POUDRE SCHOOL DISTRICT

Internal Monitoring Report
June 11, 2019

Policy Title: Treatment of Students, Parents/Guardians & General Public
Policy Type: Executive Limitation
Policy No.:   EL 2.1
Period Monitored: July 2018-June 2019

This report monitors the Board of Education's Executive Limitations Policy for the 2018-2019 school year.

The Superintendent shall neither cause nor allow organizational circumstances or actions for students, prospective students, their parents/guardians, and the general public that are unsafe, untimely, undignified, or unnecessarily intrusive or restrictive.

Among other things, the Superintendent shall not:

1. *Change any material District practice or condition without considering public input.*

2. *Use enrollment, application or similar forms that elicit unnecessary information from students, their parents, or users of District facilities.*

3. *Use any method of collecting, reviewing, transmitting, or storing student information that fails to protect against improper access to the material elicited.*

4. *Use any method of discipline for student behavior or dress that is unclear, undignified, unnecessarily restrictive or inconsistently applied.*

5. *(a) Operate schools, facilities and work sites without appropriate accessibility, safety, cleanliness, and privacy, or (b) fail to allow equitable and reasonable access for students, their families and the general public for non-disruptive activities.*

6. *(a) Unnecessarily restrict parents or students in their choice of schools or educational programs, or (b) unnecessarily fail to support a culture of choice/open enrollment District wide.*

7. *Fail to establish with students and parents/guardians a clear understanding of what may be expected, when it may be expected, and what may not be expected from the educational and other products and services offered.*

8. *Use any assessment or grading of students that is untimely, unclear, unnecessarily restrictive, irrelevant or inconsistently applied.*

9. *Fail to provide reasonable, relevant and timely information or responses to their inquiries.*

10. *Retaliate against any student or parent/guardian for non-disruptive expression of dissent or concern.*

11. *Operate without written rules which: (a) specify District and school expectations, standards and procedures; (b) provide for effective resolution of concerns, complaints, and grievances; and (c) protect against wrongful conditions and disparate treatment for inappropriate reasons.*

12. *Prevent students, parents/guardians or the general public from addressing complaints and concerns to the Board when internal grievance procedures have been exhausted and the person alleges that Board policy has been violated to his or her detriment.*

13. *Fail to inform students, parents/guardians and the general public of this policy, or to provide a way to be heard for persons who believe they have not been accorded a reasonable interpretation of their protections under this policy.*

14. *Operate without written District Operating Principles; fail to assess the climate and culture of the District around the written District Operating Principles by obtaining input from students, parents/guardians and the general public and publishing findings; or fail to advise the Board of any revisions made to the written District Operating Principles.*

This report is presented in accordance with the Board's monitoring schedule. I certify that the information is true and complete.

Sandra Smyser, Ph.D.   June 11, 2019
Superintendent of Schools

Executive Summary

This report monitors Executive Limitation 2.1 policy language as it deals with how district policies treating students, parents and the public prevent organizational circumstances or actions that are considered unsafe, untimely, undignified or unnecessarily intrusive/restrictive.

The evidence included in this monitoring report indicates that:

1. *When a material district practice or condition has changed, public input has been considered.* This can be seen in the following changes that occurred during 2018-2019 school year that incorporated public engagement activities. These changes can be put into two categories: annual changes and changes specific to this school year.

   Annual Changes
   - 2019-2020 Calendar
   - Budget Development

   2018-2019 Specific Changes
   - School Start Times
   - Futures Lab strategic planning/official naming
   - Public input meetings for design of new schools
   - Update of $40 million bond-funded school improvements list, following sale of 2016 bonds
   - Technology Refresh purchase update
   - Instructional materials adoptions

2. *Enrollment, application, and other forms do not ask for unnecessary information from students, parents, or users of district facilities.* This is facilitated through the Information Technology Department having reviewed the 2019-20 student enrollment form in the fall of 2018 to ensure that it collects the minimal information required by law. It is not possible for staff to ensure that all "other forms" do not ask for unnecessary information; however, PSD has policies JRA/JRC – Student Records / Release of Information on Students and JRCB – Privacy and Protection of Confidential Student Record Information that have applications in regard to this executive limitation.

3. *Collection, reviewing, transmitting and storing student information is protected against improper access to materials.* This can be seen through district procedures including utilization of the student enrollment form, information being entered by authorized school personnel, both paper and electronic records, electronic storage that allows for maintenance of an access log, paper forms stored in access controlled locations at current schools, student records being "checked" in and out of the Records Center, electronic student records assigned a unique identification number, information stored on servers with backup systems and physical student information being stored in a secure warehouse. Data privacy protocols are implemented with regard to purchase of software that students use in the classroom and software used throughout the district.

4. *Methods of discipline for student behavior or dress are clear, dignified and positive.* This can be seen through annual review of the Student Rights and Code of Conduct, verification that across the district, an average of 97.92% of parents/students read and signed the receipt of Student Rights and Code of Conduct this school year. Also, a review of disciplinary records for expulsions shows due process for each student and auditing of discipline by assistant superintendents when reviewing expulsion cases ensures progressive discipline.

5. *A) Operation of schools, facilities and work sites that allow appropriate accessibility, safety, cleanliness and privacy.* This can be seen through the permits, inspections and approvals of appropriate local governing bodies that district schools, facilities and work sites operate under.

   B) *The district allows equitable and reasonable access for students, families and the general public for non-disruptive activities.* This can be seen through the 21,712 activity reservations by outside organizations before and after school hours from July 1, 2018 through June 30, 2019, as of May 2019.

6. *Parents or students are not unnecessarily restricted in their choice of schools or education programs and the district supports a culture of choice/open enrollment districtwide.* This can be seen through the centralized online application process for school choice, having 26.7% of parents choose a school for their child other than their neighborhood school with no appeals made during the 2018-2019 school year. Additionally, 2,212 students were enrolled in an option school (100% choice) this school year.

7. *Students and parents have a clear understanding of what may be expected, when it may be expected and what may not be expected from educational and other services offered.* This can be seen with in-depth information provided to parents on the PSD website; information provided to parents upon request; support of families who/whose child speaks a language other than English, through translated materials and connection to family liaisons; districtwide communication resources, such as the PSD Schools Directory, kindergarten marketing materials, sixth-grade marketing materials, ninth-grade marketing materials; boundary maps; PSD's social media platforms; and family newsletters from both schools and the District. Other forms of communication to parents include personnel at each site identified to answer questions from parents, and the ParentVUE parent access portal that contains information regarding grades and other information about that parent's student(s).

8. *District assessments and grading of students is timely, clear, relevant, consistently applied and not unnecessarily restrictive.* This can be seen through the prescribed assessment calendar dictated by the Colorado Department of Education, monitoring of procedures for CMAS, ACCESS for English Language Learners, DIBELS/Acadiance, Teaching Strategies GOLD, CogAT, NWEA MAP (alternate PROGRESS), and SAT, along with trainings for coordinators at each site to ensure compliance with CDE-mandated timelines.

9. *PSD provides reasonable, relevant and timely information or responses to student, parent and community inquiries.* This can be seen through the practice of having Cabinet-level administrators, and other employees, respond to parent, student and community communications, when a response is warranted, within a time and manner that is appropriate, or as prescribed by law. PSD's Communications department also responds to inquires sent to PSD via its social media platforms, as well as the public email address info@psdschools.org, within a timely manner when a response is warranted.

10. *The district does not retaliate against any student, parent/guardian for non-disruptive expression of dissent or concern.* This can be seen through investigation of incidents that are reported to the Assistant Superintendents and/or Executive Director of Human Resources. No substantiated acts of retaliation occurred the 2018-2019 school year.

11. *PSD operates with written rules that specify district and school expectations, standards and procedures, provides effective resolution of concerns, complaints and grievances, and protects against wrongful conditions and disparate treatment for inappropriate reasons.* This can be seen through the comprehensive nature of the Student Rights and Code of Conduct, which 97.92% of parents/students signed as having read and received in the 2018-19 school year. This information is available via hardcopy and on the PSD website in English, Spanish and Arabic.

12. *The district does not prevent students, parents/guardians or the general public from addressing complaints and concerns to the Board when internal grievance procedures have been exhausted and the person alleges that Board policy has been violated to his/her detriment.* This is showcased by parents, students and members of the public having access to the Board of Education through written/email communications, phone calls, community engagement sessions and Community Comment at Board of Education meetings.

13. *PSD informs students, parents/guardians and the public of EL 2.1 and/or provides a way for persons to be heard who believe they have not been accorded a reasonable interpretation of their protections under EL 2.1.* This is showcased through posting of the policy on the PSD website and including references to it in back-to-school staff and parent e-newsletters each year. A summary of the policy is also typically included in each school's newsletter in fall, referring students and parents to the district's website where the policy can be found in its entirety.

14. *PSD conducts a "Student Connection Survey" annually to solicit feedback from parents/guardians about how connected their student(s) is/are to their education and the adults within PSD. The 2018-19 school year marked the inaugural development and use of the "Family Engagement Survey," which replaces the National Center for School Leadership's "Parent Engagement and Satisfaction" survey. This was previously administered to parents every other year.*

APPENDICES:

A –2018-2019 Assessment Calendar

Interpretation

Policy Wording:
Among other things, the superintendent shall not:

1. *Change any material district practice or condition without considering public input.*

Interpretation:
The district interprets this to mean it will not adjust or alter the essential functions of PSD that have a long-term impact on students and the community without soliciting and listening to ideas from parents, students, staff and community members as appropriate.

Evidence:
The following issues/matters included community engagement during the 2018-2019 school year. In each instance, input was solicited from various stakeholder groups as identified and was factored into the decision-making process. Outcomes were then communicated back to the stakeholders involved.

<u>Annual Changes</u>
A. **2019-2020 Calendar -** In fall 2018, the Calendar Development Committee convened to discuss proposed options for the 2019-2020 school year calendar. The start dates for elementary, middle and high schools were aligned for the 2019-20 school year calendar. The goal is to move toward a calendar with even further grade-level alignment for non-student contact days in future iterations. Employee group representatives were part of the committee along with parents, administrators, classified and licensed staff members. The proposed 2019-2020 calendar was discussed by the Superintendent's Cabinet, as well as in Issue Resolution with representatives from Human Resources (HR), Poudre Education Association, Poudre Association of School Executives, and the Association of Classified Employees. The Board of Education reviewed the draft 2019-20 school year calendar at the Oct. 9, 2018, Board meeting and had the opportunity to ask questions and provide input at that time. Staff calendars were created by HR and placed on the PSD website with information specific to each work year by job classification: classified, licensed and administrative.

B. **Budget Development** - Every year, PSD conducts the Budget Development process, which includes feedback and input from both internal and external stakeholders.

    For the 2019-2020 budget, initial conversations included the possibility of additional state funding through buy-down of the budget stabilization (BS) factor. PSD also projected a nearly 1 percent District-funded pupil growth, as well as increases for both inflation and student growth in the School Finance Act Of note, Colorado Gov. Jared Polis in May 2019 signed House Bill 1262 into law. Starting in 2019-20, the state will fully fund all-day kindergarten, and parents/guardians will no longer pay all-day kindergarten tuition (half-day programs have historically been free). PSD experienced several cost increases in the 2019-20 fiscal year, including $2.7 million for charter schools, based on a per-pupil revenue increase, student growth, and mill levy override sharing; a $100,000 utilities increase; and a $600,000 risk management increase, caused by property insurance premium increases (driven by hail storms across the Front Range). In total, PSD had about $1.3 million to allocate to program needs and site-based budgets. That total will fund the following, many of which align with Board focus areas of social and emotional well-being and school security, among others:

    o   Increased safety and mental health positions, including additional behavior technicians, an additional night campus security officer, a school psychologist and more

- o   Increased allocations to the concurrent enrollment budget, to accommodate growth in student participation
- o   Addition of four custodial FTE in response to 2019-20 bell schedule changes
- o   Two bus operators for growth
- o   Funding to support an increase in pay for substitute teachers
- o   Increased budgets to buy updated instructional materials
- o   An increase of 5 percent each for employee health and dental contributions, as well as a 2 percent cost-of-living adjustment, among other funding for steps and lanes
- o   Increases to

Information regarding budget allocations were communicated through Tactical Leadership, Issues Resolution with the three employee group presidents, and the negotiations process. Feedback was solicited from these groups throughout the process, as well as the Budget Advisory Group, a community group of parents and financial experts who review the budget and provide input and feedback regarding the situation and proposed plans.

Decisions and plans were communicated through the following methods: District Advisory Board meetings, emails and newsletters to parents and staff, website stories and information, local media stories, and the Audit Committee and Budget Advisory Group. In May 2019, the employee groups voted to approve the 2019-20 Employee Agreement, later approved by the Board of Education. On June 11, 2019 the Board of Education adopted a balanced budget that funded critical programs and staffing.

Specific Changes (2018-2019)

C. **School Start Times –** More than a year ago, the Board of Education tasked PSD staff with exploring the possibility of shifting school start times at the secondary level to later in the morning. Research from the American Medical Association (AMA), which is supported by the American Psychological Association and the American Academy of Pediatrics, indicates that high school students perform better and are safer when they get more sleep. The AMA, therefore, recommends that teenagers should not start school before 8:30 a.m. Compelled by this research, PSD's Board of Education tasked the District with exploring start time options that would shift the start times of high schools and middle schools closer to the AMA's 8:30 a.m. recommendation.

PSD began its exploration by surveying the community to garner information about the community's interest in later start times. The District learned from the inaugural survey that about 85 percent of respondents had an interest in shifting secondary school start times later. With this feedback, the District then convened a School Start Times Scenario Committee, comprised of parents, staff, and community members, to help identify specific start-time scenarios for further consideration. This committee, with the support of PSD's Transportation Department, identified four start-time scenarios for further consideration. These four scenarios then formed the basis of a second survey, circulated to the community in August 2018. While this survey was open, the District also hosted four community engagement sessions, which offered members of the PSD community the opportunity to learn more about the scenarios under consideration and to ask questions and provide comments related to potential start-time changes.

From the surveys and community engagement, the District learned that the end time for high schools was of concern, and that end times after 4 p.m. were largely considered to be too late. In response to this feedback, PSD created an additional start-time scenario that shifted high schools to 8:55 or 9 a.m.

starts with an end time of 4 or 4:05 p.m. This Modified Scenario B, as it's called, was made possible by eliminating later-start Wednesdays, and is ultimately the scenario the Board of Education voted Nov. 27 to approve for implementation during the 2019-20 school year. Immediately following the Board's vote, District staff started the work of implementing the changes.

D. **Futures Lab strategic planning/official naming** –PSD's new Futures Lab will offer students programs and pathways to pursue passions and interests in applied-learning environment that enhances PSD's long-standing college and career-readiness programs. The Futures Lab, which will launch in the 2019-20 school year, will offer courses that let students deepen their learning in interest areas, develop career skills and earn industry-recognized credentials in a variety of fields. The goal is to help students graduate prepared to succeed in a changing world. Opportunities in the inaugural year 2019-20 will be extended to students who are currently on-track to graduate and who have shown interest in one of the programs. The inaugural programming is thanks, in part, to a significant donation from the PSD Foundation.

The Futures Lab is born out of multiple strategic planning sessions and ongoing work that involved PSD staff, as well as representatives from the business and greater communities.

Additionally, PSD formed a Naming Committee, comprised of representatives from the business/general community, to review names solicited from and submitted by community members through a public survey. The committee recommend an official name to Superintendent Sandra Smyser, following District Policy FF – Naming District Sites and Facilities. Superintendent Smyser then recommended the committee's name to the Board of Education, which approved "Futures Lab" at its April 9, 2019, meeting.

PSD will continue to engage its partners in the business and greater communities, as this program comes to life and grows in future years.

E. **Input regarding design of new schools –** PSD voters approved a $375 million bond to build three new schools — a new middle/high school in Wellington, and an elementary and middle/high school east of I-25 — as well as an athletics complex, transportation maintenance facility, and an addition to Zach Elementary School. The bond will also fund $40 million of improvements to every existing school. The $8 million mill levy override will, among other things, pay for operating costs of the new buildings.

Voters approved a bond and mill levy override in November 2016 to fund the new construction. Multiple court cases delayed this work, but PSD ultimately prevailed in litigation in fall 2018. PSD's Board of Education in September approved the issuance of bonds, clearing the way for construction.

Two Design Advisory Groups, comprised of PSD employees, were established with the intent of using feedback from the groups to guide design and construction of the three new schools. The groups met continuously during the 2018-19 school year and will continue to provide feedback into the 2019-20 school year. During the 2018-19 school year, PSD staff provided multiple Long-Range Plan/Construction updates to the Board of Education. Additionally, PSD staff and representatives from the contracted architectural firms hosted informational meetings in fall 2018 at which community members had the opportunity to review conceptual designs, ask questions, and provide input about what they would like to see in these future schools.

F. **Update of the $40 million in bond-funded school improvements, following sale of 2016 bonds -** PSD voters approved a $375 million bond to build three new schools — a new middle/high school in Wellington, and an elementary and middle/high school east of I-25 — as well as an athletics complex, transportation maintenance facility, and an addition to Zach Elementary School. The bond will also

fund $40 million of improvements to every existing school. PSD staff, and principals and their school communities, worked extensively to solicit feedback and develop a prioritized list of needs at each school/facility. Principals worked mainly but not exclusively with their leadership teams, and many consulted their School Accountability Committees (which include parent representation). Following the two-year litigation delay and September 2018 sale of the 2016 bonds, PSD's Operations department and others worked with principals to re-consider their schools' bond-funded improvement list to ensure they were current and relevant. Some school communities made changes to their respective list of improvements. The $40 million in improvements to all schools will take place starting in summer 2019 and continue over the next three to four years.

G. **Technology Refresh Choice Model, purchase update –** During the 2018-19 school year, the PSD Technology Steering Committee continued to examine the one-to-one device program supported by the 2010 mill levy override to ensure quality integration with learning and teaching, along with long-term financial viability. Based on input from stakeholders, the Committee is exploring the T3 Framework for Educational Technology Use to help schools analyze the manner in which they utilize technology. This exploration, coupled with the availability of some one-time mill levy dollars, became the impetus for changes to our one-to-one Tech Device Deployment and Refresh Model. The goal is that technology purchases align with school efforts to enhance technology integration and use. Replacement of aged technology devices facilitates a reliable, secure and simple technology environment for students and staff throughout PSD daily.

For the 2019-2020 school year, student Windows-based laptop devices will continue to be refreshed for all incoming third-, sixth-, and ninth-grade students. Additionally, staff devices will be refreshed with new Windows-based devices that include a touchscreen and flip-to-tablet mode. PSD will change our one-to-one Tech Device Deployment starting in the 2020-2021 school year. Instead of deploying devices to approximately a quarter of our students (refreshing devices across the district for third, sixth, and ninth grade), the Choice Model will deploy devices to approximately a quarter of all PSD schools each year (refreshing devices for all schools in a single feeder each year). Student and staff devices will be deployed for the entire school and then refreshed on a four-year cycle. Transition order: 2020-2021, RMHS feeder and choice schools; 2021-2022, FCHS feeder; 2022-2023, FRHS feeder and PHS feeder; 2023-2024, new school feeders.

PSD's technology replacement program has historically been funded by multiple sources, including from the 2010 bond and multiple infusions from the general fund. The 2010 bond funding for technology, however, hasn't kept up with PSD's student growth over time. Forecasts show that a one-time use of 2016 mill levy override dollars will move PSD into a more sustainable funding model for future years.

H. **Instructional Materials Adoptions** - During the 2018-2019 school year, The Curriculum Department, in collaboration with the Procurement Department, released Requests for Proposals with the intention of evaluating and adopting instructional materials for Early Childhood Education, Elementary Reading, and the Elementary Biliteracy Programs at Harris and Irish Elementary Schools. For each of these instructional materials adoptions, the Curriculum Department staff use the following procedures for evaluating instructional materials.

- Instructional material adoption committees consisting of teachers, specialists (ELD, IS), administrators, and parents are formed.
- The committee reviewed current research and educational practices for the content area and develop evaluation criteria for the instructional material review.
- A Request for Proposals (RFP) is published by the Procurement Department, requesting publishers to submit instructional materials that meet the requested needs of PSD.

- Committee members evaluate the instructional materials using the criteria established in the RFP. The committee may also request additional information from publishers including a formal presentation of the materials by publisher representatives. Materials are also piloted in classrooms to gather additional evaluation data.
- Instructional materials are placed on display for public review and comment (with the reviews advertised on the PSD website, through PSD social media platforms and the Great Happens Here PSD newsletter, among other means.)
- Using the data gathered throughout the evaluation process, the committee comes to consensus on a recommendation for instructional materials adoption.
- The committee recommendation, along with supporting information, is provided to the Board of Education for review and action to formally adopt the instructional materials for use in PSD.

During 2018-2019, in addition to the three instructional materials adoptions listed above, PSD staff also revised the fifth-grade Human Growth and Development lessons. PSD teachers, working with staff from the Larimer County Health Department, updated the lessons to assure that the lessons contain current information, are scientifically accurate, and align with the revised Colorado State Health Standards. Once the lessons were updated, the PSD Wellness Advisory Committee (WACS) reviewed the draft lessons and provided additional feedback. Lastly, the draft lessons were made available for public review and feedback prior to finalizing the lessons for approval by the Board of Education.

Communications and Community Engagement Activities for Changes Noted Above   For the issues listed above, various proactive communications activities were carried out as detailed. Information varied based on the issue and target audience. In all instances, the issue, opportunities for public input, the outcome and actions taken were noted.

- Engagement sessions/meetings with stakeholders

- Updates to principals and administrators at leadership meetings, as well as through email and one-on-one or school team communications

- News posted to the PSD website, social media accounts

- Targeted e-mails to principals, administrators, parents and PSD staff

- Requests that principals share information with site teams, PTA/PTOs, volunteer coordinators, staff, all families

- Updates to the District Advisory Board as deemed appropriate by the Superintendent/Assistant Superintendents

- Television programming on PSD-TV Channel 10, with videos posted/linked to the PSD website/shared via PSD social media accounts

- Updates for parents and community members via district-wide newsletters sent about twice a month

- Story ideas pitched to local and Denver-area media

- Coordination of strategic surveying of parents, students in alignment with District Ends and priorities

Based on the engagement of stakeholders regarding changes to material practices, the district meets expectations for EL 2.1.1.

Policy Wording:

2. *Use enrollment, application or similar forms that elicit unnecessary information from students, their parents, or users of district facilities.*

Interpretation:
The district interprets this to mean that district documents used to collect information will ask for the minimal amount of information needed to fulfill health, safety, educational and business services. This information will be used for enrollment purposes, the educational assessment of students or state/federal reporting/grant legal requirements. This is reasonable as the district needs access to basic information for legal, educational, safety, and communication purposes.

Evidence:
The Information Technology Department and site representatives review the student enrollment form annually to ensure the District collects the minimal information needed to meet the requirements set by law, to communicate effectively with parents, and to fulfill health, safety, educational, and business services. The student enrollment form is reviewed to identify any additional fields for collection of necessary student information and to ensure the District continues to collect only the minimum information as required by law.

No modifications have been identified to revise the student enrollment form at this time.

It is impossible for staff to determine whether all "similar forms," outside of the enrollment and application forms, elicit unnecessary information from students, their parents, or users of district facilities. However, PSD has policies JRA/JRC – Student Records / Release of Information on Students and JRCB – Privacy and Protection of Confidential Student Record Information that have applications in regard to this executive limitation.

With the review of these forms and attesting they meet the above standards, the district meets the expectation of Executive Limitation 2.1.2

Policy Wording:
3. *Use any method of collecting, reviewing, transmitting, or storing student information that fails to protect against improper access.*

Interpretation:
The district interprets this to mean that data (such as demographics, prior services, emergency contacts, special needs and health information) needed for enrollment purposes, the analysis of that information to determine an appropriate education plan for a student and the electronic or physical sharing of that information has documented procedures that protect it from unauthorized access. In addition, the electronic or physical holding of information has security procedures that are documented and implemented to prevent unauthorized or ill-intended disclosure.

This is a reasonable interpretation because proper recordkeeping requires the district to maintain one record for each student. Tracking physical records prevents duplication. The district maintains an access log to ensure a physical file is accounted for and has not been compromised. These interpretations are reasonable since the district must have access to basic information to educate children accurately, in accordance with their needs.

Evidence:
Evidence: The district utilizes the following procedures to ensure student information is kept secure:

• Incoming students and parent/guardians complete a Student Enrollment Form. This information is updated annually. Each student has a paper and electronic student record and is assigned a unique identification

number within PSD. Information provided is entered by school office personnel that is limited to specific job roles.

• Access control procedures are in place for staff account creation and authorization for the student information system. Electronic access to student records is role-based and is updated to reflect personnel changes. Electronic storage allows the District to maintain an access log to ensure that electronic files have not been inappropriately accessed.

• All electronic student information is stored on encrypted servers that are restricted to certain Information Technology staff. The electronic student information is stored on these servers which have built in redundancy for hardware failure. Additionally, all student information is backed up and stored both on-site and off-site for disaster recovery purposes.

• All personally identifiable confidential student information shared via email to PSD staff is securely sent over the internal network and firewall. Staff are trained to send any personally identifiable confidential student information sent outside the District through the District's email encryption and verification process.

• All paper forms of student information (student records) for active students are stored in access-controlled locations at the student's current school. All other physical student records are stored at the PSD Records Center. Physical access to the Records Center is limited to Records Center personnel only. The paper student record is stored in a warehouse that is secured, temperature controlled and has a fire suppression system to hinder the destruction of physical records in a fire.

• Student records are moved between school sites and the District Records Center. The District Records Center "checks" records in and out to sites to provide tracking for the paper record. The electronic student record is associated with the student's current school and when students transfer or leave, the electronic record reflects this location change.

• The district uses a workflow management process with Purchasing and Contract Administration to ensure that when software is bought and solicits personally identifiable student information, as described by state law, a contract is in place with the vendor to protect student information.

Based on district staff reports that the district followed the procedures with all district records, the district meets expectations for Executive Limitation 2.1.3.

Policy Wording:
   4.   *Use any method of discipline for student behavior or dress that is unclear, undignified, unnecessarily restrictive, or inconsistently applied.*

Interpretation:
The district interprets this to mean that administrators will discuss documented procedures that violate administrative policies for behavior or dress that could result in suspension or expulsion with all students in the first four weeks of school. In addition, these policies follow due process and provide all students educational opportunities when disciplinary consequences require that they be removed from their classes. Furthermore, the district assures progressive discipline methods are utilized. Students may receive less discipline when a first infraction occurs, which is reasonable as students are not taken away from the learning environment unless they demonstrate continued infractions.

By using methods of progressive discipline, the district provides students opportunities to learn from mistakes rather than keeping them out of class. Given the size of the district, it is reasonable for the district to monitor discipline that results in expulsion for the purposes of this executive limitation.

Evidence:
The district communicates discipline standards through the Student Rights and Code of Conduct which can be viewed online or through a paper booklet (and is available in multiple languages). Schools review this information with students each August/September and track review by collecting parent and student signature receipts. The number of signatures is reported to the Assistant Superintendent's Office (formerly School Services) for monitoring purposes.

As the Student Rights and Code of Conduct outlines standards for behavior, a consistent standard of conduct applies across the district. The district has defined categories of behaviors for suspensions and expulsions. The district tracks suspensions and expulsions, annually reporting these to the Colorado Department of Education. Legal counsel annually reviews the Student Rights and Code of Conduct (SRCOC) to ensure it is as current and clear as possible.

A reasonable standard for verification is that, in the2018-19 school year, 97.92 percent of parents/students reviewed and signed the receipt (acknowledgement) of SRCOC (not including charters). PSD utilized a new process this year by using ParentVUE and StudentVUE to capture acknowledgements from parents/students. Paper forms were and will still available for families that need that option. The new process, using ParentVUE and StudentVUE to capture acknowledgements, helps with more accurate numbers.

As of May 17, 2019, 96.68 percent of elementary parents had signed the SRCOC, and at the secondary level, 98.98 percent of students and/or parents had signed. This are reasonable measures, since some students move to the school district at various times throughout the school year and/or students are absent on the day the review was conducted.

Evidence for dignified discipline is shown through the district review of the disciplinary record for all expulsions along with a checklist indicating due process has been afforded the student. This is a reasonable standard since this provides a method for the district to audit the schools' practices. In the 75 expulsions (with three pending) conducted in the 2018-2019 school year, as of May 30, 2019, a due-process checklist was reviewed to ensure due process was followed. Offenses included drugs, weapons, sex offenses, arson, assault and actions detrimental to the safety of others.

District disciplinary practices meet the standard for being unnecessarily restrictive given that the assistant superintendents audit discipline when reviewing expulsion cases to ensure progressive discipline as specified in state statute and the Student Rights and Code of Conduct. In addition, students expelled from PSD are eligible to attend the district's expelled program. All expelled students and their parents are notified of this opportunity via a written letter. No formal appeals were filed in 2018-2019.

As of May 30, 2019, 61 of the 75 expelled students had enrolled in PSD's Journey Program (expulsion school) to receive educational services. Of the remaining expelled students, one refused contact by PSD; two enrolled in online schools outside PSD; seven students were homeschooled; two students dropped out; one moved away from the area; and one was expelled so late in the school year that they completed their semester credits while out on suspension.

Based on the information above, the district met the expectations outlined within Executive Limitation 2.1.4.

Policy Wording:

5. *(a) Operate schools, facilities and work sites without appropriate accessibility, safety, cleanliness, and privacy*

Interpretation:
The district interprets this as the physical design, equipment, policies, practices, or procedures that provide right of entry to district facilities will do so regardless of ethnicity, race, color, religion, national origin, ancestry, sex, sexual orientation, gender identity, age, or disability with reasonable freedom from injury, risk or health related issues. In addition, facilities, grounds and equipment are maintained at a functional, comfortable level, providing a safe, healthy environment for staff and students. Furthermore, policies, procedures and physical facilities ensure confidentiality of both personal and personnel records, correspondence and discussions.

Evidence:
District schools, facilities and work sites operate through permits, inspections, and the approvals of appropriate governing bodies. Because of district staff assurance that the appropriate permits, inspections, and approvals have all been maintained throughout the monitoring period the district meets expectations for Executive Limitation 2.1.5(a).

(b) Fail to allow equitable and reasonable access for students, their families, and the general public for non-disruptive activities

Interpretation:
The district interprets this as having policies and procedures that ensure PSD children enrolled in our schools, individuals related to those students and community members can use district facilities and grounds without giving a special status to any individual or group. In addition, this use will be for meetings and events that are non-violent, non-subversive, non-threatening, and in accordance with district policy or federal, state, and local law.

This interpretation is reasonable because the district is committed to making it simple for students, families, and the general public to use district property for activities and events that meet the standards of district policy or federal, state, and local law. The district also provides each group equal access to information pertaining to the policies and procedures for utilizing district-owned property for events and activities. Additionally, each request for use of district-owned property is processed and implemented according to administrative guidelines.

Evidence:
The following information represents the number of activity reservations by outside organizations scheduled through the PSD Customer Support Center (CSC) at all available PSD locations for events and meetings outside of regular school hours:

- July 1, 2018 – June 30, 2019: 21,712

School hours are defined as:
- 7:30 a.m. - 3 p.m. (middle/high school)
- 8 a.m. - 3:30 p.m. (elementary school)

Outside of regular school hours are:
- Before school starts
- After school ends
- Weekends

- When school is not in session.

The district meets expectations in the area of having policy and practices that provide equitable and reasonable student access. Students use district facilities during school hours and student-initiated and led organizations conduct meetings and events on school premises as designated by the building principal according to rules for scheduling facilities. Students are made aware of these procedures and policies through staff at their school, as well as through the PSD website, student handbooks and school newsletters/emails.

The district meets expectations with regard to equitable access for students, families, and the general public. Students, families, and the general public are made aware of the procedures and policies associated with the use of district-owned property via the district web site. The website also contains information about the use of district property in Spanish and can be translated into Arabic and Korean.

Since the district follows its policies and procedures for providing equitable and reasonable access for reservations made and direct reports of district staff, the district meets expectations for Executive Limitation 2.1.5(b).

Policy Wording:
6. *(a) Unnecessarily restrict parents or students in their choice of schools or educational programs, or (b) unnecessarily fail to support a culture of choice/open enrollment district wide.*

Interpretation:
The district interprets this as having policies and procedures in place that do not limit parents or student options to select instructional methods without cause. In addition, the district provides a mechanism for students and parents to apply for these educational programs.

This interpretation is reasonable because Colorado law gives parents/guardians the right to School of Choice, and PSD has a tradition of choice, grounded in the belief that parents know their child's learning style and should have options from which to choose to meet their child's needs. Further, the implementation of the district's choice/open enrollment policy guards against unnecessary restriction of students' and parents' choice of schools or educational programs. This interpretation applies to all schools.

Evidence:
The district consistently administers its policy, so it does not unnecessarily restrict parents or students in their choice of schools or educational programs while supporting a culture of choice/open enrollment district-wide.

Parents and guardians have equal access to school choice options by utilizing a centralized online application process. The online school-choice application stores data centrally in a secure environment, automatically determining the order of priority of applicants and generating automated lottery lists for schools if the number of choice applicants exceeds the number of spaces available within a priority level for any grade. It also creates applicant wait lists for each school site.

Parents are informed of school choice via direct-mail brochures, newsletters, district emails, and the PSD website and social media platforms.

The following table illustrates the percentage of students attending a school other than their neighborhood school in 2018-2019.

Table 1.2

District Total, Families Exercising School Choice	
2014-2015	30%
2015-2016	28.5%
2016-2017	28.3%
2017-2018	25.73%
2018-2019	26.7%

As of the October Count 2018, 26.7% of students attended a school other than their neighborhood school. Also, as of the October Count 2018, 2,212 students attended a 100-percent choice school (Harris, Kinard, PSD Global Academy, Polaris, Traut). October Count date were used to keep data consistent with past reporting years.

Policy JFBA states "Appeals regarding the consistent application of the choice policy with respect to any student shall be made to the superintendent of schools, and the superintendent's decision and order (if any) shall be final." There were no school choice appeals to the Superintendent in 2018-2019.

Based on the evidence outlined, the district meets the expectation of Executive Limitation 2.1.6.

Policy Wording:
7. *Fail to establish with students and parents/guardians a clear understanding of what may be expected, when it may be expected, and what may not be expected from the educational and other products and services offered.*

Interpretation:
The district interprets this as parents being able to access information about the services the district offers as well as expectations. In cases of emergency the district uses electronic measures including e-mail, phone messaging, text messages, social media and website postings to keep parents informed about situations (provided they have the medium(s) necessary)

This is a reasonable interpretation since people can independently access this information through the PSD website, school websites, community websites, electronic newsletters, local media, district emails, PSD social media accounts, and/or printed information provided at each school to learn about expectations.

Evidence:
The following documents/publications are distributed (in print and electronically) to current students each fall:
- Student Rights & Code of Conduct booklet
- Family Educational Rights Privacy Act (FERPA) Notification of Rights.

As stated in Section 2.1.4 of this report, students receive written and verbal information regarding behavior expectations within the first four weeks of school.

The following publications and online information sources provide in-depth information about PSD schools, district policies and educational options:

- PSD website and social media platforms
- PSD Schools Directory
- PSD Annual Accountability Report

- Kindergarten Registration Information
- Elementary and Secondary Schools Choice Information
- High School Planning Guide
- Parent emails through Great Happens Here Newsletter (roughly every two weeks)
- PSD Calendar of Early Childhood Programs (English and Spanish)
- PSD Staff E-News (quarterly)
- School Choice and registration timelines, forms, information
- Boundary Maps/school-locator application
- Various department newsletters (Integrated Services, ELL, Early Childhood, GT)

Other forms of communication include:

- Communication with non-English-speaking families: Critical documents and forms are translated into Spanish and Arabic. Critical district-wide emails to families are also translated into Spanish, Arabic, Chinese and Korean. The district office and schools have access to Spanish and Arabic interpreters/trained family liaisons who can answer questions and assist families. Emergency messages are also translated into multiple languages and sent via the School Messenger system to identify families via email and voice, when available. Parents must have the language-to-home feature selected in order to receive communications in their preferred/needed language. The PSD website also features a translation button, on the home page listed in native language (and writing), for Spanish, Arabic and Korean.

- Personnel at each school and the district answer questions and explain where to find information about schools and services, and/or email/mail additional information to parents.

- ParentVUE, the parent portal for the student information system, is located on the Parent page of the PSD website as well as linked from all middle school and high school websites. This allows parents a quick and highly individualized snapshot of each student's specific information, including but not limited to schedule, grades, state assessment performance, upcoming assignments and information specific to their child's school(s).

Because publications, documents and in-depth information are available to parents through a wide variety of communications vehicles, the district meets the expectations of Executive Limitation 2.1.7

Policy Wording:
>   8.   *Use any assessment or grading of students that is untimely, unclear, unnecessarily restrictive, irrelevant, or inconsistently applied.*

Interpretation:
The district interprets this as using measures of performance across schools and grades by classroom teachers that fit within a timeframe required by the assessment or grading practice that are appropriate to the age and instructional level of the student and applied to all students. In addition, these practices involve administration of an assessment or grade by establishing rules within what is required by the test or for a grade.

Evidence:
Assessments are given within the timeline and with the restrictions prescribed by the Colorado Department of Education or the test publisher. Processes and procedures are consistently applied, following the District-wide Assessment Calendar (Appendix A).

The district monitors assessment procedures for required state and district assessments. Trainings occur with School Assessment Coordinators and school sites to ensure compliance with sites also receiving procedure manuals. In addition, the PSD assessment department, in collaboration with informational technology and curriculum staff members, conducts on-site visits and offers personal support during testing windows. The department also follows up with coordinators in response to concerns over testing improprieties.

The district offers end-of-year summative assessments in Language Arts, Math, Science, and Social Studies. Summative assessments are also administered by Business and Marketing, Technology Education, and Family & Consumer Science teachers at the secondary level. Additionally, World Language teachers administer summative assessments for French, Spanish, and German. The content for the PSD summative assessments is established by cross-district curriculum assessment teams, which are led by PSD curriculum facilitators.

Grading Practices PSD employs more than 2,000 licensed teachers who administer grades to roughly 30,000 students. The district does not monitor individual grades for each teacher, but rather sets broad guidelines for consistency based on the Colorado Academic Standards. Teachers are expected to grade based on proficiency as measured by mastery of the standard.

Because the district assessments and grade procedures are timely, clear, relevant, consistently applied and not restrictive, the district meets the expectation of Executive Limitation 2.1.8.

Policy Wording:
> 9.   *Fail to provide reasonable, relevant and timely information or responses to their inquiries.*

Interpretation:
The district interprets this limitation to mean that members of the Superintendent's Cabinet will evaluate communications from stakeholders with inquiries and concerns and determine if a response is warranted. If a response is found to be warranted, members of the Cabinet will respond in a manner and time that is appropriate or as prescribed by law. The response will have information that addresses the issue or note that the request requires additional resources and time to appropriately answer it. In some cases, it may be determined that the request requires excessive staff time and resources and may not be fulfilled. If this is the case, the requestor will be notified. This is reasonable, as some information may require additional time to account for the need to investigate and accurately curate answers to inquiries/concerns. PSD's Communications team also responds to inquires that are sent to PSD via its social media platforms, as well as the public email address info@psdschools.org, within a timely manner when a response is warranted.

Evidence:
During the 2018-2019 school year, members of the Superintendent's Cabinet reported receiving many phone calls or emails with concerns and inquiries from parents, members of the community and students. After evaluating the communication(s), if a response was warranted, these senior staff members (or their designees) provided reasonable, relevant and timely information in response to the concerns/inquiries.

For this reason, the district meets the expectations for Executive Limitation 2.1.9.

Policy Wording:
> 10.   *Retaliate against any student or parent/guardian for non-disruptive expression of dissent or concern.*

Interpretation:
The district interprets this to mean withholding or limiting educational opportunities and services when students use words, written symbols or gestures that show a difference of opinion or point of view in non-violent, non-subversive, non-threatening ways in accordance with district policy or federal/state/local law.

This interpretation is reasonable because the concern often expressed by students and parents is that they will be treated unfairly if they express an opinion contrary to a teacher's or administrator's point of view.

Evidence:
When allegations of retaliatory acts occur, the district investigates immediately. According to the Executive Director of Human Resources and Director of Student Services, no substantiated acts of retaliation occurred during this monitoring period. Based on this evidence, the district meets the expectation of Executive Limitation 2.1.10.

Policy Wording:
11. *Operate without written rules which: (a) specify district and school expectations, standards and procedures; (b) provide for effective resolution of concerns, complaints, and grievances; and (c) protect against wrongful conditions and disparate treatment for inappropriate reasons.*

Interpretation:
The district interprets this as having procedures and policies written and adopted by the district and Board to enact state and federal laws and policies, and administrative policies of the district. In addition, these procedures are those identified in law, administrative policies, and in the Student Rights and Code of Conduct that allow for an appeal to the district level. Furthermore, these procedures will not result in an educational placement for students that does not fall within the standards identified in federal or state law or district guidelines.

This is reasonable because the district is accountable to operate within state and federal law, as well as district policies, which are outlined, updated regularly and posted on the website. In addition, students receive written and verbal information regarding the appeal process to effectively resolve concerns, complaints or grievances. Schools also review this material with students and have students sign a Receipt of Student Rights and Code of Conduct form. Furthermore, the district provides alternative educational environments, as appropriate, when students are placed out of class for disciplinary reasons.

Evidence:
The district provided a written outline and procedures for students and parents to resolve concerns and complaints in the 2018-2019 Student Rights and Code of Conduct. This was done through emails, news posted on the PSD website, and more.

The district meets expectations since the district operates with written rules that are stated in the Student Rights and Code of Conduct, which is published on the website and hardcopy in English, Spanish and Arabic.

The district meets expectations in protecting against wrongful conditions and disparate treatment for inappropriate reasons by providing students the opportunity to complete a school alternative. The district also provides educational options for all students when disciplinary issues require that the student be out of class.

For these reasons, the district meets the expectations of Executive Limitation 2.1.11.

Policy Wording:

     12. *The district does not prevent students, parents/guardians or the general public from addressing complaints and concerns to the Board when internal grievance procedures have been exhausted and the person alleges that Board policy has been violated to his/her detriment.*

Interpretation:

The district interprets this as stopping students, parents/guardians and the general public from expressing a complaint or concern to the Board when avenues and procedures within the school/district for resolving them have been utilized in their entirety and the person claims that Executive Limitations have not been followed, which has caused the person harm or disadvantage.

This interpretation is reasonable because students and parents have a right to resolve their concerns and complaints within all levels of the district along with a right to all the educational opportunities and services permissible under Board policy, administrative policies and state law. In addition, students and parents/guardians have a right to due process when there is a belief or interpretation that Board policy has not been followed.

Evidence:

Students, parents/guardians and the general public have access to the Board of Education through written/email communications, phone calls, community engagement sessions and Board of Education meetings. These avenues of communication allow for groups or individuals to express their complaints and concerns, whether they have utilized the appropriate channels for problem solving with district staff or not, as well as when they believe Board or administrative policies have been violated.

Since the district has not prevented grievances to the board, it meets the expectations of the Executive Limitation 2.1.12.

Policy Wording:

     13. *Fail to inform students, parents/guardians and the general public of this policy, or to provide a way to be heard for persons who believe they have not been accorded a reasonable interpretation of their protections under this policy.*

Interpretation:

The district interprets this to mean it will provide students and parents with an electronic description of the policy and provide additional information regarding their right and the right of the community to be heard by posting all administrative policies pertaining to these rights on the district website. In addition, the district will provide an appeal process which allows students and parents/guardians the opportunity to appeal student discipline decisions to the building principal or designated district administrator when students or parents/ guardians believe they have not been afforded protections under this policy.

This is reasonable because students receive written and verbal information regarding appeal processes when students or parents/guardians do not believe they have been afforded a reasonable interpretation of their protections under this policy. The district posts administrative policies that outline this process on the PSD website.

Evidence:

The district meets expectations for providing notification to students and parents/guardians by posting this policy on the district website and including references to it in staff and parent emails.

A summary of this policy is included in each school's newsletter in the fall referring students and parents to the district's website, where the entire policy can be found.

For these reasons, the district meets the expectation of EL 2.1.13.

Policy Wording:
14. *Operate without written District Operating Principles; fail to assess the climate and culture of the District around the written District Operating Principles by obtaining input from students, parents/guardians and the general public and publishing findings; or fail to advise the Board of any revisions made to the written District Operating Principles.*

Interpretation:
The district interprets this as having established and approved Operating Principles, and conducting surveys regarding parent/student connections and perceptions. The district will inform staff, parents and the Board of Education of the results and let the Board know in writing or via board presentation about any changes to the approved Operating Principles.

This is reasonable because the District will survey parents through the "Family Engagement Survey," and report the results at Board meetings and through the District website. Additionally, PSD staff informed the Board of Education in spring 2019 of plans to replace the Operating Principles with new "Principles of Community," developed with extensive input from PSD staff and other stakeholder groups.

Evidence:
The District initially planned to conduct a parent engagement survey in Spring 2018. However, Cabinet members and staff from the Research and Evaluation Department determined the existing instrument was not conducive to the needs of the district. Furthermore, a national survey through the Department of Education did not have questions or areas that PSD found useful in its efforts to improve parent engagement. After discussions among district leadership teams, it was determined that a locally developed "Family Engagement Survey" would better meet the needs of this policy and align with the District Ends.

The Research and Evaluation department, in collaboration with the Superintendent and her Cabinet, created a "Family Engagement Survey" that was sent to all PSD parents in fall 2018. This timing coincided with the Student Connection Survey, from which results were included in the DE 1.0 Internal Monitoring Report and in EL 2.1 Monitoring Report in spring 2019. The new survey gives PSD more actionable data to be able to measure our effectiveness and ability to deliver on the District Ends – particularly the Ends regarding "Connections."

PSD's "Operating Principles" are in place, as of the 2018-19 school year, which is evidence of PSD meeting the expectation of EL 2.1.14. However, there is work underway to update them to reflect who we are today. PSD staff members presented the "Principles of Community" project at an April 23, 2019, meeting. Stated goals were to draft the Principles of Community, and align them with standards, in fall 2020. Creation of instructional materials and professional development opportunities will be part of the process.

For the reasons listed above, the District did meet the expectation of EL 2.1.14 during the 2018-19 school year.

PSD Assessment Calendar 2018-19

August

S	M	T	W	TR	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August
Assessment Dates
DIBELS/AIMSWeb Plus: 8/21-9/7
DIBELS (K): 8/21-10/21
GOLD (K): 8/21-10/26
MAP/Progress Alt: 8/22-9/28
Key Dates
20th First Day HS
21st First Day Elementary
22nd First Day Middle

September

S	M	T	W	TR	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

September
Assessment Dates
DIBELS/AIMSWeb Plus: 8/21-9/7
DIBELS (K): 8/21-10/21
GOLD (K): 8/21-10/26
MAP/Progress Alt: 8/22-9/28
Key Dates
3rd Labor Day, No School
21st No Students, K-8

October

S	M	T	W	TR	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October
Assessment Dates
DIBELS (K): 8/21-10/21
GOLD (K): 8/21-10/26
CogAT(Gr.3-12): 10/8-10/26
Key Dates
18th No Students, K-5
19th No Students, K-12

November

S	M	T	W	TR	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

November
Assessment Dates
None
Key Dates
12th No Students, K-5
21st-23rd No Students, K-12

December

S	M	T	W	TR	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December
Assessment Dates
DIBELS/AIMSWeb Plus: 12/5-12/18
MAP/Progress Alt: 12/3-1/25
Key Dates
12/21-1/4: Winter Break, No School

January

S	M	T	W	TR	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January
Assessment Dates
MAP/Progress Alt: 12/3-1/25
GOLD (K): 1/8-2/1
ACCESS: 1/14-2/15
NAEP: 1/28-3/8
Key Dates
7th Elementary Return
8th MS/HS Students Return
21st MLK, Jr. Day, No School

February

S	M	T	W	TR	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

February
Assessment Dates
GOLD (K): 1/8-2/1
ACCESS: 1/14-2/15
CogAT (Gr.2): 2/11-3/8
ACCESS Turn-In: 2/19
NAEP: 1/28-3/8
Key Dates
18th No Students, K-12

March

S	M	T	W	TR	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March
Assessment Dates
CogAT (Gr.2): 2/11-3/8
CogAT (Gr.3-12): 3/25-5/3
NAEP: 1/28-3/8
CMAS ELA/Math: 3/27-4/26
DLM: 3/27-4/26
Key Dates
4th No Students, K-5
18th-22nd Spring Break, No School

April

S	M	T	W	TR	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

CO SAT Accommodations: 4/9-4/12
CO PSAT Accommodations: 4/9-4/16
CO PSAT Make-up: 4/10-4/19
CO SAT Make-up: 4/23

April
Assessment Dates
CMAS ELA/Math: 3/27-4/26
DLM: 3/27-4/26
CMAS & CoAlt: Sci/SS: 4/8-4/26
CO SAT (Gr.11): 4/9
CO PSAT 9: 4/9, 4/10 or 4/11
CO PSAT 10: 4/9, 4/10 or 4/11
MAP/Progress Alt: 4/15-5/24
DIBELS/AIMSWeb Plus: 4/29-5/10
GOLD (K): 4/29-5/24
CogAT (Gr.3-12): 3/25-5/3
Key Dates
12th No Students, K-12

May

S	M	T	W	TR	F	S
		1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May
Assessment Dates
MAP/Progress Alt: 4/15-5/24
CogAT (Gr.3-12): 3/25-5/3
DIBELS/AIMSWeb Plus: 4/29-5/10
GOLD (K): 4/29-5/24
Key Dates
17th No Students, K-5
27th Memorial Day, No School
30th Last school day (half day)

** PSAT9 and PSAT10 may be administered different days. Schools may <u>not</u> test the same grade level over multiple days.

PSD Assessment Calendar 2018-19

Assessment	Participating Grades
ACCESS	K-12
CMAS & CoAlt Science	5, 8, 11
CMAS & CoAlt Social Studies	4 & 7 (sampled), *11 (all)*
CMAS ELA & Math	3-8
DIBELS	K-3 (All), 4-6 (Read Act monitoring)
DLM Alternate ELA & Math	3-11
GOLD	Pre-K, K
NAEP	4 & 8 (sampled)
NWEA MAP	2-10
PSAT	9, 10
SAT	11
AIMSWeb Plus	7, 8 (Read Act monitoring)