

**Comments on Proposed SB 163 Rules Submitted to State Board on 1.13.10**

<b>Commenter</b>	<b>Comment</b>	<b>Department's Response/Recommendations</b>
<p>Education Data Advisory Council (EDAC)</p>	<p>More clarification is needed regarding the elements required to be reported under section 11.05(F) (Course Programs and Offerings). Do extension classes count as concurrent enrollment courses? What is a "credit recovery program"? What is "assistance" for out-of-school youth to re-enroll? What does it mean to have access to recess? What does it mean to have access to school nurse services? How will the Department verify whether the health centers identified by districts meet the CDPHE's definition of a health center?</p>	<p>The Department suggests the following modifications be made to sections 11.05 (F) and (G).</p> <p><b>11.05 (F) Course and Program Offerings.</b> Information concerning whether the following courses and programs, <del>which are not included in the Statewide Assessments,</del> are available to students enrolled in the Public School and, to the extent they are available on the Public School's, District's or Institute's Web site, Internet links to descriptions of these courses and programs:</p> <ul style="list-style-type: none"> <li>11.05 (F) (1) VISUAL art;</li> <li>11.05 (F) (2) drama or theater;</li> <li>11.05 (F) (3) music ;</li> <li>11.05 (F) (4) dance;</li> <li>11.05 (F) (5) physical education;</li> <li>11.05 (F) (6) economics;</li> <li>11.05 (F) (7) world languages;</li> <li>11.05 (F) (8) history;</li> <li>11.05 (F) (9) geography;</li> <li>11.05 (F) (10) civics;</li> </ul>

		<p>11.05 (F) (11) FOR MIDDLE AND HIGH SCHOOLS, career and technical education;</p> <p>11.05 (F) (12) FOR HIGH SCHOOLS, concurrent enrollment courses offered on the Public School’s campus. A CONCURRENT ENROLLMENT COURSE SHALL BE DEFINED AS ANY COURSE THAT ALLOWS A STUDENT TO SIMULTANEOUSLY EARN CREDIT BOTH BY A LOCAL EDUCATION PROVIDER AND AN INSTITUTION OF HIGHER EDUCATION;</p> <p>11.05 (F) (13) opportunities for civic or community engagement;</p> <p>11.05 (F) (14) Internet safety programs;</p> <p>11.05 (F) (15) for high schools, advanced placement, International Baccalaureate or honors courses;</p> <p>11.05 (F) (16) for elementary schools, International Baccalaureate or Montessori curricula;</p> <p>11.05 (F) (17) extracurricular activities;</p> <p>11.05 (F) (18) athletics;</p> <p>11.05 (F) (19) FOR MIDDLE AND HIGH SCHOOLS, credit recovery programs. A CREDIT RECOVERY PROGRAM SHALL BE DEFINED AS A PROGRAM IMPLEMENTED AT THE SCHOOL AND/OR DISTRICT LEVEL THAT ENABLES HIGH SCHOOL STUDENTS WHO HAVE FALLEN BEHIND ON GRADUATION REQUIREMENTS TO MAKE UP CREDITS OR MIDDLE SCHOOL STUDENTS WHO HAVE FALLEN BEHIND IN GRADE PROMOTION AND/OR TRANSITION INTO HIGH SCHOOL. THIS INCLUDES PROGRAMS OR ACTIVITIES THAT FACILITATE ACCRUAL OF CREDITS OR COURSE REMEDIATION ESPECIALLY IN CORE COURSES (MATH, SCIENCE, READING AND SOCIAL STUDIES) AND/OR</p>
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		<p>ALLOWS STRUGGLING STUDENTS TO CONTINUE EARNING COURSE CREDITS AND MAKE PROGRESS TOWARD GRADUATION OR GRADE PROMOTION. CREDIT RECOVERY MAY OCCUR AS A STUDENT IS COMPLETING OTHER COURSES OR AS AN EXTENSION ACTIVITY, SUCH AS SUMMER SCHOOL. EXAMPLES INCLUDE: SELF-PACED DIGITAL CONTENT PROGRAMS, ONLINE COURSES, WORK/STUDY THAT AWARDS CREDITS, COURSE REMEDIATION PROGRAMS AND ALTERNATIVE EDUCATION PROGRAMMING THAT RESULT IN ACCRUAL OF CREDITS;</p> <p>11.05 (F) (20) FOR MIDDLE AND HIGH SCHOOLS, assistance for out-of-school youth to re-enroll. ASSISTANCE FOR OUT-OF-SCHOOL YOUTH TO RE-ENROLL SHALL BE DEFINED AS SCHOOL AND DISTRICT APPROACHES AND SYSTEMS TO RE-ENGAGE YOUTH WHO ARE NOT ENROLLED IN SCHOOL AND HAVE NOT EARNED A HIGH SCHOOL CREDENTIAL (EITHER A DIPLOMA OR EQUIVALENCY CREDENTIAL, SUCH AS A GENERAL EDUCATION DEVELOPMENT CERTIFICATE). THIS INCLUDES RETRIEVAL OF STUDENTS WHO HAVE DROPPED OUT WITHIN THE CURRENT SCHOOL YEAR OR THOSE WHO HAVE DROPPED OUT IN PREVIOUS YEARS. EXAMPLES INCLUDE: DESIGNATING STAFF TO IDENTIFY AND OUTREACH TO STUDENTS WHO HAVE DROPPED OUT AND RE-ENROLLMENT PROCESSES THAT INVOLVE INDIVIDUALIZED TRANSITION PLANNING AND ASSESSMENT OF A RE-ENROLLED STUDENT'S EDUCATIONAL NEEDS/STRENGTHS AND PROVISION OF SUPPORT TO OVERCOME RESOURCES AND LINK TO RESOURCES; and</p> <p><b>11.05 (G) Student Health and Wellness.</b> To the extent that the Public School, District or Institute has adopted a wellness policy and to the extent it is available on the Public School's, District's or Institute's Web site, Internet links to the Public School's wellness policy, as well as information concerning whether the following programs and services are available to students enrolled at the Public School to support student health and wellness:</p> <p>11.05 (G) (1) all students in grades K through 6 have access to recess (yes/no);</p>
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		<p>11.05 (G) (2) a school health team or school wellness committee exists (yes/no);</p> <p>11.05 (G) (3) STUDENTS HAVE ACCESS TO a school-based or school-linked health center, as defined by THE COMMISSIONER <del>the Colorado Department of Public Health and Environment</del>, is provided (yes/no);</p> <p>11.05 (G) (4) health education is required for all students (yes/no);</p> <p>11.05 (G) (5) physical education is required for all students (yes/no);</p> <p>11.05 (G) (6) the Public School participates in the federal school breakfast program (yes/no); and</p> <p>11.05 (G) (7) A REGISTERED SCHOOL NURSE WHO IS LICENSED WITH THE DEPARTMENT AND THE COLORADO DEPARTMENT OF REGULATORY AGENCIES IS AVAILABLE ON THE SCHOOL PREMISES OR FOR CONSULTATION <del>students have access to school nurse services</del> (yes/no).</p>
EDAC	<p>In reporting on the performance of schools and districts, how will the Department ensure there is no penalty for schools that have students who have opted to concurrently enroll through the ASCENT program?</p>	<p>Although the Department will report 4-year graduation rates, it will also report 5-year, 6-year and 7-year graduation rates and intends to include information on performance reports that will indicate whether the school/district enrolls students who have opted into the ASCENT program.</p> <p>Additionally, the Department suggests adding the following language to the rules in section 4.03 (C) (3):</p> <p>“ the District’s or the Institute’s overall dropout rate, as calculated pursuant to section 2.02 (C) (2) of these rules, and the District’s or the Institute’s overall graduation rate, as calculated pursuant to section 2.02 (C) (3) of these rules. TO THE EXTENT PRACTICABLE, DISTRICTS AND THE INSTITUTE SHALL NOT BE ADVERSELY AFFECTED IN CALCULATING AND REPORTING THE COMPLETION OF HIGH SCHOOL</p>

		GRADUATION REQUIREMENTS BY QUALIFIED STUDENTS WHO HAVE BEEN DESIGNATED BY THE DEPARTMENT AS ASCENT PROGRAM PARTICIPANTS, PURSUANT TO § 22-35-108 (6) (B), C.R.S.”
EDAC	In reporting on the performance of schools and districts, how will the Department ensure there is no penalty for districts that have opted to not provide a PWR endorsement on diplomas?	<p>The Department will accurately report the percentage of all students graduating from a district or school who receive diplomas that are endorsed for postsecondary and workforce readiness and the percentage who receive diplomas that are endorsed for exemplary demonstration of postsecondary and workforce readiness.</p> <p>In evaluating the performance of districts and schools, however, districts that opt to not provide a PWR endorsement will not be penalized. The proposed rules currently include the following language:</p> <p>“5.03 If a Local School Board or the Institute choose not to endorse a high school diploma as described in § 22-7-1009 (2), C.R.S., the District or Institute will not be penalized for such choice when it is assigned an Accreditation category assignment.”</p> <p>“10.01 (B) If a Local School Board or the Institute choose not to endorse a high school diploma as described in § 22-7-1009 (2), C.R.S., the Public School will not be penalized for such choice when the Department makes a determination regarding the type of plan the Public School must implement.”</p>
Mark Payler, Superintendent, Weld 8	What accommodation(s) does the new accountability system make for schools with high mobility (e.g., those students that enroll in the school later in the school year without background in the curriculum taught)?	Mobility rates will be reported (see section 11.04 (F)(2)) and the Technical Advisory Panel is considering appropriate exclusion criteria to account for whether or not students have been continuously enrolled in a school or district.
Mark Payler,	Given that we are moving toward the	The Department and State Board will consider the implications of the new

<p>Superintendent, Weld 8</p>	<p>local adoption of new content standards and, in the near future, a new state assessment which will need a year by which to establish new baseline data (unless there is a valid and reliable correlation between the current CSAP and the new assessment), what will happen in terms of a district’s accreditation status since we are in a “whole new ballgame” in terms of the accreditation elements that comprise a district’s accreditation status since the assessment will be a new instrument by which we are evaluated (especially during this baseline establishment year)?</p>	<p>assessment system on school and district performance evaluations and make any needed revisions to the school and district performance frameworks in consultation with the field.</p>
<p>Senator Evie Hudak</p>	<p>Add to 3.04 a section (E) that describes how a District Accountability Committee is to be comprised, including the elements of the law 22-11-301 and 22-11-302, with the following changes/additions:</p> <ul style="list-style-type: none"> <li>• Add “or legal guardians” to 22-11-301(1)(a), as it is in 22-11-401(1)(a)(III).</li> <li>• Add a provision similar to 22-11-402(d) to have the DAC meet at least quarterly.</li> <li>• Add a provision for filling a vacancy on small DACs that</li> </ul>	<p>SB 163 does not authorize the State Board to promulgate rules related to the composition or duties of District Accountability Committees. The rules may not include changes or additions to the law in this area.</p> <p>The Department suggests adding the following section to the rules, to re-iterate the requirements outlined in SB 163:</p> <p><b>12.0 DISTRICT AND SCHOOL ACCOUNTABILITY COMMITTEES</b></p> <p><b>12.01 MEMBERSHIP OF DISTRICT ACCOUNTABILITY COMMITTEES.</b></p> <p>12.01 (A) Each Local School Board shall appoint or create a process for the election of a District Accountability Committee that shall consist of:</p> <p>12.01 (A) (1) at least three parents of students enrolled in the District Public</p>

	<p>have elected members, like the provision for filling vacancies on SACs in 22-11-401(3).</p> <ul style="list-style-type: none"> <li>• Add to 22-11-302(1) a provision for the DAC to review charter school <u>renewals</u>.</li> <li>• Add a provision similar to 22-11-401(1)(c) to have DAC members be in no more than one of the member positions.</li> </ul> <p>Add it 3.04 a section (F) that describes how a School Accountability Committee is to be comprised, including the elements of the law 22-11-401 and 22-11-402, with the following changes/additions:</p> <ul style="list-style-type: none"> <li>• Replicate language about the community member of the SAC to match the language for the DAC in 301(1)(d).</li> <li>• Add a provision similar to 22-11-301(2)(c) prohibiting parent SAC members to be employees or relatives of employees of the school.</li> </ul> <p>Clarify the language in 22-11-402(b) where it says “in the case of a <u>district public school</u>, the superintendent” – to show that it is the intention of</p>	<p>Schools;</p> <p>12.01 (A) (2) at least one teacher who is employed by the District;</p> <p>12.01 (A) (3) at least one school administrator who is employed by the District; and</p> <p>12.01 (A) (4) at least one person who is involved in business in the community within the District boundaries.</p> <p>12.01 (B) A person may not be appointed or elected to fill more than one of the member positions required in section</p> <p>12.01 (A) of these rules in a single term.</p> <p>12.01 (C) If a Local School Board chooses to increase the number of persons on the District Accountability Committee, it shall ensure that the number of parents appointed or elected to the committee pursuant to section 12.01 (A) (1) of these rules exceeds the number of representatives from the group with the next highest representation.</p> <p>12.01 (D) Except as otherwise provided in section 12.01 (E) of these rules, a parent shall not be eligible to serve on a District Accountability Committee if he or she is employed by, or is a relative of a person who is employed by, the school district, including being employed at a public school of the school district. “Relative” means a person's spouse, son, daughter, sister, brother, mother, or father.</p> <p>12.01 (E) If a District makes a good faith effort but is unable to identify a sufficient number of parents who are willing to serve on a District Accountability Committee and who are not excluded from serving as provided in section 12.01 (D) of these rules, one or more parents who are employed by, or are related to a person who is employed by, the District, including being employed at a public school of the</p>
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	<p>specifying a district public school to contrast with an Institute public school.</p>	<p>District, may serve on the District Accountability Committee.</p> <p>12.01 (F) If a Local School Board appoints the members of the District Accountability Committee, the Local School Board, to the extent practicable, shall ensure that the parents who are appointed reflect the student populations that are significantly represented within the District. Said student populations may include, but need not be limited to:</p> <p>12.01 (F) (1) students who are members of non-Caucasian races;</p> <p>12.01 (F) (2) students who are eligible for free or reduced-cost lunch through the Federal "National School Lunch Act", 42 U.S.C. sec. 1751 et seq.;</p> <p>12.01 (F) (3) students whose dominant language is not English, as defined in § 22-24-103 (4), C.R.S.;</p> <p>12.01 (F) (4) students who are migrant children, as defined in § 22-23-103 (2), C.R.S.;</p> <p>12.01 (F) (5) students who are identified as children with disabilities pursuant to § 22-20-108, C.R.S.; and</p> <p>12.01 (F) (6) students who are identified as gifted children as defined in § 22-20-103 (13), C.R.S.</p> <p>12.01 (G) If a Local School Board appoints the members of the District Accountability Committee, the Local School Board, to the extent practicable, shall ensure that:</p> <p>12.01 (G) (1) at least one of the parents appointed to the committee is the parent of a student enrolled in a charter school authorized by the Local School Board, if the Local School Board has authorized any charter schools; and</p>
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		<p>12.01 (G) (2) at least one of the persons appointed to the committee has a demonstrated knowledge of charter schools.</p> <p>12.01 (H) The members of each District Accountability Committee shall select from among the parent representatives serving on the committee a member to serve as chair or co-chair of the committee. The Local School Board shall establish the length of term for which the committee chair or co-chair shall serve.</p> <p><b>12.02 POWERS AND DUTIES OF DISTRICT ACCOUNTABILITY COMMITTEES.</b></p> <p>12.02 (A) Each District Accountability Committee shall have the following powers and duties:</p> <p>12.02 (A) (1) to recommend to its Local School Board priorities for spending District moneys. Whenever the District Accountability Committee recommends spending priorities, it shall make reasonable efforts to consult in a substantive manner with the School Accountability Committees of the District. The Local School Board shall consider the District Accountability Committee's recommendations in adopting the District budget for each fiscal year pursuant to article 44 of title 22;</p> <p>12.02 (A) (2) to advise its Local School Board concerning preparation of, and annually submit to the Local School Board recommendations regarding the contents of, a District Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is required based on the District's Accreditation category. In advising and preparing the recommendations, the District Accountability Committee shall make reasonable efforts to consult in a substantive manner with the school accountability committees of the District and shall compile and submit to the Local School Board the School Performance, Improvement, Priority Improvement, and Turnaround plans submitted by the School Accountability Committees pursuant to §§ 22-11-403 to 22-11-406, C.R.S.;</p>
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		<p>12.02 (A) (3) if the Local School Board receives a charter school application, to review the charter application prior to consideration by the Local School Board as provided in § 22-30.5-107 (1)C. R.S.; and</p> <p>12.02 (A) (4) the Local School Board and the District Accountability Committee shall, at least annually, cooperatively determine the areas and issues, in addition to budget issues, that the District Accountability Committee shall study and concerning which the committee may make recommendations to the Local School Board.</p> <p><b>12.03 MEMBERSHIP OF SCHOOL ACCOUNTABILITY COMMITTEES.</b></p> <p>12.03 (A) Each District Public School and each Institute Charter school shall establish a School Accountability Committee. Each School Accountability Committee shall consist of at least seven members as follows:</p> <p>12.03 (A) (1) the principal of the school or the principal's designee;</p> <p>12.03 (A) (2) at least one teacher who provides instruction at the school;</p> <p>12.03 (A) (3) at least three parents or legal guardians of students enrolled in the school;</p> <p>12.03 (A) (4) at least one adult member of an organization of parents, teachers, and students recognized by the school; and</p> <p>12.03 (A) (5) at least one person from the community.</p> <p>2.03 (B) The Local School Board or the Institute shall determine the actual number of persons on the School Accountability Committee and the method for selecting the members of the School Accountability Committee. If the Local School Board or the Institute chooses to increase the number of persons on the school accountability committee, it shall ensure that the number of parents, as section 12.03 (A) (3) of</p>
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		<p>these rules, on the committee exceeds the number of representatives from the group with the next highest representation.</p> <p>12.03 (C) A person may not be selected to fill more than one of the member positions required in section 12.03 (A) of these rules in a single term.</p> <p>12.03 (D) If the Local School Board or the Institute determines that the members of a School Accountability Committee should be appointed, the appointing authority shall, to the extent practicable, appoint persons to serve on the School Accountability Committee who reflect the student populations that are significantly represented within the school. If the Local School Board or the institute determines that persons shall be elected to serve on the School Accountability Committee, the school principal shall encourage persons who reflect the student populations that are significantly represented within the school to seek election to the committee. Said student populations may include, but need not be limited to:</p> <p>12.03 (D) (1) students who are members of non-Caucasian races;</p> <p>12.03 (D) (2) students who are eligible for free or reduced-cost lunch through the Federal "National School Lunch Act", 42 U.S.C. sec. 1751 et seq.;</p> <p>2.03 (D) (3) students whose dominant language is not English, as defined in § 22-24-103 (4), C.R.S.;</p> <p>2.03 (D) (4) students who are migrant children, as defined in § 22-23-103 (2), C.R.S.;</p> <p>2.03 (D) (5) students who are identified as children with disabilities pursuant to § 22-20-108, C.R.S.; and</p> <p>2.03 (D) (6) students who are identified as gifted children as defined in § 22-20-103 (13), C.R.S.</p>
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		<p>2.03 (E) The members of each School Accountability Committee shall annually select from among the parent representatives elected to the committee a member to serve as chair or co-chair of the committee.</p> <p>12.03 (F) If a vacancy arises on a School Accountability Committee because of a member's resignation or disqualification or for any other reason, the remaining members of the School Accountability Committee shall fill the vacancy by majority action.</p> <p>12.03 (G) Notwithstanding any provision of this section to the contrary:</p> <p>12.03 (G) (1) If, after making good-faith efforts, a principal or an organization of parents, teachers, and students is unable to find a sufficient number of persons who are willing to serve on the School Accountability Committee, the principal, with advice from the organization of parents, teachers, and students, may establish an alternative membership plan for the School Accountability Committee, which plan shall reflect the membership specified in section 12.03 (A) of these rules as much as practicable;</p> <p>12.03 (G) (2) The members of the governing board of a District Charter School or an Institute Charter School may serve as members of the School Accountability Committee;</p> <p>12.03 (G) (3) In a District with five hundred or fewer enrolled students, a member of the Local School Board may serve on a School Accountability Committee, and the District Accountability Committee may serve as a School Accountability Committee.</p> <p><b>12.04 POWERS AND DUTIES OF SCHOOL ACCOUNTABILITY COMMITTEES.</b></p> <p>12.04 (A) Each School Accountability Committee shall have the following powers and duties:</p>
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		<p>12.04 (A) (1) to recommend to the principal of its school priorities for spending school moneys. The principal shall consider the School Accountability Committee's recommendations regarding spending state, federal, local, or private grants and any other discretionary moneys and take them into account in formulating budget requests for presentation to the Local School Board, if the school is a District Public School, other than a charter school, or in creating the school budget if the school is a District or Institute Charter School. The School Accountability Committee for a District Public School shall send a copy of its recommended spending priorities to the School District Accountability committee and to the Local School Board;</p> <p>12.04 (A) (2) to advise the principal of the Public School and, in the case of a District Public School, the superintendent of the School District concerning the preparation of a School Performance or Improvement Plan, if either is required pursuant to § 22-11-210, C.R.S., and to submit recommendations to the principal, and superintendent if applicable, concerning the contents of the Performance or Improvement Plan;</p> <p>12.04 (A) (3) to advise the Local School Board or the Institute concerning the preparation of a School Priority Improvement or Turnaround Plan, if either is required pursuant to § 22-11-210, C.R.S., and to submit recommendations to the Local School Board or the Institute concerning the contents of the Priority Improvement or Turnaround Plan; and</p> <p>12.04 (A) (4) to meet at least quarterly to discuss whether school leadership, personnel, and infrastructure are advancing or impeding implementation of the public school's Performance, Improvement, Priority Improvement, or Turnaround Plan, whichever is applicable, or other progress pertinent to the Public School's Accreditation contract with the Local School Board or the Institute.</p>
<p>Senator Evie Hudak</p>	<p>Add to 8.01 a section (D) that requires compliance with 22-11-301 and 22-</p>	<p>Districts are currently required to comply with all statutory requirements applicable to districts, including §§ 22-11-301 AND 302, C.R.S., concerning District</p>

	<p>11-302, with the additions and changes listed above, and a requirement that districts ensure that their schools are complying with 22-11-401 and 22-11-402, with the additions and changes listed above.</p>	<p>Accountability Committees. This is articulated in the following section of the rules:</p> <p>“3.04 (D) The District’s or the Institute’s substantial and good-faith compliance with the provisions of title 22 and other statutory and regulatory requirements applicable to School Districts and the Institute.”</p>
<p>Erin Silver, HOPE Online and the Colorado Virtual Academy (COVA)</p>	<p>The passage of Senate Bill 09-163 created a lack of clarity regarding the accountability of a school district for its online program(s).</p> <p><i>Clarify that school districts are responsible for the accreditation (22-11-307) of the online programs, which they authorize. <b>Possible Language:</b></i></p> <p>In adopting its school accreditation policies for its online programs, a local school board or the institute board shall include a review of the online program’s alignment to the quality standards outlined in 22-30.7-105 and the online program’s annual report to the Online Division outlined in 22-30.7-109.</p> <p><i>Maintain initial certification of multi-district online programs through the State Board, based on recommendation of the Online Division, pursuant to 22-30.7-106. Consolidate duplicative processes by allowing a school district’s</i></p>	<p>The Department suggests the following revisions be made:</p> <p>“1.26 “ON-LINE PROGRAM” MEANS A FULL-TIME ON-LINE EDUCATION PROGRAM OR SCHOOL AUTHORIZED PURSUANT TO ARTICLE 30.7 OF TITLE 22 THAT DELIVERS A SEQUENTIAL PROGRAM OF SYNCHRONOUS OR ASYNCHRONOUS INSTRUCTION FROM A TEACHER TO A STUDENT PRIMARILY THROUGH THE USE OF TECHNOLOGY VIA THE INTERNET IN A VIRTUAL OR REMOTE SETTING.”</p> <p>“3.04 (D) THE DISTRICT’S OR INSTITUTE’S SYSTEM FOR ACCREDITING PUBLIC SCHOOLS THAT MEET THE DEFINITION OF AN ON-LINE PROGRAM, WHICH SYSTEM SHALL EMPHASIZE SCHOOL ATTAINMENT OF THE FOUR STATEWIDE PERFORMANCE INDICATORS, AS WELL AS THE EXTENT TO WHICH THE PUBLIC SCHOOL HAS MET THE QUALITY STANDARDS OUTLINED IN § 22-30.7-105, C.R.S. AND MADE PROGRESS IN IMPLEMENTING ANY CORRECTIVE ACTIONS REQUIRED PURSUANT TO §§ 22-30.7-109 (2) (B) AND 22-30.7-110 (2) (A), C.R.S., AND MAY, IN THE LOCAL SCHOOL BOARD’S OR INSTITUTE’S DISCRETION, INCLUDE ADDITIONAL ACCREDITATION INDICATORS AND MEASURES ADOPTED BY THE DISTRICT OR INSTITUTE.”</p> <p>“10.04 No later than December of each school year, the State Board shall make a final determination regarding the type of plan each Public School shall implement. The State Board shall notify the Local School Board for the Public School, or the Institute if the Public School is an Institute Charter School, regarding the type of plan the Public School shall implement. FOR A PUBLIC SCHOOL THAT MEETS THE DEFINITION OF AN ONLINE PROGRAM, THE TIMING OF THIS NOTIFICATION SHALL ALIGN WITH THE NOTIFICATIONS DESCRIBED IN §§ 22-30.7-109 (2) (B) AND 22-30.7-</p>

	<p><i>accreditation of its district public schools to replace the Online Division’s review, or re-certification, of online programs (which are, by definition, district or institute public schools).</i> <b>Possible Language:</b> If an online program, after gaining initial certification pursuant to 22-30.7-106, is authorized by a school district, as defined in 22-11-103 (29), or the State Charter School Institute, as defined in 22-11-103 (15), then the review process shall be performed by the authorizing school district or institute in accordance with the accreditation process pursuant 22-11-106 and 22-11-307 and the school district and institute reporting requirements pursuant to 22-11-504.</p> <p><i>Emphasize the Online Division’s supportive role as school districts monitor, review and accredit the online programs, which they operate or authorize.</i> <b>Possible Language:</b> The Unit of Online Learning shall provide technical assistance and support to the school district, the institute and public schools to assist the school district, institute and public school personnel. Technical assistance and support may include, but need not be</p>	<p>110 (2) (A), C.R.S.”</p> <p>“10.08 (C) (7) Address any other issues raised by the Department through the performance evaluation process described in section 9.00 of these rules. FOR A PUBLIC SCHOOLS THAT MEETS THE DEFINITION OF AN ONLINE PROGRAM, THE SCHOOL PERFORMANCE PLAN SHALL ADDRESS ANY CORRECTIVE ACTIONS REQUIRED PURSUANT TO §§ 22-30.7-109 (2) (B) AND 22-30.7-110 (2) (A), C.R.S.”</p> <p>“10.09 (C) (7) Address any other issues raised by the Department through the performance evaluation process described in section 9.00 of these rules. FOR A PUBLIC SCHOOLS THAT MEETS THE DEFINITION OF AN ONLINE PROGRAM, THE SCHOOL IMPROVEMENT PLAN SHALL ADDRESS ANY CORRECTIVE ACTIONS REQUIRED PURSUANT TO §§ 22-30.7-109 (2) (B) AND 22-30.7-110 (2) (A), C.R.S.”</p> <p>“10.10 (D) (7) Address any other issues raised by the Department through the performance evaluation process described in section 9.00 of these rules. FOR A PUBLIC SCHOOLS THAT MEETS THE DEFINITION OF AN ONLINE PROGRAM, THE SCHOOL PRIORITY IMPROVEMENT PLAN SHALL ADDRESS ANY CORRECTIVE ACTIONS REQUIRED PURSUANT TO §§ 22-30.7-109 (2) (B) AND 22-30.7-110 (2) (A), C.R.S.”</p> <p>“10.11 (C) (7) Address any other issues raised by the Department through the performance evaluation process described in section 9.00 of these rules. FOR A PUBLIC SCHOOLS THAT MEETS THE DEFINITION OF AN ONLINE PROGRAM, THE SCHOOL TURNAROUND PLAN SHALL ADDRESS ANY CORRECTIVE ACTIONS REQUIRED PURSUANT TO §§ 22-30.7-109 (2) (B) AND 22-30.7-110 (2) (A), C.R.S.”</p>
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	<p>limited to: consultative services on best practices in online programs; access to data and research to support interpretation of student data, decision making and learning; and evaluation and feedback on the online program's annual report.</p> <p>Suggested placement in SB 09-163: 22-11-307, Accreditation of public schools. Language to strike from SB07-215: 22-30.7-103(3)(c); 22-30.7-110; associated State Board rules</p>	
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