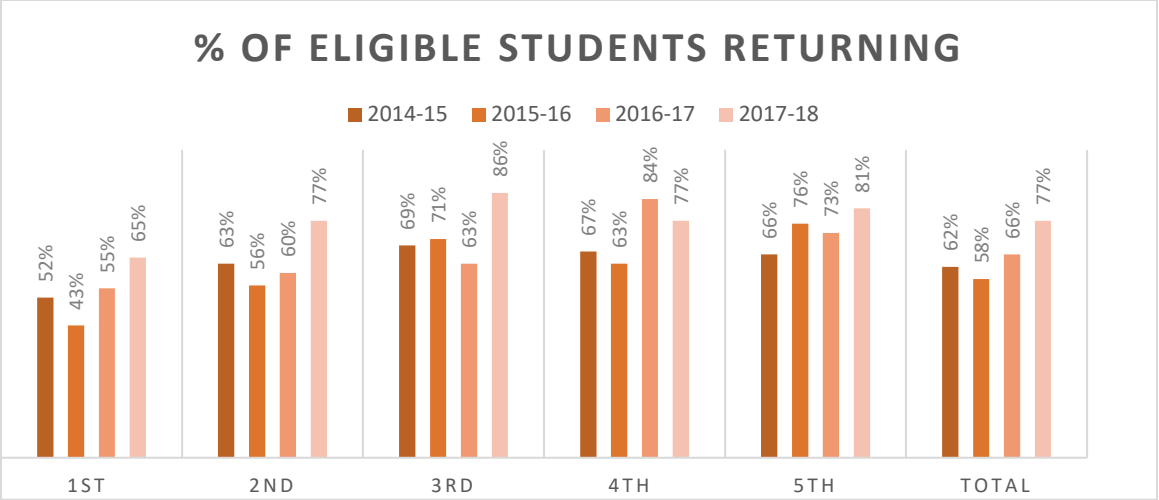
Last year, there were a total of 50 no shows, or 19% of the enrollment we were budgeting on. This year, that was done to 2 students, or roughly 1% of our budgeted enrollment.

In addition, last year between the start of school last year and October Count, we lost 6 students from 6 different families—all but one to their neighborhood school (the 6th went to homeschooling).

This year we lost 4 students from 2 separate families. One went to a private school, the other family of three was enrolled for less than a week before deciding to homeschool.

Overall, we saw an increase in recruitment from last year as well as an increase in students retained. The only grade that didn't see increased retention or recruitment in is 4th grade. All numbers below are based on Oct Count data of that year.





We continue to have a substantial population of new families at the school with 62% of the families being in the second year or less at TPAAK.

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
1. BASIC PLAN					
1. Introduction					
a. Cover Page (Title, Date, and School covered)					
b. Promulgation Document and Signatures Page					
c. Approval and Implementation					
d. Record of Changes					
e. Record of Distribution					
f. Table of Contents					
2. Purpose, Scope, Situation Overview, and Assumptions					
a. Purpose					
b. Situation Overview					
1. Threats and hazards that pose a risk to the school (from Assessments)					
(a) Physical Safety/Vulnerability of School Buildings, Grounds, and Equipment					
(b) "Hot Spot" mapping					
(c) Community-at-large Assessments					
(d) Psychological Safety Assessments					
i. Conduct School Climate Surveys					
A. Healthy Kids Colorado Survey					
B. CSPV					
C. Other:					
1) Student Climate					
2) Staff Climate					
3) Parent Climate					
(e) Capacity Assessment					
i. Identify training and skills of faculty, students, and staff					
ii. Inventory equipment and supplies					
(f) Resource Mapping of Student Safety & Prevention Programs					
(g) Other:					
2. Dependency on other parties					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
3. Concept of Operations					
a. Identify those with authority to activate the plan					
b. Describe the process for coordinating with agencies, boards, or divisions					
1. School Mental Health Services					
2. Early Intervention/Problem Solving Team					
3. Law Enforcement & Juvenile Justice					
4. Fire Department					
5. EMS					
6. Community Mental Health Services					
7. Provide Anonymous Reporting System and Training for Staff & Students					
(a) Safe2Tell reporting line					
(b) Other:					
c. Describe how plans address the architectural, programmatic, and communication rights of those with disabilities, access needs, and functional needs					
d. Identify response and support agency plans that support the implementation of this plan (e.g., city or county EOPs, school EOPs from schools co-located on the campus)					
e. Explain primary purpose of the plan is to prevent, protect from, and mitigate impact on life or property					
f. Explain primary purpose of the plan is to respond to the emergency and minimize impact on life or property					
g. Explain primary purpose of the plan is to recover from the impact on life and property					
4. Organization and Assignment of Responsibilities					
a. Describe the broad roles and responsibilities of individuals that apply during all emergencies					
1. District Safety Planning Team					
2. District Crisis Response Team (Incident Command Structure roles)					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal
Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
3. Building Safety Planning Team (potential participants include, but are not limited to: principals, other school administrative leaders, teachers, support personnel, parents and guardians)					
4. Building Crisis Response Team (ICS)					
5. Multi-Agency Crisis Planning Team					
6. Threat Assessment Team					
7. Psychological Recovery Team					
8. Damage Assessment Team					
9. Other					
b. Describe informal and formal agreements for the activation and sharing of resources and information during an emergency					
1. Written Memoranda of Understanding with:					
(a) Law Enforcement					
(b) Fire Department					
(c) EMS					
(d) Community Health Partners					
(e) Evacuation Locations					
(f) County Emergency Management					
(g) Other Community Partners					
i. Neighboring Schools					
ii. Businesses					
5. Direction, Control, and Organization					
a. ICS structure					
b. Explain relationship between school EOP and broader community's emergency management system					
c. Identify who has control of equipment, resources, and supplies (and back up)					
6. Information Collection, Analysis, and Dissemination					
a. Identify the information helpful in implementation of activities before, during, and after an emergency					
1. Before: Policies and Procedures					
(a) School Safety/NIMS Compliance					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
(b) Threat Assessment					
(c) Discipline and Code of Conduct					
(d) Harassment & Bullying					
(e) School Engagement & Truancy					
(f) Social-Emotional Learning					
(g) Technology					
(h) Drug & Alcohol Prevention & Intervention					
(i) Pandemic Procedures					
(j) Infectious Diseases Prevention/Mitigation					
i. Surveillance system in place					
ii. Staff education					
iii. Parent/guardian education					
iv. Preventive hygiene					
v. Coordination with local health offices					
vi. Sanitation supplies					
(k) Food Allergies & Handling Procedures					
i. Food allergy management					
ii. Contamination prevention					
iii. Biosecurity measures					
(l) Mail Handling Procedures					
i. Establish a central location					
ii. Staff training on safe handling					
(m) Use or non-use of volunteers after a crisis					
(n) Students and Staff with Disabilities					
i. Identify students and staff needing assistance					
ii. Devise individualized plan for assistance and identify all those needed to implement the plan					
iii. Have information available to notify first responders of these individuals and designate staging areas for evacuation					
iv. Train all appropriate students and staff necessary to assist.					
(o) Field Trips					
i. Itinerary appropriate					
ii. Detailed permission slips with medical information					
iii. Overnight accommodations					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
iv. Trained and adequate number of adult chaperones					
v. Emergency operations plan for trip					
vi. Check of student insurance policies					
(p) Protection of Electronic Communication					
i. Damage, unauthorized use, or exploitation of electronic communications system					
ii. Restoration of electronic communications system					
iii. Restoration of services to the systems and information contained therein					
(q) Community Users of Facilities					
i. Policies for outside users including complimentary mission					
ii. Duty to supervise?					
iii. Users complete a facilities or joint use agreement					
iv. Proof of insurance with district named as additional insured on their policy					
v. Users have an Emergency Operations Plan					
vi. Implement a hazard reporting system					
(r) Other Safety Related Policies					
2. Before: Update Organizational and Supporting Information Essential to the EOP					
(a) Update Floor Plans and Site Plans					
(b) Update Topographic, Flood Plain and Street Maps					
(c) Designate Key Operational Locations including:					
i. Incident Command Post					
ii. Evacuation sites both on and off campus					
iii. Shelter-in-place Zones					
iv. Staging areas for emergency personnel					
v. Media communications center					
vi. Parent reunification sites					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
vii. Other:					
(d) Provide Comprehensive School Health & Psychological Services					
i. Health Education					
ii. School Nurse					
iii. School Counselor(s)					
iv. School Social Worker					
v. School Psychologist					
vi. Drug & Alcohol Services					
vii. Early Intervention/Problem Solving Team					
viii. Community Mental Health Services					
ix. Other:					
3. Before and During: weather reports, law enforcement alerts, National Oceanic and Atmospheric Administration radio alerts, and local crime reports.					
4. After: mental health, emergency management, relief agencies' websites and hotlines					
(a) What is the source of the relief information?					
(b) Who analyzes and uses the information?					
(c) How is the information collected and shared?					
(d) What is the format for providing the information to those who will use it?					
(e) When should the information be collected and shared?					
5. Complete After Action Reports					
(a) Who completes it					
(b) How are changes reflected in EOP					
7. Training and Exercises					
a. Training Objectives					
1. Roles and Responsibilities					
2. Student Training					
a) New Student Orientation					
b) Harassment & Bullying Prevention					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
c) Positive Behavioral interventions & Supports (PBIS)					
d) Suicide Prevention					
e) Drug & Alcohol Prevention					
f) School Engagement & Truancy Prevention					
g) Social-Emotional Learning					
h) Personal Safety & Dating Violence					
i) Safe Routes to School					
j) Other:					
3. District Safety Planning Team					
(a) IS-100.Sca ICS for Schools					
(b) IS-362.A Multi-Hazard Emergency Training for Schools					
(c) Other:					
4. District Crisis Response Team					
(a) IS-100.Sca ICS for Schools					
(b) Other:					
5. Multi-Agency Crisis Planning Team					
(a) IS-100.Sca ICS for Schools					
(b) IS-362.A Multi-Hazard Emergency Training for Schools					
(c) Other:					
6. Building Safety Planning Team					
(a) IS-100.Sca ICS for Schools					
(b) IS-362.A Multi-Hazard Emergency Training for Schools					
(c) Other:					
7. Building Crisis Response Team (ICS)					
(a) IS-100.Sca ICS for Schools					
(b) Other:					
8. Psychological Recovery Team					
(a) NASP PREPaRE					
9. Threat Assessment Team					
10. Damage Assessment Team					
11. Staff Training					
(a) Mental Health Issues					
(b) School Engagement & Truancy Prevention					
(c) Child Abuse					
(d) Threat Assessment					
(e) Suicide Prevention, Response, and Reporting					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
(f) Substance Abuse Awareness & Prevention					
(g) Violence Prevention, Awareness & Reporting Procedures					
(h) Staff Assignments for supervision: hallways, lavatories, bus stops, exits and playgrounds					
(i) Other:					
12. Visitor Identification Procedures					
13. Parent/Guardian Training					
14. Other					
b. Frequency					
c. Exercises: Tabletop, Drills, Functional, Full-Scale					
1. Lockdown					
2. Lockout					
3. Shelter-In-Place					
4. Evacuation					
5. Reunification					
8. Administration, Finance, and Logistics					
a. Identify administrative controls and requirements that will be used to provide resource and expenditure accountability during an emergency					
b. Describe how the school will maintain accurate logs of key activities					
c. Describe how vital records will be preserved during an emergency					
d. Identify general policies for:					
1. Keeping financial records					
2. Tracking resource needs					
3. Tracking the source and use of resources					
4. Acquiring ownership of resources					
5. Compensating the owners of private property used by the school					
9. Plan Development and Maintenance					
a. Describe the planning process, participants in the process, how					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

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CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
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2. FUNCTIONAL ANNEXES (APPENDICES)

All EOPs should include the following functional annexes AT A MINIMUM.

1. Evacuation

- a. Identify on-site evacuation locations
- b. Identify two off-site emergency evacuation locations
- c. Check all evacuation sites annually for safety compliance
- d. Plan the procedures for evacuation
- e. Identify the students/staff needing special assistance for evacuation and develop Individualized Evacuation Plans

Considerations:

- a. How to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations.
- b. How to evacuate when the primary evacuation route is unstable.
- c. How to evacuate students who are not with a teacher or staff member.
- d. How to evacuate individuals with disabilities (along with service animals and assistive devices, e.g. wheelchairs) and others with access and functional needs, including language, transportation, and medical needs.

2. Lockdown

- a. Identify appropriate "safe" zones within the building
- b. Plan the procedures for lockdown

Considerations:

- a. How to lock all exterior doors, and when it may or may not be safe to do so.
- b. How particular classroom and building characteristics (i.e. windows, doors) impact possible lockdown courses of action.
- c. What to do when a threat materializes inside the school.

3. Secure the Perimeter

- a. Plan the procedures for lockout

Considerations:

- a. How to secure the building and protect building occupants where a higher than normal threat is present near or in the vicinity of the campus.

4. Shelter-in-Place

- a. Identify appropriate "safe" zones within the building
- b. Plan the procedures for shelter-in-place

Considerations:

- a. What supplies will be needed to seal the room and to provide for the needs of students and staff (e.g. water, snacks,

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
blankets)					
b. How a shelter-in-place can affect individuals with disabilities and others with access and functional needs, such as students who require the regular administration of medication, durable medical equipment, and personal assistant services.					
c. How to move students when the primary route is unusable.					
d. How to locate and move students who are not with a teacher or staff member.					
e. Consider the need for and integration of "safe rooms" for protection against extreme wind hazards (such as a tornado or hurricane) in order to provide immediate life-safety protection when evacuation is not an option.					
5. Accounting for All Persons					
a. How will staff determine who should be in attendance at the assembly area?					
b. What steps will be taken when a student, faculty, staff member, or visitor cannot be located?					
c. How will staff report to the assembly supervisor?					
d. How and when will students be dismissed or released?					
6. Communications and Warning					
a. Develop Effective Communications Plans					
1. Interoperability within campus					
2. Interoperability with emergency responders					
3. Staff Communications					
4. Student Communications					
5. Parent Communications					
6. Media Communications					
Considerations:					
a. How to account for technology barriers faced by students, staff, parents, and guardians					
b. How impacts on students will be communicated to the community, including impact on activities related to the school, but not necessarily at the school or during regular school hours (i.e., church use of school property and athletic events).					
7. Family Reunification					
a. Detail how students will be reunited with their families or guardians.					
1. Inform families and guardians about the reunification process in advance, and how to clearly describe their roles and responsibilities in reunification.					
2. Verify that an adult is authorized to take custody of a student.					
3. Facilitate communication between the					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
parent check-in and the student assembly and reunion areas.					
4. Ensure students do not leave on their own.					
5. Protect the privacy of students and parents from the media.					
6. Reduce confusion during the reunification process.					
7. Update families.					
8. Account for technology barriers faced by students, staff, parents, and guardians.					
9. Effectively address language access barriers faced by students, staff, parents, and guardians.					
8. Continuity of Operations Plan (COOP)					
a. Design so that it can be activated at any time and sustained for up to 30 days.					
b. Set priorities for re-establishing essential functions, such as restoration of school operations, record keeping, payroll and maintaining the safety and well-being of students and the learning environment.					
c. Ensure students receive related services in the event of a prolonged closure.					
9. Recovery					
a. Academic Recovery					
1. When the school will be closed and reopened, and who has the authority to close and reopen.					
2. What temporary space(s) the school may use if school buildings cannot be immediately reopened.					
3. How to provide alternate educational programming in the event that students cannot physically reconvene.					
b. Physical Recovery					
1. Document and photo school assets, including physically accessible facilities, in case of damage.					
2. Identify which personnel have expert					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
knowledge of the assets and how and where they will access records to verify current assets after an emergency					
3. Identify how the school will work with utility and insurance companies before an emergency to support a quicker recovery					
c. Fiscal Recovery					
1. Identify how district leadership will be included					
2. Identify how staff will receive timely and factual information regarding returning to work					
3. Identify what sources the school may access for emergency relief funding					
d. Psychological and Emotional Recovery					
1. Identify who will serve as the team leader					
2. How teachers will create a calm and supportive environment for the students, share basic information about the incident, provide psychological first aid (if trained), and identify students and staff who may need immediate crisis counseling.					
3. Identify how to address immediate, short- and long-term counseling needs of students, faculty, staff, and families					
4. Identify how to handle commemorations, memorial activities, or memorial structures					
(a) When will site be closed					
(b) What will be done with notes and tributes					
(c) How will students be informed in advance					
5. Identify how memorial activities will balance honoring the loss, resuming school and class routines and schedules, and maintaining hope for the future					
6. Identify how Public Health, Medical, and Mental Health annex will inform the actions and plans for all components of the Recovery annex.					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
10. Public Health, Medical and Mental Health					
a. Roles of staff members in providing first aid during an emergency					
b. Location of emergency medical supplies and those responsible for purchasing and maintaining those materials					
c. Identification of staff with relevant training or experience (first aid, CPR)					
d. Access to sufficient number of counselors and others trained in psychological first aid					
e. Identify the process for sharing and reporting information about outbreaks, epidemics, or other unusual medical situations to the local health department					
f. Provide support to students, faculty, and staff identified by the Threat Assessment Team					
11. Security					
a. Role of law enforcement officers in and around school					
b. Ensure the buildings and facilities are physically secure					
1. Implementation of Crime Prevention Through Environmental Design (CPTED)					
c. Safe routes to school, including traffic control and pedestrian safety					
d. Keep prohibited items or materials out of school					
e. How to respond to threats identified by the Threat Assessment Team					
f. Address issues of cyber-security and threats to the information technology systems					
g. How information will be shared with law enforcement or other responders, being mindful of FERPA, HIPAA, and other civil rights laws.					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
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3. THREAT- OR HAZARD-SPECIFIC ANNEXES (APPENDICES)

This is not a complete list. Each school's annexes may vary based on its threats and hazard analysis.

1. Natural Hazards

- a. Blizzard
- b. Earthquake
- c. Extreme temperatures
- d. Floods
- e. Hurricanes
- f. Landslides or mudslides
- g. Lightning
- h. Severe wind
- i. Tornadoes
- j. Tsunamis
- k. Volcanic eruptions
- l. Wildfires
- m. Wildlife
- n. Winter precipitation

2. Biological Hazards

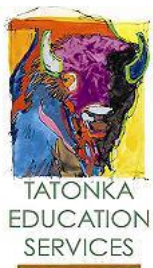
- a. Contaminated food outbreaks, including salmonella, botulism, and *eColi*
- b. Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, *Staphylococcus aureus*, and meningitis
- c. Toxic materials present in school labs

3. Technological Hazards

- a. Accidental hazardous materials release from within the school, such as gas leaks or laboratory spills
- b. Dam failure
- c. Explosions or accidental release of toxins from industrial plants
- d. Hazardous material releases from major highways or railroads
- e. Power failure
- f. Radiological releases from nuclear power stations
- g. Water failure

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal
Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
4. Adversarial and Human-caused Threats					
a. Active Shooters					
b. Arson					
c. Bomb threats					
d. Criminal threats or actions					
e. Cyber attacks					
f. Domestic violence or abuse					
g. Fire					
h. Gang violence					
i. Hostage situations					
j. Missing students/kidnapping					
k. Suicide					
l. Suspicious package					
m. Weapons					
5. Other Specific Crises					
a. Child abuse					
b. Death of a student					
c. Death of a staff member					
d. Medical emergencies					
i. Food allergies					
ii. Injury/illness/death					
iii. Reasons to call 911					
iv. Guidelines for medical transport					
v. Medical transport plan					
e. Memorials at school					
f. Restraint/physical intervention procedures					
g. Self-injury and other risk behaviors					
h. Sexual assault					
i. Transportation Accidents					



Tatonka Education Services

Policy Update Recommendation Form

To: TR Paul Academy of Arts & Knowledge Board of Directors

From: TPAAK Administration

Date: 10/16/2017

Existing Policy: TPAAK Kindergarten Tuition Policy

Details of Policy: Outlines tuition charges for full day kindergarten at \$2250/year

Proposed new policy: Raise tuition charges for full day kindergarten to \$2750/year.

Effective Date: Start of 18-19 school year

Reason for Recommendation of policy change:

Currently, TPAAK charges \$500 less for full day kindergarten than PSD schools. This proposal matches their current tuition. They will likely raise theirs again, but will not publish until December, which is two months into our open enrollment.

Board comments or instructions:

Board Approval: _____

Date: _____



T.R. Paul Academy of Arts and Knowledge

4800 Wheaton Drive, Fort Collins, CO., 80525 Phone (970) 226-2800

BOARD SELF-EVALUATION FALL 2017

Issue/Concept	Satisfactory	In Progress	Unsatisfactory	N/A	Note
A Solid Foundation					
School has a well-drafted charter contract with its sponsor agency					
School has well-drafted articles and bylaws					
School's legal and financial status are clear and well-understood					
Appropriate liability insurance and risk management practices are maintained at all times.					
School has developed a long-term/strategic plan and revisits/revises on an annual basis.					
Long-term plans are translated into annual action plans/goals					
School has a crisis/emergency plan that is reviewed with staff on a regular basis.					

Issue/Concept	Satisfactory	In Progress	Unsatisfactory	N/A	Note
Board Operations/Relations					
Board members understand their legal and ethical responsibilities (duty of care/loyalty, conflict of interest)					
New board members are oriented and fully briefed prior to being seated.					
Board is composed of individuals with a broad and appropriate range of expertise and experience. Board seeks outside counsel for matters beyond its expertise.					
Board conducts annual self-evaluation.					
Board member election/selection process ensures a broad and appropriate range of expertise and experience.					
Meetings are well planned with clear agendas focuses on appropriate policy and action items.					
Board chair is a strong, capable meeting facilitator.					
Meetings are conducted pursuant to common ground rules (e.g. Roberts Rules) that are well understood by all members.					
Board committees have clear scope of responsibilities and charges					
Individual board members prepare for meetings and participate constructively.					
Board has a process for addressing ineffective, destructive, or absentee board members.					
Meeting minutes record each board meeting and are distributed promptly after each meeting.					

Issue/Concept	Satisfactory	In Progress	Unsatisfactory	N/A	Note
Relationship with School Director/Principal					
Board selects the director/principal					
Board develops performance goals/targets and evaluates director performance each year.					
Board has established a plan for succession in the event the director/principal leaves/retires					
Board has clear understanding with staff regarding where board responsibilities leave off and staff responsibilities begin.					
Personnel and Staffing					
Board has adopted/approved a comprehensive set of personnel policies that are in line with all applicable state/federal laws and regulations. Policies are updated at least every third year.					
Clear job descriptions and staffing plans are in place.					

Issue/Concept	Satisfactory	In Progress	Unsatisfactory	N/A	Note
Budget and Finance					
Board adopts an annual budget that maximizes the school's resources in support of mission/vision					
Board monitors budget throughout the year.					
Board contracts with independent auditor each year, reviews audit report, and takes any needed follow-up action.					
Board has adopted a long-term (e.g.5-year) financial plan in coordination with school's overall long-term plans.					
Board has adopted a comprehensive set of fiscal management and controls policies.					
Board oversees all fund-raising activities on behalf of the school.					

Issue/Concept	Satisfactory	In Progress	Unsatisfactory	N/A	Note
Instruction and Assessment					
Board has adopted/approved the school's curriculum and instructional program.					
Board has adopted/approved student achievement goals/standards.					
A broad-based assessment system is in place to measure progress toward instructional goals/standards.					
Instructional program is in alignment with state requirements and terms of charter.					
Student assessment data is assembled in a comprehensive, coherent fashion, presented to the board, and reviewed and analyzed in-depth on a regular basis.					
School reports on student achievement to the charter granting agency on a regular basis as part of ongoing oversight and renewal process.					
Other					
Board solicits feedback from parents, teachers and staff on a regular basis.					

Board Member Name: _____

Date Evaluation completed: _____



T.R. Paul Academy of Arts and Knowledge

“Pride Through Performance”

4512 Mc Murry Avenue, Fort Collins, CO., 80525 Phone (970) 226-2800 FAX (970) 226-2806

BOARD SELF-EVALUATION FALL 2016

The T.R. Paul Academy of Arts and Knowledge was facilitated by Joseph Hattrick, Vice President of Tatonka Education Services during the first week of October, 2016. Overall, in an A-F rating, the board would receive a **B** for their current self-evaluation. The following summary is an analysis and report that takes into account all board members' feedback:

Strengths of the Board

- The board has a strong foundation as represented by their responses in the self-assessment.
- The board has a clear understanding of their roles and responsibilities. Additionally, meetings are well-prepared and facilitated by a strong leader.
- The board is involved in the selection of the principal and through the collaboration with Tatonka Education Services, has policies in place pertaining to personnel and human resources.
- The board takes an active role in adopting, monitoring, and planning the school's budget.
- The board has a strong interest in student achievement data and is aware of the assessment system and instructional program.

Suggested areas of focus

- The board may want to devote a series of meetings or a retreat to developing long-term strategic plan using SMART goals and review/revise at least annually.
- A series of board training would benefit the strength of the board. These trainings include:
 - Review of Robert's Rules of Order
 - New board orientation
- Create a calendar of events to ensure trainings, board self-evaluation, principal evaluation, and other necessary duties get completed as necessary.
- The board should review committee's responsibilities and ensure all board members contribute equitably.
- Succession planning should be considered when evaluating the staffing plan for TPAAK.
- Curriculum and instruction should be better understood and evaluated in order to make informed decisions regarding student achievement outcomes.
- The board would benefit greatly from increased involvement from parents and staff in order to move the mission of the school forward. Strategies should be developed in order to foster this level of involvement.