



Board of Cooperative Educational Services  
[www.cboces.org](http://www.cboces.org)

*“Through collaboration, CBOCES will provide value-added resources that enrich educational opportunities for all students.”*

# AGENDA

**Meeting:** Superintendents Advisory Council  
**Time:** 9:00 AM – 12:05 PM  
**Date:** Thursday, September 1, 2022  
**Location:** CBOCES Office, 2020 Clubhouse Drive, Greeley Co

## Continental Breakfast Served at 8:30 AM

**9:00 am** **A. SUPERINTENDENTS’ ROUND TABLE**

**9:45 am** **BREAK**

**10:00 am** **B. CALL TO ORDER – ROLL CALL**  
Chairperson - Johan van Nieuwenhuizen

**10:00 am** **C. CONSENT GROUPING – ACTION ITEMS**  
1. *Approve Agenda*  
2. *Approve Minutes – May 5, 2022*

**10:05 am** **D. PRESENTATIONS/REPORTS/DISCUSSIONS**

10:05–10:45 1. *ESSER Grant Supports and Resources*; Dr. Glenn McClain

10:45–11:00 2. *Project Search – Jocelyn Walters*

11:00–11:15 3. *CGN – College Guidance Network*– Bob Block and Diane Campbell

11:15- 11:30 4. *CDE Report*– Christina Monaco – Executive Director of Field Services

11:30–12:00 5. *Program Director Reports - Written*

1. Dr. Randy Zila, Executive Director – Oral report

2. Maria Castillo-Saenz, Federal Programs Director

3. Erich Dorn, Chief Financial Officer

4. Mark Rangel, Innovative Education Services Director

5. Jocelyn Walters, Special Education Director

**12:00 pm** **E. OTHER ITEMS**

1. *Future Agenda Item Requests*

**12:05 pm** **F. ADJOURN**

### SAC Members

Ben Bauman  
Ruby Bode  
Dr. Jeremy Burmeister  
Dr. Marty Foster  
Dr. Don Haddad  
Dr. Trent Kerr  
Rick Mondt  
Robert Ring  
Bret Robinson  
Rob Sanders  
Michelle Scallon  
Jay Tapia  
Karen Trusler  
Dana Unruh  
Johan van Nieuwenhuizen  
Dr. Bill Wilson

### Upcoming Meetings

\*October 6, 2022  
November 3, 2022  
January 5, 2023  
\*February 9, 2023  
\*March 2, 2023  
April 6, 2023  
May 4, 2023  
\*If Needed

**CENTENNIAL BOARD  
OF COOPERATIVE EDUCATIONAL SERVICES**

**SUPERINTENDENTS ADVISORY COUNCIL  
MINUTES**

**May 5, 2022  
2020 Clubhouse Drive – Board Room  
Greeley, CO 80634**

**B. CALL TO ORDER – ROLL CALL**

**Johan van Nieuwenhuizen called the meeting to order at 10:22 AM.**

**The following Superintendents, or designees, were present:**

Ben Bauman	Weldon Valley
Dr. Jeremy Burmeister	Platte Valley RE-7
Dr. Trent Kerr	Wiggins RE-50J via Zoom
Joe Kimmel	Prairie RE-11
Dr. Glenn McClain	Platte Valley RE-7
Dr. Randy Miller	Morgan RE-3
Rick Mondt	Briggsdale RE-10J
Rob Ring	Weld RE-9 Highland
Bret Robinson	Pawnee RE-12 via Zoom
Jay Tapia	Eaton RE-2
Karen Trusler	Weld RE-5J
Johan van Nieuwenhuizen	Weld RE-1
Dr. Bill Wilson	Brush RE-2

**The following Superintendents, or designees, were absent:**

Ruby Bode	Park R-3
Dr. Don Haddad	St Vrain RE-1
Ronald Marostica	Valley RE-1 Sterling

**The following CBOCES staff members were present:**

Dr. Randy Zila	Executive Director
Maria Castillo	Federal Programs Director via Zoom—attended partial meeting
Erich Dorn	Chief Financial Officer
Mark Rangel	Innovative Education Services Director
Jocelyn Walters	Special Education Director
Shana Garcia	Substitute Secretary

**C. CONSENT GROUPING – ACTION ITEMS**

**1. Approve Agenda and Minutes**

**Dr. Glenn McClain moved to approve the agenda and the minutes from the April 7, 2022 SAC meeting as presented. Rick Mondt seconded. The motion passed unanimously.**

**D. ACTION ITEMS**

**1. Review and Approve 2022-23 Centennial BOCES Proposed Budget**

The following topics were discussed:

- SPED funding
- Assessments
- Departmental budgets
- Carryover of funds
- Unfilled positions and budget credits

**Ben Bauman moved to approve the 2022-23 CBOCES proposed budget as presented. Dr. Glenn McClain seconded. The motion passed unanimously.**

**2. Approve Dr. Zila 2022-23 CBOCES Executive Director Contract**

The following topics were discussed:

- Contract renewal occurs on an annual basis

**Karen Trusler moved to approve Dr. Zila's 2022-23 CBOCES executive director contract. Dr. Randy Miller seconded. The motion passed unanimously.**

**3. Election of New SAC Chair and Co-Chair for 2022-24**

**This item was removed from the agenda. Elections are held every two years.**

**E. PRESENTATIONS/REPORTS/DISCUSSIONS**

**1. CDE Report**

Jhon Penn provided information and answered questions related to CDE updates on:

- State assessments – student biographical review
- ESSR reports – application vs. reporting of spent funds (keep documentation)
- Hours of Instruction calendars – four day work week

**2. Program Director Reports**

1. Dr. Randy Zila – Executive Director – provided the following information:
  - Thanked members for support of executive director contract
2. Maria Castillo – Federal Programs Director – written report provided
3. Erich Dorn – Chief Financial Officer – written report provided
4. Mark Rangel – Innovative Education Director – written report provided
5. Jocelyn Walters – Special Education Director – written report provided

**F. OTHER ITEMS**

- Next regular SAC meeting is September 1, 2022

**G. MEETING ADJOURNED at 11:25 AM**

Respectfully Submitted,

*Shana Garcia for Bela Russell*

Bela Russell – Centennial BOCES  
Executive Assistant/AP Specialist

Project Search is a transition employment service for students 18-21 years old. This would be in partnership with Banner Hospitals in Greeley and Fort Morgan. I would like to participate in this opportunity for the following school year, 2023-2024, but we need early commitment to start planning. Our contribution would be providing an instructor at the site. Thank you for the consideration.

Jocelyn Walters



CGN School is produced by College Guidance Network, which was incorporated in November 2019. Live programming started on Sept 16th 2020.

Our mission is to support counselors and schools with a tech-enabled live and on-demand content platform that builds capacity within families to navigate college and career planning and provides counselors professional development and networking opportunities.

### Our Promises

**Experts for Everyone:** Every student and family should have access to high-quality college and career counseling provided by leading experts.

**Everything In One Place:** In today's world of information overload, students and those who support them need reliable, accurate, curated information, not millions of search results.

### Live Expert Speaker Series

Our live programming brings national experts into the living rooms of counselors, students, and parents.

- **Experts** include Deans of Admissions, financial aid experts, educational leaders, authors, and students who bring their experience and perspective.
- **Aired** at 7:30PM (EST) on weekdays. Discussion is followed by live Q&A.
- **Television production standards** are employed to deliver a professional experience.
- **Over 25,000** counselors, students, and parents have attended one or more events!

*The team producing CGN School is a highly experienced mix of committed educators, experienced EdTech entrepreneurs, as well as television professionals from PBS and ESPN who want to be part of the mission to increase access to high quality college and career planning resources.*

### Key Features

- **A personalized experience** with student, parent, and counselor dashboards, curated playlists organized by grade level, and a searchable database of on-demand videos, toolkits, and podcasts.
- **Counselor Corner**, special events and resources to support counselors and provide professional development opportunities regarding college and career planning.
- **Year-round live programming** which includes a college and career expert speaker series (see below) and college advising seminars.
- **Special interest content** to meet the needs of a variety of students. Topics range from athletic recruiting, performing arts admission, learning support services, and more.

### Our School Customers:

Serving a mix of free and premium users:

- **Over 700 school counselors** throughout the country and world use CGN School's live college and career expert speaker series.
- **Schools** using our premium CGN School platform include public, parochial, independent, charter, suburban, urban, and rural schools.
- We also serve **community-based organizations** such as Boys and Girls Club and others serving a diverse group of student populations and needs.



# College Guidance Network

*Experts for Everyone.*

## CGN Live

Since September of 2020, College Guidance Network has produced CGN Live. This bimonthly live expert speaker series connects counselors, students, and families with timely insights into the college admissions process. Even as we launch our premium platform, CGN School, our CGN Live episodes will remain free and publicly accessible as part of our mission to provide *Experts for Everyone!*

## Our Model

**MasterClass Model:** Building a brand of quality content with expert perspectives.

**High-Credibility Experts** from universities, educational organizations, and national news outlets.

**High Production Values** executed by an experienced production team.

**Editorial Positioning:** Straight talk and relevant how-tos, not litigating ideological controversies.

**Year-Round Live Episodes:** Free programming, twice per month. Episodes are typically a 40 minute conversation with experts followed by 20 minutes of live Q&A.

**Positive Audience Feedback:** Consistently high audience ratings (between 8 and 10 out of 10).

**Filling a Professional Development Gap:** Timely, streamlined, "snackable" professional development for busy counselors and educators.

## Our Guests Include...

### College Admissions Professionals:

- **Ffiona Rees**, President of NACAC and Senior Associate Director of International Admissions at UCLA
- **Todd Rinehart**, Vice Chancellor for Enrollment at the University of Colorado and Former President of NACAC
- **Jon Burdick**, Vice Provost for Enrollment, Cornell University
- **Mike Drish**, Director of First-Year Admissions, University of Massachusetts Amherst
- **AJ Jones**, Associate Provost & Assistant Vice President of Enrollment Management, Howard University

### Journalists and Authors:

- **Malcom Gladwell**, journalist, author, and host of the podcast *Revisionist History*
- **Robert Morse**, Chief Data Strategist, *U.S. News & World Report*
- **Jeff Selingo**, Education Columnist for the New York Times, Author of *Who Gets In and Why*
- **Robert Kelchen**, professor, author, and consultant on higher ed financing

### Educational Organizations:

- **Akil Bello**, Senior Director of Advocacy and Advancement, FairTest
- **Kate Cassino**, CEO of Flatiron School and Former CEO of Hobsons
- **Denise Pope**, Founder of Challenge Success
- **Brad Schiller**, Founder and CEO of Prompt



CGN SCHOOL PRESENTATION



College **Guidance Network**

*Experts for Everyone.*





# Counseling Departments are Facing Unprecedented Challenges

There is a solution:  
**CGN School**



# WHAT'S IN IT FOR YOU?

- ✓ **A CENTRALIZED SOURCE OF TRUSTED INFORMATION**
- ✓ **FREQUENTLY ASKED QUESTIONS (FAQ): TIER 1 SUPPORT FOR STUDENTS AND FAMILIES**
- ✓ **EMBEDDED ON-DEMAND PROFESSIONAL DEVELOPMENT**
- ✓ **GIVES COUNSELORS MORE TIME TO WORK ONE-ON-ONE WITH STUDENTS**
- ✓ **HELPS STUDENTS AND FAMILIES BUILD CONFIDENCE AND CAPACITY**



# *Experts for Everyone, All in One Place*



## WHAT IS CGN?

The first virtual college and career counseling platform

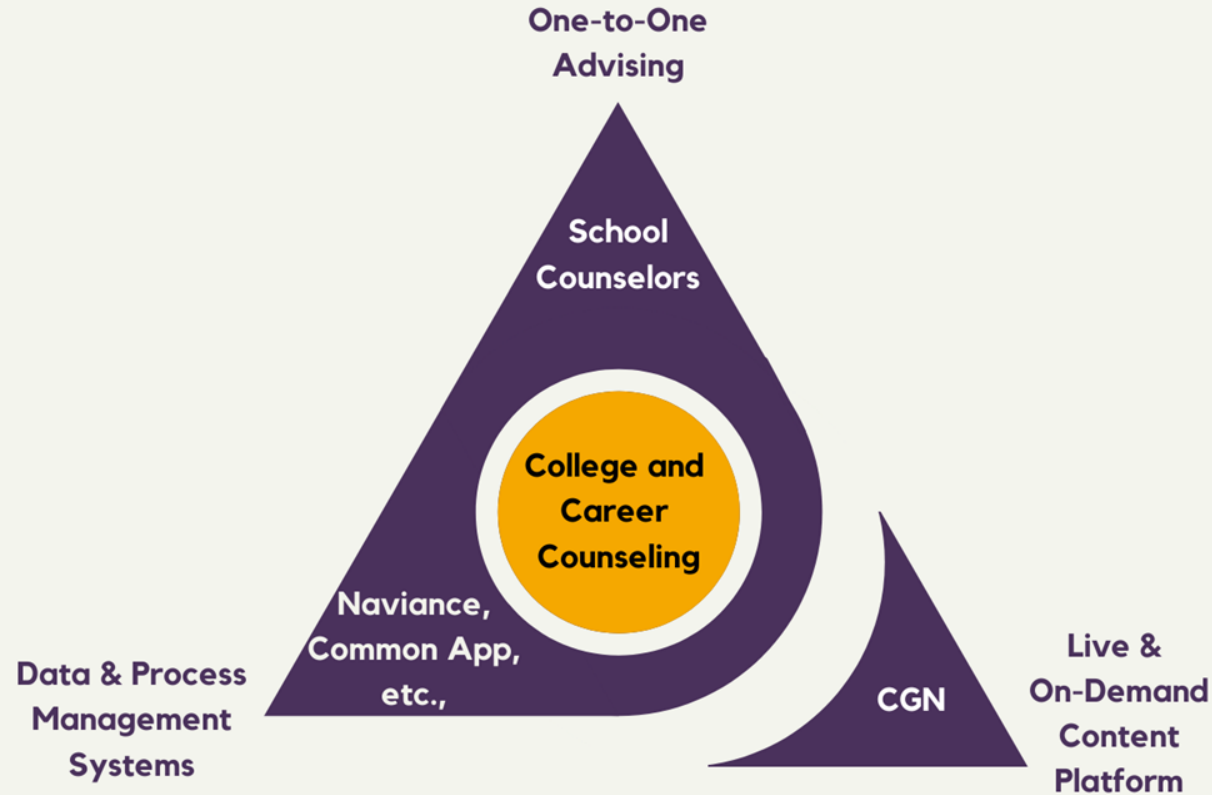
## MISSION

Solve the US college counseling crunch with a sustainable solution that is available to all high schools nationwide

## VISION

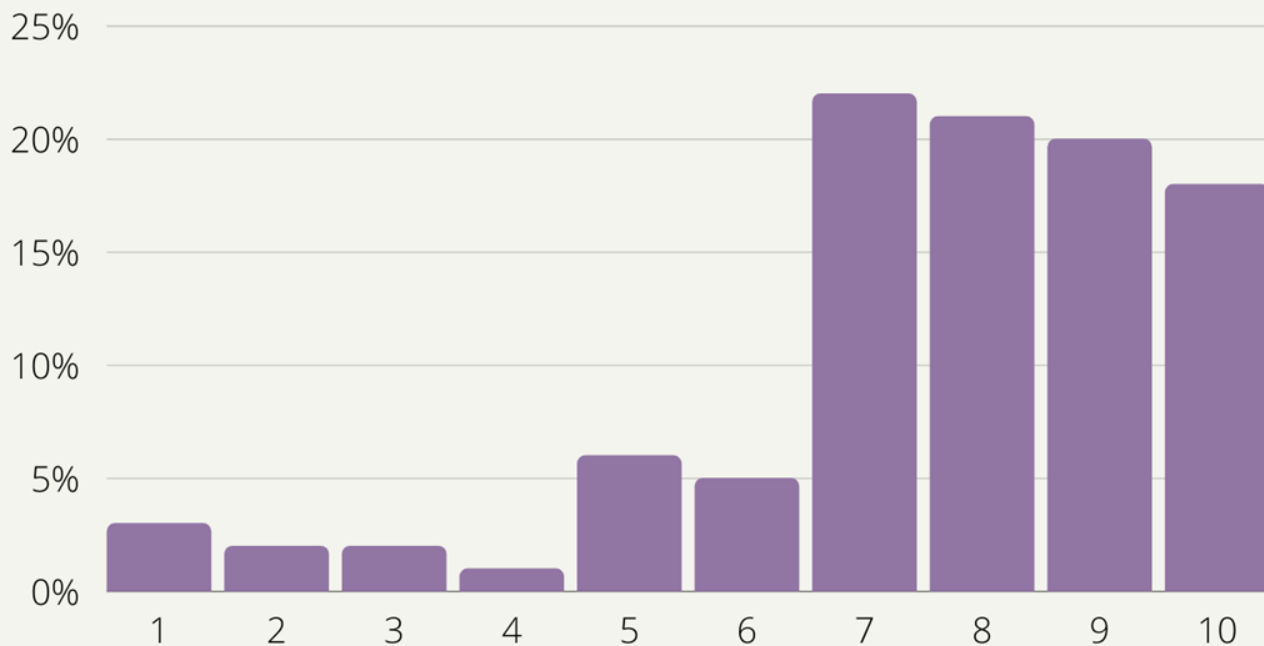
Produce the highest quality college and career counseling content

# THE MISSING LINK: COLLEGE AND CAREER CONTENT



# Families: Stressed About Post-Secondary Planning

In a recent survey of parents of high school graduates, **81%** of parents said that they were highly to extremely stressed about the college planning process



*Question: On a scale of 1 to 10, how would you score your overall level of stress through the college admissions process?*



# Editorial Philosophy

- Focus on fit over rankings
- There are many choices, not all are highly-selective schools
- Level the playing field by educating families so they can make better, informed decisions
- Counselors are the ally of students & parents
- Lowering stress levels of families is key
- Content for all high school students to address their interests



# OUR SCHOOLS

- ✓ **A NETWORK OF OVER 100 HIGH SCHOOL COUNSELORS**
- ✓ **10,000+ STUDENTS AND THOUSANDS OF FAMILIES**
- ✓ **SCHOOLS IN NINE STATES ACROSS THE COUNTRY**
- ✓ **A DIVERSITY OF SCHOOLS, INCLUDING:**
  - PUBLIC
  - INDEPENDENT
  - PAROCHIAL
  - CHARTER
  - URBAN
  - SUBURBAN
  - RURAL



# CGN School

## Three Core Elements



***Live  
Expert  
Programming***



***College  
Resource  
Library***



***Counselor  
Support***



# Live guests include...



**Malcolm Gladwell**  
NYT Best Selling Author  
Revisionist History Podcast



**Angela Duckworth**  
Author of *Grit*,  
Founder of Character Lab



**Vern Granger**  
Director of Admissions  
University of Connecticut



**Sal Khan**  
Founder & CEO  
Khan Academy



**Ffiona Rees**  
Deputy Director of  
Undergraduate Admissions  
at UCLA and President of  
NACAC



**Andy Borst**  
Director of Undergraduate  
Admissions,  
University of Illinois at  
Urbana-Champaign



**Akil Bello**  
Senior Director of Advocacy  
FairTest



**Karen Richardson**  
Dean of Admission  
Princeton University

and many more!



# COLLEGE PLANNING PROGRAM

## LIVE SUPPORT FOR YOUR JUNIORS

**1/12:** Why and Who?

**1/26:** Researching Colleges

**2/9:** Building a College List

**2/23:** College Visits

**3/9:** Academic Factors

**3/23:** Extracurricular Factors

**4/6:** College Essays

**4/20:** Interviews

**5/4:** Recommendations and Summer Planning

**5/18:** Looking Ahead: To Do and Must Do

# Our library includes ...

**Athletic  
Recruiting**

**Building a  
List**

**Career  
Exploration**

**Decisions**

**Essays**

**FAFSA and  
Need-Based  
Aid**

**First-Gen  
Students**

**High School  
Course  
Selection**

**Letters of  
Recommend-  
ation**

**Learning  
Supports**

**Majors and  
Minors**

**Selective  
Admissions**

**Summer  
Planning**

**Types of  
Schools**

**Visual and  
Performing  
Arts**

**and many more topics!**



## Affordability

How to make sensible money choices related to your college search and selection.



### KEY GUIDANCE

- Families need to **talk about finances and affordability** long before the admissions decisions and financial aid offers arrive in the spring of senior year.
- Despite the high **"sticker-price"** of college, students should know that institutional aid can significantly reduce costs.
- Colleges have **different price points**. Price is mainly driven by type of program (2 or 4 year), type of institution (public or private) and location.
- There are **many ways to finance college**. Most families cover the cost of college with a combination of institutional aid, family savings, work-study, and loan(s).



### READ

**FAQ:** Get answers on these and many other questions.

- How much does my parents' income affect my financial aid?
- Will applying for financial aid impact my chances?
- I have siblings who will be in college at the same time as me. Will financial aid offices take that into account?

**Toolkit: Money Matters: College Affordability & Financial Aid**




### HELPFUL TERMS

**Cost of Attendance:** The cost to attend college, including tuition, room, board, books, transportation and other fees. All schools that receive federal funds must publicly display the cost of attendance.

**Net Price Calculator:** A tool found on all college websites that allows prospective students to enter information about themselves and get an estimate for what they will need to pay to attend.



### WATCH

Videos are captioned in multiple languages. Click the  button on each video.

**Discussing finances at the start of the college search (4:37)**

Minimize the risk of disappointment and heartbreak at decision time.

**What is financial fit? (6:30)**

How to make sure your college list is aligned with your family's financial situation.

**Financial Aid Impact on Decisions (1:18)**

Understanding whether a college you're considering is "need-blind" or "need-aware" is an important part of the exploration phase.




## Essays

Advice on the essay portion of your college application.



### WATCH

Videos are captioned in multiple languages. Click the  button on each video.

**Essays Overview (7:27):** Seniors, it's time to really tell your story. Essays can let admissions officers see the person behind the transcript. Learn tips on what to write about, and just importantly, what not to write about.

**Choosing an Essay Topic (8:39):**

Jill Shulman, author of College Admissions Cracked and the Chill Parent Newsletter, discusses how to find an essay topic that is meaningful to you and what topics - if any - are off limits.



### LISTEN

**Tell Your Story: Crafting Great College Admissions Essays:**

An interview with Brad Schiller, founder of Prompt, an online service that has coached thousands of students on college essays. He shares practical tips for writing your best essay.



### READ

**Essays FAQ:**

Get answers on these and many other burning questions:

- What are admissions officers looking for in college essays?
- What's a good essay topic?
- When should I start working on my college essays?

**Toolkit: Essays:**

Essential writing tips, essay prompts, sample essays, and more.



### DIVE DEEPER

**College Planning Seminar: Essays (27:03):**

A school counselor and college admissions representative walk you through what you need to know about college essays, while offering honest advice and practical tips.



# CGN Professional Services

**Led by Brennan Barnard, CGN Director of College Counseling**

*Director of College Counseling at Khan Lab School and author of The Truth About College Admission*

- Counselor Bites, in partnership with NACAC
- Counselor Connection, professional learning community
- Mentoring



# Field Services Updates September 2022



**COLORADO**  
Department of Education

[Colorado Law Book](#) - Education: [Title 22](#) (online)  
Current and [Upcoming Grants](#) & [Forecast](#) document  
Integrated Timelines for 2022-23: [Superintendent](#) and [School Leader/Principal](#)  
CDE [Key Contacts & Links Resource](#)  
CDE [Professional Development Opportunities and Calendar](#)  
[New Superintendent and BOCES Executive Directors list](#)

- 1) [Accountability](#), Performance & Support:
  - a) Preliminary [frameworks](#) and ratings released to districts in late August - syncplicity
  - b) [UIP and Accountability Webinars: R2R; Comprehensive Support; Growth](#)
  - c) September 15: All districts must submit [School Accreditation and Request to Reconsider](#)
  - d) October 17: [Request to Reconsider](#) & UIPs are due
  - e) Family School Partnerships [Promising Practices released](#)
- 2) Assessment:
  - a) [Communication toolkit](#) for assessment release (after August 17)
  - b) [SAC/DAC Networking Opportunities](#)
- 3) Educator Talent:
  - a) [Regional Specialists available to help](#)
  - b) Educator Talent [Rules feedback](#)
  - c) [Orientation Training Presentation for 22-23](#)
  - d) RANDA [Tips and Tricks video supports](#)
  - e) [Stakeholder Survey for evaluations](#)
- 4) ESSA & ESSER:
  - a) [Regional reps](#) for support
  - b) [ESSA Director's Launchpad](#) to support new implementers of ESSA programs
  - c) [Work Sessions and recordings available here](#)
- 5) Finance:
  - a) School Finance [Training Page](#)
  - b) [Final projections from school finance bill for 22-23](#)
- 6) [Nutrition](#):
  - a) [Point of Contacts for Districts](#)
  - b) [FNS program recipients must update](#) docs, pamphlets, brochures using NDS language by 9/30; websites updated by 8/3 with new statement. [Checklist](#). Questions: Erin Opgenorth - [Opgenorth\\_e@cde.state.co.us](mailto:Opgenorth_e@cde.state.co.us)
  - c) [Afterschool Snacks Program](#)
- 7) Postsecondary Readiness:
  - a) [Career Development Incentive Program](#): provides financial incentive for qualified/credential programs
  - b) September 20: Teacher Recruitment Education and Preparation [Webinar](#)
  - c) Oct 11: [Innovative Learning Opportunities Pilot Program](#): webinar at 2 p.m.
- 8) Standards and Instruction:
  - a) [PD Needs Survey](#)
- 9) Teaching and Learning:
  - a) [Preschool Questions and Contacts for 2022-23](#)

#### Additional Information:

- CASE: [Superintendents Conference 9/22-23 in Beaver Creek](#)
- [Colorado Department of Early Childhood](#) website; [sign up for CDEC newsletter](#)
- CDHE: [Path4Ward program](#): scholarships to low-income hs students who graduate early to pay for postsecondary education and training programs
- CDPHE: [Monkeypox; test-to-know program resources](#); Updated [School Guidance](#)
- CDPHE: [Electric Bus Interest Form](#) - \$65 million in funding
- FCC: [Affordable Connectivity Program](#): free high speed internet for families; social media [toolkit](#) to communicate program with families
- Governor: [RISE Grants](#) for Turnaround, due 9/15
- Oct 12-14: [Colorado Association of School Business Officials 26th Annual Fall Conference](#)
- Oct 20-21: Colorado School Safety Resource Center's [2022 Safe Schools Summit](#)

#### IMPORTANT DUE DATES

**September 1:** LEA Calendars for 22-23

**September 12:** Preliminary AEC frameworks released

**September 28:** Initial Student EoY snapshot

#### ADDITIONAL RESOURCES

[Teacher & Educator Well-Being](#)  
Support Line: 303-724-2500

Suicide Prevention Line: 1-800-273-8255

Child Abuse and Neglect Hotline: 844-264-5437

Safe2Tell, anonymous reporting line: 877-542-7233

[School Safety and Crisis Resources](#)

[Colorado Legal Resources](#)  
([Electronic Law Book](#))

#### Need Assistance?

Christina Monaco, [monaco\\_c@cde.state.co.us](mailto:monaco_c@cde.state.co.us) or 303-981-6513

Executive director of field services and contact for the Metro, North Central, Northeast, Pikes Peak, and Southeast regions

Zack Allen, [allen\\_z@cde.state.co.us](mailto:allen_z@cde.state.co.us) or 720-471-3425

Director of rural services and contact for the Northwest, Southwest, and West Central regions



**Title I Part C ~ Migrant Education Program (MEP)**

- Contract with La Cocina in Fort Collins to hire a full time Emotional Health Counselor to work with MEP families and staff state wide
- Concluded RISE grant activities

Summer supplemental programs:

- Fort Morgan Summer School Pk-8
- Wray Summer School
- Fort Lupton Enrichment Program
- HS students participated in state sponsored programs such as:
  - STEM at Adams State University
  - Space Camp at Houston NASA Space Center
  - Summer Migrant Youth Leadership Institute (SMYLI)
  - STEM Early Childhood camps virtual and in person
  - Family Academy, June 18<sup>th</sup> at Salida del Sol Academy, over 150 individuals attended workshops for parents and students

**Titles I, II, III and IV Consolidated Federal Grants Application**

- Consolidated Application, currently reviewing comments

**McKinney Vento Act (Homeless Education)**

- Application McKinney-Vento 2022-2025 has been approved





**September 1, 2022**  
**SAC Report**  
**Business Services/HR and Technology**  
**Departments**  
**Mr. Erich Dorn**

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**ECEA Allocations for FY23**

SB22-127 increases SPED ECEA allocations, including for the CBOCES SPED AU. This legislation increases funding for both Tier A and for Tier B students, with Tier B funding indexed to inflation starting in FY25.

**2022-2023 Budget Revisions**

There have been some significant changes in both expenses and revenues since the budget was built and adopted last spring. Primarily, that is due to a couple items: 1) An increase of about \$700,000 in our SPED ECEA allocation above what was budgeted, and 2) Significant increases in costs, primarily for SPED contracted providers, due to the inability to find staff to fill positions. We plan to revise the budget due to these changes and will flow through the remaining funds to districts in our SPED AU. Those updates should be made by our November meeting.

**CBOCES District Membership Update**

Weld Re-4 School District is looking to become a member district of Centennial BOCES. Their board has passed a resolution authorizing their membership. Now, it will go to our Board for a formal vote to approve their membership at our September 15<sup>th</sup> Board meeting.

**Alma – Student Information System**

I have been in contact with a rep from Alma regarding gathering information about their student information system. We have a couple districts that are either already on the system or are testing it out. Consortium pricing would be available if we can form a group of districts totaling at least 4,500 students. Would this group find value in having a demo of this software and explore options of forming an Alma consortium? What are current thoughts about staying with Infinite Campus?

**ESSER 3 Funds**

CBOCES has received final approval from CDE for ARP ESSER 3 allocations. Those are \$346,332 (BOCES operational support) and \$61,164 (SPED AU). There are a myriad of activities and supports that will come out of these funds, including BOCES operational support, SPED AU support, and funding for high risk populations. Funds are available until September 30, 2024.

Activities we are planning include:

- Interventionists at our alternative high schools
- Upgrading computers and technology at our alternative high schools
- Hiring an additional School Social Worker for our SPED AU (part of the FY23 budget)
- Updating and expanding our technology infrastructure, to accommodate bandwidth and server needs
- Upgrading to Microsoft Office 365
- Student support supplies, including for homeless and at-risk students



## Program Update

- CBOCES H.S. and IConnect Updates
  - Enrollment updates for CBOCES H.S. and IConnect
    - Pilot Program
- ATLP (Alternative Teacher License Program)
  - Largest number of candidates
  - If you are still hiring let us know
- APLP – (Alternative Principal License Program)
  - Approved for authorization in fall 2022
  - Will begin classes this month
- Induction Program – If have anyone who needs an Induction program that you do not offer please contact Mark Rangel
  
- Perkins – Application was submitted at the end of June
  - Waiting for approval
  
- Professional Development Schedule and Information for the 2022-2023 school year.
  - Handouts will be provided at the meeting and follow up email will be sent with PD information
  
  - Title III BOCES Professional Development Grant. The online professional development models offer 45 plus hours of standalone professional development hours for teachers in the state of Colorado (<https://coellpd.org>)
  - Reading trainings for new teachers, PARA Professionals, ATLP candidates, and substitutes. . This process is complete
  - 2 online courses from presenter:
    - Building a Caring Community
    - Safety and Wellness
  - HB 1345 Grant Proposal for 2022-2023 grant application
    - Due May 6th
    - Focus areas 1. Blended and personal learning 2. Continued support for CLDE 3.Data Driven Instructional Strategies (Tier 2 students)
  - WIDA Course
- Innovations in CTE Grant- Update

*Innovative Education Services is dedicated to supporting districts and opening opportunities for collaboration leading to educational change.*

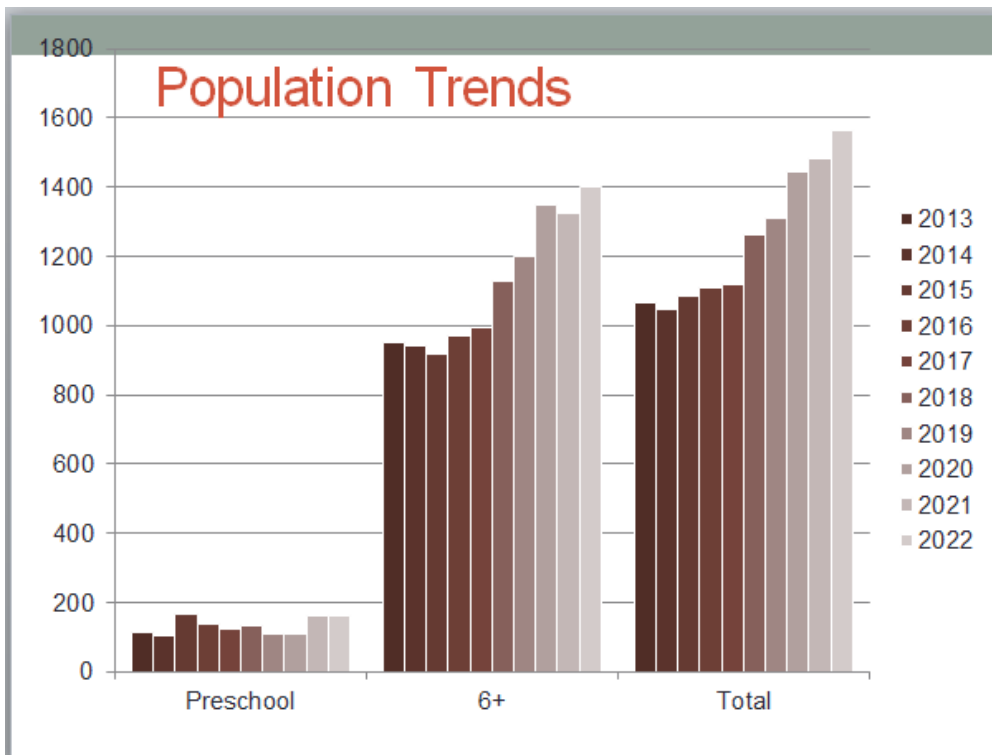
**INNOVATIVE EDUCATION SERVICES HOMEPAGE:** <http://www.cbocesinnovative.org>



**End of Year Performance Report**

July 1<sup>st</sup> the annual IDEA Performance Report was submitted to CDE. Results from that report include:

1. A total of fifteen hundred sixty-two (1562) students were served in special education during the 2021-2022 school year.
2. A total of fourteen hundred two (1402) students, ages six to twenty-one, were served in special education during the 2021-2022 school year.
3. For students between three and five years old, one hundred sixty (160) were served by special education in integrated preschool settings throughout the 2021-2022 school year.
4. One hundred seven (107) initial evaluations, for students between the ages of six to twenty-one, occurred with ninety-three (93) students qualifying for special education services; hence, eighty-seven percent (87%) of students referred were found eligible for special education services.
5. Three hundred ninety-two reevaluations (392) were completed across all age categories. Three hundred twenty (321) continued to remain eligible which is at an eligibility rate of eighty two percent (82%)
6. For students between three and five years old, one hundred forty-five (145) initial evaluations occurred with one hundred twenty-seven (127) students qualifying for special education services; hence, eighty eight percent (88%) of students referred were found eligible for special education services.





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**Annual Restraint and Seclusion Report—See attached report**

In the past, restraints and seclusion data was collected for the occurrences in the public schools. This school year there were zero (0) restraints and seclusions reported for the 2021-2022 school year. The number of seclusions and restraints for the Sierra School were reviewed. The annual report reflects the data from the Sierra School since there were none reported across the districts. The report includes next steps including training and documentation processes to specifically reduce the number of seclusions being reported.

- If restraint is used, school principal (or designee) shall verbally notify parents no later than the end of the school day on which the restraint is used. *See* Rule 2.04(3)
- A written report, based on the findings of a staff review (see below), must be submitted within one (1) school day to school administration. *See* Rule 204(2).
- The written report must be e-mailed, faxed, or mailed to parent within five (5) calendar days of the use of the restraint. *See* Rule 2.04(4).
- Per Rule 2.04(4)(a)-(g), the written report must contain:
  - The antecedent to the student’s behavior, if known;
  - A description of the incident;
  - Efforts made to deescalate the situation;
  - Alternatives that were attempted;
  - The type and duration of the restraint used;
  - Injuries that occurred, if any; and
  - The staff present and staff involved in administering the restraint
- Report must also be placed in student’s confidential file. *See* Rule 2.04(5)

Annual Review Process

- Must conduct annual review to ascertain whether restraint is being properly administered, to identify additional training needs, to minimize/prevent the use of restraint by increasing use of positive behavior interventions, and to reduce the incidence of injury to students/staff. *See* Rule 2.05(2).
- Per Rule 2.05 (2)(a)-(d), this review must be in writing and include:
  - Analysis of “incident reports,” including analysis of procedures used during restraint, preventative/alternative techniques tried, and compliance with documentation follow-up requirements;
  - Training needs of staff;
  - Staff to student ratio; and
  - Environmental consideration, including physical space, student seating arrangement, and noise levels.

Centennial BOCES Special Education department has developed a process to address this requirement related to special education students. Attached you will find an updated documentation form. After a restraint has been performed, the school principal (or designee) should contact the school psychologist who serves the building. The school psychologist will meet with the building team who participated in the



restraint and will complete the Centennial BOCES review form that is required to meet the review processes stated above. The form will be filed in the student’s confidential special education file

### **Discipline Report**

For the 2021-2022 school year, the special education discipline report has been completed and submitted. For this report the AU reported a total of 171 discipline incidents. Although this is nearly twice as many incidents compared to the previous year, it is aligned to prior years when there were no COVID restrictions including cohorting of students.

School Year	Number of Discipline Incidents
2021-2022	171
2020-2021	96
2019-2020	194
2018-2019	141
2017-2018	79
2016-2017	142
2015-2016	132
2014-2015	120
2013-2014	165
2012-2013	357

### **Administrative Unit Determinations**

Centennial BOCES was again in “Meets Requirements.” It is noted the determination for the 2021-2022 school year included all of the compliance indicators and portions of the performance indicators. Specifically, performance indicators related to the CMAS were not included.

### **Meaningful Parent Participation—Indicator 8**

Indicator 8 refers to the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Colorado conducts a survey annually, targeting parents of students with disabilities. Participating parents respond to the 16-question survey with a 5-point Likert scale (1 = *strongly disagree*, 5 = *strongly agree*). Parents who respond to at least 13 questions are included in the calculation of Indicator 8. When a parent responds with 4.0 average Likert score, the parent is considered as believing that his/her child’s school facilitates parent involvement.

Centennial BOCES had thirty-five (35) respondents from across the administrative unit answer the questions to the survey. Eighty-five percent (85%) reported they experienced meaningful parent participation during the 2021-2022 school year . This is compared to the 78% percent of parents across the state of Colorado who report the schools facilitated meaningful parent involvement.



**Significant Disproportionality**

**2022-23 Equity Status Report**

**64203 - Centennial BOCES**

This Equity Status Report was developed by CDE as a comprehensive snapshot of the three measurements tied to determining disproportionate representation in areas of special education: Significant Disproportionality, Indicator 9, and Indicator 10.

[For more information, please visit the Significant Disproportionality webpage.](#)

[For more information, please visit the Indicator 9 webpage.](#)

[For more information, please visit the Indicator 10 webpage.](#)

**Significant Disproportionality - Page 1 of 2**

As a condition of accepting federal funds, the CDE must collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the State, or any of its AUs. In accordance with 34 C.F.R. § 300.646, the CDE must determine if disproportionate representation is occurring in the following areas:

1. The identification of children with disabilities, including identification of children with particular disabilities, i.e., Intellectual Disability, Specific Learning Disability, Serious Emotional Disorder, Speech or Language Impairment, Other Health Impairment, and Autism Spectrum Disorder;
2. The placement of students in particular education settings; and
3. The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

**Categories of Analysis for Significant Disproportionality**

**IDENTIFICATION:**

Category	Significant Disproportionality	Race/ Ethnicity	Threshold	Risk Ratio 2021-22	Risk Ratio 2020-21	Risk Ratio 2019-20
All Disabilities	No	-	2.08	ok	ok	ok
Autism Spectrum Disorder	No	-	2.98	ok	ok	ok
Serious Emotional Disability	No	-	3.00	ok	ok	ok
Intellectual Disability	No	-	2.66	ok	ok	ok
Speech or Language Impairment	No	-	2.25	ok	ok	ok
Other Health Impairment	No	-	2.77	ok	ok	ok
Specific Learning Disability	No	-	2.68	ok	ok	ok

**PLACEMENT:**

Category	Significant Disproportionality	Race/ Ethnicity	Threshold	Risk Ratio 2021-22	Risk Ratio 2020-21	Risk Ratio 2019-20
Inside Regular Class <40%	No	-	1.97	ok	ok	ok
In Separate School or Residential Facility	No	-	3.00	ok	ok	ok



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The State Performance Plan/ Annual Performance Report (SPP-APR) Indicators 9 and 10 measure disproportionate representation of racial and ethnic groups in special education. 34 CFR §§300.600(d)(3).

Indicator 9 measures the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Minimum cell size  $\geq 10$  and N size  $\geq 10$

Indicator 10 measures the % of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Minimum cell size  $\geq 10$  and N size  $\geq 30$

**Categories of Analysis for State Performance Plan Indicators**

**IDENTIFICATION:**

Indicator 9	Disproportionate Representation	Race/ Ethnicity	Threshold	Risk Ratio 2021-22
All Disabilities	No	-	4.00	ok

**DISABILITY:**

Indicator 10	Disproportionate Representation	Race/ Ethnicity	Threshold	Risk Ratio 2021-22
Autism Spectrum Disorder	No	-	4.00	ok
Serious Emotional Disability	No	-	4.00	ok
Intellectual Disability	No	-	4.00	ok
Speech or Language Impairment	No	-	4.00	ok
Other Health Impairment	No	-	4.00	ok
Specific Learning Disability	No	-	4.00	ok

**Your AU has no disproportionate representation for Indicators 9 or 10**

**Maintenance of Effort**

Upon first review of our AU's expenditure data, CDE determined our AU did not meet the IDEA Maintenance of Effort requirement for the Fiscal Year 2020-2021. Based on a second review of our student data, the reason for this was the disenrollment for two high cost students. Upon the second analysis, CDE determined the AU did meet the IDEA Maintenance of Effort requirements.

~ Finance Note: Erich Dorn has accepted the nomination from the FPP group to serve on the Special Education Fiscal Advisory Committee (SEFAC). I am thrilled to have a member of CBOCES to glean insights into special education finance.





**Inclusion: 80/80/3**

The number one way to improve student achievement outcomes for students with disabilities is to include the students in the general education classroom and accessing the general education curriculum to meet the grade level standards. Several years ago, I determined a goal for the AU that 80% of students in special education would be in the general education classroom 80% of the time. Here is the percentage of students with disabilities accessing general education by district and by school. We will be addressing the recent change we are seeing with our high schools reducing the time with students in the general education classroom.

	>80%	40-79%	<40%
<b>CBOCES</b>	<b>78.3%</b>	<b>16.5%</b>	<b>1.2%</b>
<b>RE-1</b>	<b>80.3%</b>	<b>16.8%</b>	<b>2.1%</b>
<b>PES</b>	<b>94.4%</b>	<b>5.5%</b>	<b>0%</b>
<b>SVMS</b>	<b>92%</b>	<b>8%</b>	<b>0%</b>
<b>GES</b>	<b>96.8%</b>	<b>3.2%</b>	<b>0%</b>
<b>VHS</b>	<b>63.7%</b>	<b>35.6%</b>	<b>1.7%</b>
<b>PMES</b>	<b>75.9%</b>	<b>14.8%</b>	<b>7.4%</b>
<b>NVMS</b>	<b>78.1%</b>	<b>18.8%</b>	<b>0%</b>
<b>RE-2</b>	<b>82.3%</b>	<b>15.2%</b>	<b>1.2%</b>
<b>EES</b>	<b>94.5%</b>	<b>2.7%</b>	<b>2.7%</b>
<b>BEES</b>	<b>89.7%</b>	<b>7.7%</b>	<b>2.7%</b>
<b>GES</b>	<b>100%</b>		
<b>EMS</b>	<b>87.2%</b>	<b>12.8%</b>	<b>0%</b>
<b>EHS</b>	<b>52.6%</b>	<b>42.1%</b>	<b>0%</b>
<b>Re-7</b>	<b>81.4%</b>	<b>15.5%</b>	<b>3.1%</b>
<b>PVES</b>	<b>69.3%</b>	<b>25.3%</b>	<b>5.3%</b>
<b>PVMS</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>
<b>PVHS</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>
<b>RE-9</b>	<b>79.8%</b>	<b>20.2%</b>	<b>0%</b>
<b>HES</b>	<b>91.7%</b>	<b>20.2%</b>	<b>0%</b>
<b>HMS</b>	<b>44.4%</b>	<b>55.6%</b>	<b>0%</b>
<b>HHS</b>	<b>90.9%</b>	<b>9.1%</b>	<b>0%</b>
<b>RE-10</b>	<b>71.4%</b>	<b>28.6%</b>	<b>0%</b>
<b>RE-11</b>	<b>100%</b>	<b>0</b>	<b>0</b>
<b>Re-12</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>
<b>Brush</b>	<b>67.8%</b>	<b>28.7%</b>	<b>0%</b>
<b>TES</b>	<b>85.7%</b>	<b>14.3%</b>	<b>0%</b>
<b>BVES</b>	<b>93.3%</b>	<b>6.7%</b>	<b>0%</b>
<b>BSS</b>	<b>40.9%</b>	<b>51.5%</b>	<b>0%</b>
<b>Wiggins</b>	<b>95.5%</b>	<b>3.4%</b>	<b>1.1%</b>
<b>WES</b>	<b>96.4%</b>	<b>1.8%</b>	<b>1.8%</b>
<b>WSS</b>	<b>93.9%</b>	<b>6.1%</b>	
<b>Weldon Valley</b>	<b>82.1</b>	<b>17.9%</b>	<b>0%</b>

**SWAP Outcomes**

During the 2021-2022 school year SWAP served two hundred forty-nine (249) students and clients in a variety of opportunities with twenty-seven (27) successfully long-term employed. Below are additional outcomes for CBOCES SWAP during the 2021-2022 school year.

Contract Type	Actual Contracted				Year End Results				Percentages			
	# Served	PreETS	# in IPE	# CR	# Served	PreETS	# in IPE	# CR	# Served	PreETS	# in IPE	# CR
75/25	175	131	26	20	249	205	108	27	142%	156%	415%	135%



**Staffing: New Hires**

New staff hires for the school year include:

Alicia Morgan—Early Childhood Special Education Teacher  
Suzanne Becker—School Social Worker  
Sarah Erickson—Speech Language Pathologist—contracted remote  
Marissa James —Speech Language Pathologist—contracted remote  
Benjamin Talbot--Occupational Therapist—contracted in-person

Positions currently posted:  
School Psychologist  
Speech Language Pathologists—in-person  
Behavior Specialist

**Remote Meetings and Electronic Files**

After gathering end of year feedback, we will continue to offer team meetings and IEP meetings to be accessed via remote options, such as, Zoom. Across the AU, we had fewer IEP meetings rescheduled or cancelled by parent, increased parent participation in IEP meetings, and fewer participation excusals from staff.

We will continue our process of finalizing and submitting IEPs by having staffing upload IEP documents into Enrich. This does reduce steps for staff members in sending reports to the CBOCES offices.

**Sierra School**

Thirty-three students are currently enrolled with 15 students are from outside administrative units. At this time the elementary academic classroom is currently at capacity.

**New Teacher Training**

Across the AU, fifteen (15) new special education teachers have been hired this school year. In order to support the new teachers, CBOCES will be offering new special education teacher training each month throughout the school year. We have structured the training around the High Leverage Practices in Special Education (HLP's). We will provide educational credit hours at the end of the school year for the number of hours they participated. We highly recommend new teachers attend this training. The trainings will be hosted remotely via Zoom.

New Teacher Trainings 2022-2023  
Zoom link: <https://us02web.zoom.us/j/82807032013>

**August 30, 2022** Welcome to CBOCES and Enrich training 9:00-4:00 **IN PERSON-CBOCES-Greeley**  
**BOCES District's teachers only** Jocelyn/Brad

**Sept 14, 2022** What IEPs should and should not have documented 3:30-5:00 **Via Zoom**  
How to assure that what is in your IEP is necessary and is legally defensible Jocelyn



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<b>October 12, 2022</b>	<b>Universal Design for Learning (UDL)</b>	<b>3:30-5:00</b>	<b>Via Zoom</b>
What is UDL and how it can benefit all students			Dr. Todd Sundeen Univ. of N. Colorado
<b>November 16, 2022</b>	<b>How to resolve IEP disagreements</b>	<b>3:30-5:00</b>	<b>Via Zoom</b>
Facilitated IEPs, Mediation, Due Process—What to expect			Jocelyn
<b>December 7, 2022</b>	<b>Specialized Instruction in Co-Teaching</b>	<b>3:30-5:00</b>	<b>Via Zoom</b>
Forms of Co-teaching and how to provide specialized instruction			Dr. Todd Sundeen Univ. of N. Colorado
<b>January 18, 2023</b>	<b>Behavior Management</b>	<b>3:30-5:00</b>	<b>Via Zoom</b>
Behavior 101	Writing effective behavioral goals		BCBA
<b>March 8, 2023</b>	<b>Stress and the Brain</b>	<b>3:30-5:00</b>	<b>Via Zoom</b>
How stress affects the brain and its ability to learn Added stress on ELL students, students of poverty			Brad

**9 hours of training + 6 additional hours for teachers attending Enrich training**

### **Enrich**

Centennial BOCES will continue using the Frontline/Enrich IEP system. CDE has ended the contract with Anlar for a future statewide IEP system. CDE will no longer be hosting an IEP system for the state. They have allocated a supplemental amount of IDEA dollars to each administrative unit to purchase and support our own IEP system.

The most recent consequence of this change is some districts have transitioned away from Enrich resulting in fewer electronic transfers between AU's with Enrich. This does result in an increase of data entry for transition IEPs.

### **Area Wide Trainings**

We meet in person for our area wide trainings. Our first area wide will be *Monday, October 10<sup>th</sup>* at the Island Grove Event Center. This year we will have professors from UNC and DU, Aime Massafra and Katrine Gosselin, to present on two topics. The first being how to support and supervise paraprofessionals and the second half will be supporting teachers in developing, writing, and instructing towards behavioral IEP goals.

Our second area wide will be Monday, February 13<sup>th</sup> at the Island Grove Event Center. This day will be a continuation of the Day 1 by looking at how teams can develop a comprehensive program for students by bringing the IEP goals together along with the providers to work collaboratively toward the same end goal.

Substitutes will be reimbursed.



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### **Aimsweb**

Teachers have received a training link for Aimsweb. This is a curriculum based measurement for reading, math, writing, and behavior tracking. This assessment can be used to collect data to progress monitor IEP goals and is also used to determine eligibility for a specific learning disability. Teachers will have access to the training year-round as it is available to them on-demand.

### **Principal Training**

This year we will be hosting two principal seminars. The dates and times will be forthcoming. Our first presentation will be from Dr. Todd Sundeen, UNC Professor, and Mark Avery, Principal at NVMS. Dr. Sundeen worked with the staff at NVMS to increase inclusion and support co-teaching across the school. Mr. Avery will share about the outcomes and performance of the students resulting from this collaboration.

Our second presentation will be in regards to the OCR/OSERS letters that came out on July 19, 2022 regarding disciplinary practices for students with disabilities whether on a 504, IEP, or not identified. This will be presented by Caplan and Ernst.

### **Poster Contest in Conjunction with the ARC of Weld County—See Flyer**

This year The ARC of Weld County is partnering again with the AU districts of CBOCES for a poster contest. This contest is for all students and all ages within our special education administrative unit. Please share the flyer with your staff members to share with the students. This may be a project your art teachers may want to use for one of their projects this fall. Last year our first place winner was from the Brush School District. Winners will be recognized at a future board meeting.

### **Project Search**

CBOCES is working in collaboration with Project Search and Banner Health to implement an extension of 18-21 programming for our students. Initial discussions have begun as we consider a partnership for the 2023-2024 school year.

Project SEARCH is a program focused on providing education and training to young adults with intellectual and developmental disabilities. This is accomplished through an innovative workforce and career development model that benefits the individual, workplace, and community. The primary goal is to prepare each intern for competitive employment upon completion of this year long skill-building experience.

Project SEARCH has grown from one original program site at Cincinnati Children's Hospital to over 200 across 43 states and four countries.

Through an internship format, this one-year program follows an academic school year calendar and is geared towards 10-12 selected students who will be entering their last year of a transitional high school program. Banner Health will provide internship opportunities in multiple departments within the business.

### **Benefits to the Students:**

- Acquire competitive, transferable and marketable job skills
- Gain increased independence, confidence, and self esteem
- Obtain work based individualized coaching, instruction and feedback



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- Develop connections to Vocational Rehabilitation and other adult service agencies

**Benefits to the Business:**

- Access to a new, diverse, talent stream with skills that match labor needs
- Gain interns/employees with disabilities who serve as a role model for patients, visitors and staff
- Experience increased regional and national recognition through marketing of this unique program
- Performance and retention, in some high-turnover, entry level positions, increases dramatically

To further enhance the students total immersion in the workplace, there is an onsite classroom/work space at Banner Hospital that will accommodate the selected 10 -12 students, a special education teacher would be provided by Centennial BOCES and job coaches are provided DVR during the academic school year. Students participate in three, 10-week internships to explore a variety of career paths during this important transition from school to work experience

**An Example School Day Schedule:**

8:00am Staff Meeting: Employability Skills •  
9:00am Worksite Internship (2 ½ hours) •  
11:30am Lunch • 12:00pm Worksite Internship (2 ½ hours) •  
2:30pm Review, Plan, Communication •  
3:10pm Depart

Project SEARCH graduates receive follow-along services to gain and retain employment after they complete this last transition year. • The goal is for 100% of our students to achieve employment.

**State Complaint Remedy—See Attachment**

Last year a student with an IEP was delayed in enrolling in the district of residence based on the district's JF policy which is related to school choice rules. Although there were no findings in this specific case, the CDE required a remedy to ensure students with disabilities are not denied nor delayed in enrolling in their district of residence at any time during the school year. This has resulted in an update to the CBOCES operating agreement with our districts.

The AU/District of Residence must make FAPE available to a child when the parent seeks to enroll or reenroll the student at any given time in the school year. This requirement does not change if a student has been choice enrolled in another school district previously during the school year (i.e. after October Count). The IDEA provides protection for students with disabilities and clearly outlines the responsibility of district of residence. The AU/district of residence is also responsible for identification of eligible students even if they are not currently enrolled in any school.

This remedy does not require any changes to JF policies currently in the place. Instead, the operating agreement between the AU and the school districts has been updated to reflect this requirement. Each superintendent will receive a copy of the operating agreement. There has only been one change to the document, no other changes have been made to the operating agreement since last signed. The change will be found starting at the bottom of page 2 in Section B—District Responsibilities. Specifically, the addition of language is subsection 2d which states: *d. Enroll students with disabilities residing within the school district at any time of the school year without delay.*

[Please review, sign and return to me September 22, 2022.](#)

# Annual Review Report

## Restraint/Seclusion

### 2021-2022 School Year

### Centennial BOCES

*ANALYSIS OF INDIVIDUAL INCIDENT REPORTS:*

The following relates to specific information regarding physical restraints during the 2021-2022 school year.

During the 2021-2022 school year, there were zero reported physical restraints implemented in the public schools served by Centennial BOCES. This year the report will analyze the number of restraints at the day programs, STEPS and Sierra School, which are both separate school settings designed to provide behavior management to meet the emotional, cognitive, and social needs of students with disabilities. These restraints occurred in the following schools:

<u>School</u>	<u>Number of Physical Restraints</u>	<u>Number of Students</u>
Sierra School	10	4
STEPS	1	1

During the 2021-2022 school year, there were zero reported seclusions implemented in the public schools served by Centennial BOCES. This year, the report will analyze the number of seclusions at the day programs, STEPS and Sierra School, which are both separate school settings designed to provide behavior management to meet the emotional, cognitive, and social needs of students with disabilities. These seclusions occurred in the following schools:

<u>School</u>	<u>Number of Physical Restraints</u>	<u>Number of Students</u>
Sierra School	627	15
STEPS	0	0

Of the physical restraint and seclusion occurrences, the following reasons were noted as to why the student was unsafe to themselves or others:

<b>Safety Issue</b>	<b>Overall Reported #</b>
Pulling hair	0
Hitting staff	X
Hitting other students	X
Hitting windows	0
Biting	X
Kicking	X
Pulling over furniture	X
Head butting	X
Charging staff	X
Spitting on staff	X
Pulling on electrical wires	0
Running from staff	X

For some of the students, their unsafe behavior included more than one safety issue.

In all incidences of physical restraint, staff tried a variety of methods to de-escalate the situation based on the district physical restraint form. These strategies included giving space, provided alternative spaces for safety, and offered a preferred activity and use of calm voice.

After the incidence of physical restraint and seclusion, teams are consistently documenting their changes to the environment or behavioral interventions.

### *TRAINING NEEDS OF STAFF:*

In this review it was discovered of the 627 seclusions, 219 were less than 5 minutes. There is also a hypothesis that staff are documenting any time a student uses the time-out space as a seclusion since it is a separate place where they take space though staff are not necessarily blocking egress or restricting their movement because of imminent dangerous behavior. There is also a belief that seclusion is a less restrictive intervention than a physical restraint. Staff are more likely to choose seclusion in responding to physically aggressive behaviors. Training will occur on the documentation and the definition of actual seclusions. We expect to see a significant reduction in the number of seclusion next year just by clarifying the definition.

### *STAFF TO STUDENT RATIO:*



Staff to student ratios are consistent and appropriate in the day programs. When a student has significant overt behavioral needs, special consideration to the staff/student ratio is given. The special education director becomes directly involved in conversations with staff when staff/student ratios are of concern.

*ENVIRONMENTAL CONSIDERATIONS:*

Classrooms at school sites are designed to meet the overall needs of students including academic, physical, social emotional, and sensory. Staff receives training related to appropriate environments for students with more significant needs who may have safety challenges or overt behavioral episodes. Each special education classroom has a well defined area with adequate ventilation, lighting, and space. Seclusion rooms in schools have been built to the legal specifications. Review of these rooms occurs with the building managers.

Jocelyn Walters  
Director of Special Education  
Centennial BOCES