



COLORADO
Department of Education

Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
April 9, 2014, Part 3

BE IT REMEMBERED THAT on April 9, 2014, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

Paul Lundeen (R), Chairman
Marcia Neal (R), Vice Chairman
Elaine Gantz Berman (D)
Jane Goff (D)
Pam Mazanec (R)
Debora Scheffel (R)
Angelika Schroeder (D)



1 CHAIRMAN LUNDEEN: State Board will come
2 back to order. The next item on the agenda is
3 recognition of Colorado's United States Senate Youth
4 Scholarship winners. Mr. Commissioner, I turn it over to
5 you.

6 MR. HAMMOND: Thank you. I'm going to
7 turn this over to Dr. Keith Owen, because we're really
8 excited to honor both the United States Senate Youth
9 Scholarship winners today. So, Keith?

10 MR. OWENS: Good morning, Mr. Chair.
11 We're excited today to be able to recognize a couple of
12 outstanding students in Colorado schools. We'd like to
13 honor Chin May Pandit (ph) and Tessa Slagle (ph), the
14 2014 Colorado delegates for the United States Senate
15 Youth Program.

16 Selection for the U.S. Senate Youth
17 Program is based on a student's outstanding abilities to
18 demonstrate qualities of leadership in an elected or
19 appointed high school student office -- is that too close
20 -- in addition to outstanding leadership abilities, and a
21 strong commitment to volunteer work. Two delegates are
22 chosen from each state, the District of Columbia, the
23 Department of Defense Education.

24 The student leaders gathered in Washington
25 D.C. from March 8th through the 15th of 2014, for a week of



1 intensive study of Federal Government, and in particular,
2 the U.S. Senate. Speakers for the Washington Week
3 Program included Secretary of State John Carey, U.S.
4 senators, congressional representatives, ambassadors,
5 Supreme Court justices, and NASA administrators.

6 In addition, each of the delegates
7 received a \$5,000 college scholarship. This scholarship,
8 in addition to the program week in Washington D.C. is
9 made possible by a grant from the William Randolph Hearst
10 Foundation. Of the applications received, Chin May and
11 Tessa rose to the top in demonstrating high academic
12 achievement, leadership ability, and a commitment to
13 public service.

14 To give you a little bit of the background
15 on each of the awardees, Chin May is a senior at Fossil
16 Ridge High School in Fort Collins and serves as the
17 student body president. He's ranked first in his class,
18 serves as treasurer for the National Honor Society, and
19 Key Club. Chin May's activities also include varsity and
20 club soccer, tutoring, and the Invisible Children
21 Program. He plans to study economics and public policy
22 for his undergraduate work, followed by an MBA and
23 eventually run for an elected office in the future.

24 Tessa Sagle is a senior at Rangely High
25 School, and is ranked first in her class. She currently



1 serves as student body president, and served as the
2 Making Colorado Youth Ambassador of Rio Blanco County.
3 She is very active in 4-H, Math Club, National Honor
4 Society, and high school athletics. Following
5 graduation, Tessa plans on pursuing a Political Science
6 degree as a cadet at the United States Air Force Academy.
7 She aspires to one day run for an elected office.

8 Both Mr. Pandit and Ms. -- Ms. Pandit and
9 Mr. -- all right, let me get these straight -- Mr.
10 Pandit, and Ms. Sagle, epitomize what our nation needs,
11 for the next generation of leaders. A person who
12 challenges themselves academically, cares about people,
13 serves their community, and is willing to do the hard
14 work required to make our world a better place. Please
15 help me in recognizing Chin May and Tessa as they come
16 forward to say a few words.

17 (Applause)

18 MS. SAGLE: Chairman Lundeen and Members
19 of the Board, my name is Tessa Sagle, and I am a senior
20 at Rangely High School. I cannot begin to express to you
21 how thankful I am for being selected to attend the 2014
22 United States Senate Youth Program as a Colorado
23 delegate. There were so many moments that I could call
24 my favorite, and it has been hard to dwindle down the
25 list.



1 On Monday of Washington Week, I sat -- I
2 sat front and center of the Supreme Court. I was in awe
3 just being in the Court where so many important decisions
4 had been made. Justice Scalia spent almost an hour
5 speaking and answering questions. He suggested a list of
6 books to read, and gave us the advice of everything you
7 do, do perfectly.

8 On Thursday, after meeting Charles Bolton,
9 the NASA Administrator, and speaking with astronauts in
10 the International Space Station, I received the
11 opportunity to introduce Cory Gardner. He is not only a
12 Congressman from Colorado, but he also was a previous
13 delegate to the United States Youth Senate Program in
14 1993. He was the first USSYP delegate to be elected to
15 Congress. Congressman Gardner gave all the delegates
16 hope that we will someday achieve our aspirations;
17 especially me, since I too grew up in a small Colorado
18 town.

19 Just a few hours after speaking with Cory
20 Gardner, all 104 delegates were waiting anxiously for
21 President Obama in the White House. After 35 minutes of
22 waiting, he walked into the room and my eyes instantly
23 filled with tears. I have never -- or, I had a hard time
24 remembering everything he said, because I was in total
25 amazement that I was in the same room as the President of



1 the United States.

2 A week after returning from USSYP, I was
3 talking to my mentor, the President of Colorado
4 Northwestern Community College, Russell George, a Veritas
5 Scholar and a Harvard graduate. Mr. George told me that
6 he met Justice Scalia several times when he comes to hunt
7 in Western Colorado. Mr. George also told me that he was
8 -- or Cory Gardner was his intern. It really is a small
9 world after all.

10 I learned so much from the inspired --
11 inspiring fellow delegates, and I made many friends that
12 I still keep in touch with, not to mention the military
13 mentors that work so hard to make our week incredible.
14 At the end of the week, I know I had all the tools I will
15 ever need to be -- to fulfill my goals. Although I still
16 found my weaknesses, and I know that I will have to fight
17 through my fears to accomplish my dreams. I truly
18 appreciate the scholarship I will be receiving for
19 college. I will be continuing my education for at least
20 another eight years, so every little bit helps. I plan
21 to attend the University of Colorado Boulder for
22 Political Science this fall, and attend law school to
23 pursue my dream of becoming a law attorney.

24 The week in Washington D.C. was a
25 remarkable experience that I know I will never have



1 again. Even if I am a senator or a congresswoman. I
2 brought with me one of the many spectacular desserts that
3 we were served, and I think it represents the
4 extraordinary experiences we had during the week. It's a
5 white -- it's white chocolate so it was -- it was really
6 good. I saved it. I'm like, I can't eat this.

7 So thank you so much for choosing me to
8 represent the great state of Colorado, and I greatly
9 appreciate all you do to make Colorado a better and
10 brighter place. Thank you.

11 (Applause)

12 MR. PANDIT: Good morning, Chairman
13 Lundeen and the rest of the Board, thank you very much
14 for having me and Tessa come here for the -- and come to
15 talk about our experiences. I will talk for a couple of
16 minutes, and I would love to open up for questions for
17 the both of us, because I'm sure you have -- have some.

18 My first experience with politics was a
19 little negative. In sixth grade, my sixth grade teacher,
20 Mr. Hunt, told us, "Kids, politics breaks down into two
21 words -- 'poly', meaning many, and 'ticks', which are
22 blood sucking vermin." So obviously his views are a
23 little biased. At the time, I didn't really understand
24 his brazen comment. I honestly just wanted to be a
25 soccer player; professional soccer player. But after



1 speaking with my grandfather, who is actually an
2 unelected official in India, and his views on what our
3 responsibility is, in terms of engaging the political
4 system, and being an active member of our government.
5 Those two ideas juxtaposed together really caused me to
6 seek opportunities to learn more about our government,
7 and truly understand whether or not our politicians are
8 ticks.

9 Through this week -- through this
10 Washington Week, we had the amazing opportunity to meet
11 obviously Congressman Cory Gardner and Justice Scalia,
12 and even the President, and I could see how much they
13 cared about their positions -- not because of the power
14 that they've been granted, but by the responsibility they
15 feel to serve their constituents. And it was an eye-
16 opening experience for me to realize that the media
17 portrays a certain image of politicians that it's easy to
18 throw fire on them, and to berate them. But these people
19 are in Washington D.C. not as representatives of D.C.,
20 but representatives to D.C. And they want us -- they
21 want to serve us in the best way possible.

22 Justice Scalia, he is -- he has polarizing
23 political views, as many of you are probably aware of,
24 but he understands that as a justice, it's his job to
25 apply the law. And he's also actually very good humored.



1 I remember afterwards he was telling us that there's
2 actually in fact a basketball court above the Supreme
3 Courthouse, and you can actually hear the basketball
4 bouncing and it's kind of interesting. And, you know, he
5 said, a lot of people asked if the Supreme Court justices
6 play in the basketball games, and he says, "No, they just
7 sit on the bench."

8 And this week just gave me a glimpse into
9 the personalities behind political figures and people in
10 Washington D.C. And I think I speak for Tessa and
11 myself, and every other delegate there, when we say that
12 this week really changed our lives, and changed our views
13 on what our government is about. And I can't thank you
14 all enough for the opportunity to go out and represent
15 Colorado during this week and have this just amazing
16 opportunity bestowed upon me. So thank you again very
17 much, and I'd love to field any questions, and I'm sure
18 Tessa would too.

19 MR. OWENS: Tessa, do you want to come
20 back to the mic? Panelists, do you have questions of
21 these bright young individuals? Jane?

22 MS. GOFF: Help me remember, and I'm sorry
23 if I missed it, when exactly where you in Washington?

24 MR. PANDIT: From March 8th to March 15th.

25 MS. GOFF: So it was a month or so ago.



1 MR. PANDIT: Uh-huh.

2 MS. GOFF: I missed you, I could have
3 waved at you.

4 MR. PANDIT: Where were you at?

5 MS. GOFF: Well, in Arlington, Virginia,
6 which is across -- across the river and -- but thank you,
7 and congratulations and it's always such a satisfying
8 experience for everybody who cares about you, and those
9 of us who care about the opportunities for all students
10 to welcome you and know that we're sending some
11 outstanding ambassadors early in their careers, whatever
12 that may turn out to be, to represent our state and
13 yourselves, and your family and your schools. So thank
14 you very much.

15 MR. PANDIT: Thank you very much.

16 MR. OWENS: (indiscernible)

17 CHAIRMAN LUNDEEN: Go ahead, Marcia.

18 MS. NEAL: And I would just add -- and I
19 particularly -- I like the way you connect to people,
20 like Cory Gardner and Russell George. I know Russell
21 George. I never knew that Cory Gardner is
22 (indiscernible) all of that. But I would like to say
23 that having a couple of people -- young people like you -
24 - come speak to us, is so inspiring, because sometimes we
25 get rather discouraged with the stories we hear



1 (indiscernible). It is just so wonderful to see the
2 future of America standing before us, and just great
3 kids, and what great leaders you will be in the future.
4 So I -- I thank you for doing what you've done so far,
5 and I look forward to seeing Mr. President or Secretary
6 of State or whatever, in the future.

7 (Indiscernible - multiple speakers)

8 UNIDENTIFIED VOICE: Mrs. President, yeah.
9 Hey, hey, hey.

10 MS. NEAL: (indiscernible) great deal of
11 what you've done, what you represent to other young
12 people. I think it's really important.

13 CHAIRMAN LUNDEEN: Excellent. Tessa and
14 Chin May, from the Supreme Court to the space station, to
15 the White House. Wow, what a trip that was. On behalf
16 of the Board, I would like to offer you congratulations,
17 thanks, and a bit of a challenge. Congratulations on
18 earning this award.

19 Obviously you brought your game to in fact
20 earn this award, so congratulations on having done that,
21 and thank you for the things you've done to demonstrate
22 the character of the individuals that you are, which is
23 part of why you are being acknowledged. And I want to
24 challenge you. You can be leaders among your fellow
25 students, which you clearly already are, but in fact you



1 can be leaders that make sure in the future, politics are
2 not blood-sucking ticks.

3 MR. PANDIT: Definitely.

4 CHAIRMAN LUNDEEN: Let me give you one
5 more thought: Since you both probably will become
6 experts and be called upon to speak as experts at some
7 point. Do you folks know what an expert is? An X is an
8 unknown quantity, and a "spurt" is a drip under pressure.
9 So with that, we'll ask you to individually come to the
10 front, and we'll take your picture with the commissioner
11 and the -- the Board Member from your district, and
12 congratulations again.

13 MR. PANDIT: Thank you very much.

14 MS. SLAGLE: Thank you.

15 (Applause)

16 (Pause)

17 (Indiscernible - multiple speakers)

18 CHAIRMAN LUNDEEN: Excellent. Well,
19 congratulations again, Tessa and Chin May.

20 (Applause)

21 UNIDENTIFIED VOICE: Congratulations.

22 (Indiscernible - multiple speakers)

23 (Pause)

24 CHAIRMAN LUNDEEN: The next item on the
25 agenda is recognition of Colorado's Presidential awardees.



1 Mr. Commissioner?

2 MR. HAMMOND: Thank you very much. Mary
3 Pippin, if you would please come up here. This is
4 recognition of our Presidential Award, another one, for
5 excellence in mathematics and science teaching, so Mary?

6 MS. PIPPIN: Well, so it is definitely a
7 hard act to follow those amazing students. But the
8 teachers that helped bring those amazing students, I get to
9 help honor. So the Presidential Award for Excellence in
10 Mathematics and Science Teaching, is the highest
11 recognition that a kindergarten through 12th grade
12 mathematics or science teacher may receive for outstanding
13 teaching in the United States. Content specialists at
14 State Departments of Education coordinate this award in
15 each state. The teachers are recognized for their
16 contributions -- contributions to teaching and learning,
17 and their ability to help students make progress in math
18 and science.

19 In addition to honoring individual
20 achievement, the goal of the award program is to exemplify
21 the highest standards of mathematics and science teaching.
22 Awardees serve as models for their colleagues, inspiration
23 to their communities, and leaders in the improvement of
24 mathematics and science education. Recipients of the award
25 receive the following: A citation signed by the President



1 of the United States, a paid trip for two to Washington
2 D.C. to attend a series of recognition events and
3 professional development opportunities, and \$10,000 award
4 from the National Science Foundation.

5 In addition to recognizing outstanding
6 teaching in mathematics or science, the program provides
7 teachers with an opportunity to build lasting partnerships
8 and I've heard from many of them, and I'm sure they'll talk
9 about this, that these partner -- these relationships go on
10 for their rest of their life with colleagues from across
11 the nation. This growing network of award-winning teachers
12 serves as a vital resource for improving science,
13 technology, engineering and mathematics education. And
14 whether they know it or not, we've already got their names
15 on our list of people that we want to call on, whenever we
16 need things. We do that with all of our awardees. And
17 they help keep globally competitive.

18 This year's Presidential Awardees are:
19 Joan Standifer (ph) from Heatherwood Elementary School in
20 Boulder Valley School District for mathematics, and Beth
21 Vincent Grabar (ph) from Carson Elementary School in Denver
22 Public Schools District for science. At this time, I would
23 like to call Ms. Standifer forward to say a few words.

24 MS. STANDIFER: Thank you so much for
25 recognizing me for this incredible award, the Presidential



1 Award for Mathematics. I have always had a passion --
2 well, not always. It wasn't until fourth or fifth grade
3 when -- that I had a passion for mathematics. We had a --
4 we had departmentalized way back then, and believe me, it
5 was way back then, where we had one teacher teach all of
6 fourth and fifth grade math. And she taught us to really
7 make sense of mathematics, and to reason, and to find the
8 patterns and make the connections in mathematics that's so
9 important. And aside from -- and instead of -- and
10 including memorizing the facts and procedures that we do.
11 So I -- I have always had that passion and carried that
12 into my career as a teacher, and I -- I continue that.
13 That was Ms. Bjornstead (ph) by the way, so thank you, Ms.
14 Bjornstead.

15 And thank you too for recognizing me. Our
16 trip in Washington was wonderful. We made a great
17 connection, the science and math. We had wonderful,
18 professional development led by the National Science
19 Foundation, the National Geographic Society, and the
20 National Council for Teachers of Mathematics. And to meet
21 102 -- or 101 other elementary teachers passionate about
22 math and science, was fantastic. I personally look forward
23 to doing more work with -- in elementary school for the
24 STEM, which was the science, technology, engineering and
25 mathematics to make that happen and possible in elementary.



1 So again, thank you very much for recognizing me.

2 (Applause)

3 MS. PIPPIN: And at this time I would like
4 to call Ms. Grabar forward to say a few words. See, I said
5 it wrong that time.

6 MS. GRABAR: Thank you so much for
7 inviting us here, Chairman Lundeen and the rest of the
8 Board. This has been such an honor and even from the very
9 first point of being nominated for this award back in 2011,
10 and the whole application process of creating a video and
11 having my students involved with implementing some really
12 strong professional development that I had received as a
13 teacher, has been a really reflective, and empowering
14 process. So I'm just so glad that I had the opportunity to
15 apply, and to go through this, and to attend the
16 recognition event in Washington D.C. was absolutely
17 amazing.

18 I'm even more passionate now about just
19 thinking about equity in education, and how mathematics and
20 science and giving students the quality experiences with
21 those at a young age, all the way through 12th grade, is so
22 important. And how can we be leaders and leading this
23 charge, and promoting this in our state and in our -- and in
24 Denver Public Schools, and our state, and in our nation
25 will really level the playing field for all students. So



1 it's really been a great opportunity and I really hope to
2 promote professional development among teachers in our
3 state, and continue that to inspire others to -- to inspire
4 the future students to be leaders, and to go on in math and
5 science and STEM careers. Thank you.

6 (Applause)

7 UNIDENTIFIED VOICE: Paul, could I just --

8 CHAIRMAN LUNDEEN: Please.

9 UNIDENTIFIED VOICE: I just have a
10 question: How -- how do you -- how do you share -- share
11 what you've learned? The professional development? How do
12 you share -- do you share that across, you know, the
13 state, with other teachers and -- and across the country?
14 How do you do that? Do you --

15 MS. GRABAL: Well, currently I'm -- I am a
16 Ritchie intern with the -- in collaboration with the
17 University of Denver and Denver Public Schools, and our
18 final project is to create and design a new school. And so
19 I am designing a STEM elementary school as part of my final
20 project, and I'll be sharing that in the district level and
21 hoping to really have an impact with some of the ideas that
22 I've learned in Washington D.C., and with collaboration
23 from the teachers that I met there.

24 Also continuing to promote science
25 professional development in the district. Denver Public



1 Schools district, we are engaged with the Next Generation
2 Science Standards, and looking at a deep dive into those
3 standards and how is the best way to help teachers know how
4 to implement these new standards, and how to engage
5 students in them in a way that's meaningful. And so we're
6 -- we're just starting that work as well, and I'm involved
7 in that; in that process.

8 MS. STANDIFER: And I'm not quite as
9 involved yet, but certainly plan to be, and we're going to
10 be meeting over the summer to talk about some -- since she
11 has the -- more background in the STEM in the elementary
12 school. I really want to see a balance in our schools of
13 literacy, and math and science. And right now particularly
14 science. Is -- and that's across the country, by the way,
15 because all the teachers were talking about how science and
16 -- science especially has not taken a front row. And
17 mathematics, it's improved, but we need to look at it as a
18 -- as a balance in order to be competitive with the world.

19 I also am hoping to -- that our district
20 will start looking at STEM programs for elementary, like I
21 said. So --

22 UNIDENTIFIED VOICE: Thank you.

23 CHAIRMAN LUNDEEN: Excellent. Well, Ms.
24 Stanifer, Ms. Grabal, on behalf of the Board, I would like
25 to congratulate you and thank you. You encourage us, but



1 more importantly, you clearly have been encouraging
2 students, and that is why we give the -- give you our
3 highest praise. Thank you very much, congratulations. If
4 you would like to -- yeah, applause is appropriate here.

5 (Applause)

6 CHAIRMAN LUNDEEN: If you'd like to come
7 forward one at a time, the commissioner and your
8 representative will take a picture with you.

9 (Pause)

10 (Indiscernible - multiple speakers)

11 CHAIRMAN LUNDEEN: Recognition hour
12 continues. The next item on the agenda is the online and
13 blended learning education recognition. Mr. Commissioner?

14 MR. HAMMOND: Thank you. I'm going to
15 turn this over to the Ms. Rebecca Holmes for our
16 Exceptional Online Teacher and Guidance Counselor today. We
17 have two people to recognize.

18 MS. HOLMES: Terrific. Thank you, Mr.
19 Chair, Commissioner Hammond. So Division of Innovation
20 Choice Engagement, and most specifically the Office of
21 Blended and Online Learning, is excited to recognize an
22 exceptional online teacher and a guidance counselor with
23 our annual online and blended education -- educator
24 recognition award.

25 Both of these educators have shown very



1 strong evidence of their positive impact on student
2 performance and academic growth, and remind us that simply
3 not having bricks and mortar does not mean they are any
4 less successful in the impact they make on students.
5 Principals, directors, and superintendents of online
6 schools nominated applicants, and in doing so, articulated
7 specifically how these two, above many impressive nominees,
8 have improved student outcomes using a variety of mediums
9 that make sense, particularly in the online setting.

10 To the -- to select these awardees, the
11 selection committee then used a rubric that was heavily
12 influenced by the standards for quality online schools, and
13 the committee selected one teacher and one guidance
14 counselor that are certainly deserving of recognition
15 today.

16 I will take a moment to recognize each of
17 these individuals separately, although it's unusual in this
18 process that they both come from the same school this time,
19 which is not something we've had happen before. I will
20 start with Casey Burton.

21 Casey is a high school counselor at the
22 Denver Online High School. He guides National Honor
23 Society, leads community services projects, pilots college
24 field trips, directs class meetings, and does much more.
25 He implemented a successful test prep program that has



1 resulted in 11th grade students averaging over a 20 on the
2 ACT for the past three years, which is one of only -- makes
3 the school one of only five schools in DPS to have such a
4 high ACT average for their students. He works diligently
5 to break down the walls of isolation that tend to plague
6 online students, and is able to connect his students with
7 extra-curricular activities that they might not typically
8 have in an online setting, and with local Denver
9 organizations to further their learning. So I will start
10 by asking Casey Burton to come and say a few words.

11 MR. BURTON: Hi there. Ironic that I work
12 at an online school, and I've got a written speech.

13 UNIDENTIFIED VOICE: Where is the iPad?

14 MR. BURTON: We -- we're actually in the
15 process of changing our brick and mortar site, so we don't
16 have printers set up right now. I'd like to first off
17 start by saying, thank you so much for this recognition. I
18 really appreciate the honor. It's the greatest honor I've
19 had as a professional, and it means quite a bit to me.

20 I'd like to thank my colleagues -- my
21 principal, Mike Clem (ph), and our fellow -- my fellow
22 honoree, Gilberto Palomino; our math teacher, as well as
23 the other staff of Denver Online, one of whom is also here,
24 and also happens to be named Casey. And there is no
25 positive adjective to describe me when comparing the two of



1 us -- you know, young/old. So -- all of this.

2 So I've had the pleasure of working at
3 Denver Online since it's inception in 2003, and in that
4 time, I've worked with the two most wonderful principals I
5 could have come across -- the first being Jeannie Ross, and
6 the current one is Mike Clem. These two have made our
7 school what it is today, and our students are the
8 beneficiaries of their vision and their leadership. We've
9 come a long way since then, starting that first year with
10 six kids and barely a clue, and today at about 175
11 students, we remain relatively small, especially compared
12 to many of the for-profit online charter schools in the
13 state.

14 I think it's ironic that we're a large --
15 the largest district with one of the smallest online
16 schools, and we'd kind of like to keep it that way, because
17 it allows us to know every student, and the story of why
18 they came to us. Nearly all of our students come to Denver
19 Online because the traditional high school setting didn't
20 work for them. Some want to accelerate, they want to take
21 college classes, and some even play professional sports.
22 And others are team parents themselves, or they are working
23 full time to take care of their families.

24 By knowing each student's story, we are
25 able to tailor their education through things like



1 concurrent enrollment, work study, service ed, independent
2 studies, to meet their individual needs, and ensure that
3 they not only graduate from high school, but they have a
4 plan in place once they do graduate. And it's the
5 relationships we build with these kids that are the
6 foundation of our school, and the technology we use just
7 happens to be the tool we use to do that.

8 So once again, thank you very much for the
9 recognition.

10 (Applause)

11 MS. HOLMES: And next, we'd like to
12 recognize the Outstanding Online Blended Teacher awardee
13 for the year, Gilberto Palomino. As you heard, Gilberto is
14 a math teacher at the same school, Denver Online High
15 School. He recognizes that math is a subject that many of
16 his students in particular have struggled with before
17 arriving at Denver Online. His students come in a bit
18 behind, but he has made math a priority in many ways.

19 He began working full time at Denver
20 Online, and since that time the school has seen an increase
21 in math TCAP scores, and increase in math ACT scores, and
22 an increase in graduation rates. On average, 70 percent of
23 students complete and pass Mr. Palomino's math course, due
24 to his continuous communication, support, and creative
25 teaching methods. He has also helped increase the



1 percentage of school -- of students in the school who have
2 met the national ACT benchmark score of 22, by 16 percent,
3 from 2012 to 2013. So Gilberto, please say a few words
4 about your outstanding work at Denver Online High School.

5 MR. PALOMINO: First of all, I would like
6 to thank you to all of you for this (indiscernible), and
7 actually I was not prepared to say something, because Casey
8 --

9 MR. BURTON: I told him he didn't have to.

10 MR. PALOMINO: However, I would like to
11 say, in 1994 I came to the United States with no English at
12 all, to the United States. And in 1996, I decided to go
13 back to college, because I went to college in Peru, and I
14 am from Peru. And the first time I went to CCD, they sent
15 me to take this test; the Accuplacer Test. And there was a
16 computer based test. In my life, I never had the computer.
17 I knew about computer because of the news, and I saw, but
18 working landscaping, working cleaning offices, I saw
19 computers, I cleaned computers, but I never touched
20 computer, really. So I was afraid. And I just click, and
21 took my answer, click it took my answer. I couldn't go
22 back. And so I said, okay, whatever. And I got a zero in
23 math and of course in English, I was a zero.

24 So they sent me back to (indiscernible).
25 After I took all the way to Calculus in Peru. So I had to



1 start with math (indiscernible) just learn mathematics. So
2 I said: I have to learn what computers is about. And I
3 went back to -- I went to the University of Colorado
4 Denver, and I got my degree in Computer Science and
5 Mathematics. And after I graduated, my passion for
6 education, because I was going to college in Peru to become
7 a math teacher, my passion was calling me to become, again,
8 a teacher in the United States.

9 I started working at the -- Denver -- in
10 DPS. Since then I always -- I was always wondering how I
11 can incorporate technology into the location. And well,
12 that was my intrigue -- how technology can be used in a
13 teaching process, and a learning process of this new age of
14 students that we are getting, and technology is getting by
15 bigger steps ahead in the location. So this is why I went
16 back to the University of Colorado to get my master's
17 degree in Education -- Educational Technology. And I thank
18 Mr. Clem and Mrs. Ross for giving me the opportunity to
19 work at Denver Online and incorporate my beliefs and my
20 thoughts in how to use technology for the best process of
21 learning for my kids, and for the kids of today, and for
22 tomorrow. Thank you.

23 (Applause)

24 UNIDENTIFIED VOICE: Would it possible if
25 we could ask them some questions?



1 CHAIRMAN LUNDEEN: We have a request that
2 you would both come back to the mic for questioning. The
3 cross examination begins.

4 MS. NEAL: I asked him to do that, because
5 I have a question about online learning. People talk to me
6 about it all the time, and basically my answer has
7 generally been; there is some wonderful programs, but there
8 are some that are, you know, that aren't worth anything to
9 speak of. How would you discuss the differences. I mean,
10 how can a parent who wants -- or a student who wants to do
11 their online learning, how can they choose -- is it the
12 program, or is it the motivation of the students? Or what
13 is it -- what is the difference between success and non-
14 success?

15 CHAIRMAN LUNDEEN: In 30 seconds.

16 MS. NEAL: In 30 seconds.

17 MR. BURTON: I think to start with that,
18 the big difference that -- as we see it, is it really comes
19 down to size. And we're a -- we're a small school that's
20 focused on students and student success, and we're less
21 focused on getting per pupil money. We accept students on
22 a year-round basis. There are a lot of online schools that
23 accept students right up till October 1st, and then they cut
24 off enrollment for their year, and they will get as many
25 kids in as they can between now and during that point, and



1 offer a free computer and do all of those things. We don't
2 have a computer for them. We have a computer lab where
3 they can come and work with us. We have multiple computer
4 labs, in fact. So I think that that is probably one of the
5 largest parts of it.

6 Also the support of the school district.
7 We're -- we're a part of the Denver Public Schools. We're
8 not a charter school, we abide by all the same laws and
9 graduation requirements as the school district does, as
10 dictated by the Department of Education. So I think that
11 those are some of the big differences as I see.

12 MR. PALOMINO: And also the key -- the key
13 to be successful in an online environment is the -- the
14 engagement that each teacher has with each student. Since
15 we are a smaller school, we can engage very easily with our
16 kids. For example, I have one students in Vietnam, who is
17 the (indiscernible) student, but we contact -- we talk, all
18 the time after 11:00 in the evening. So that's -- I think
19 that's the key in online environment that teachers must be,
20 or should be available to meet the requirements or -- of
21 our students of today.

22 MR. BURTON: Just class -- you know, class
23 size is always an issue. And in an online environment it's
24 the same issue, and sometimes even more important a lot of
25 those larger online programs teachers are overloaded with



1 400 or 500 kids in the class, and they can't possibly give
2 everybody the individual attention that they need. And we
3 have 30 kids, maybe 40 is the largest class size we have.

4 UNIDENTIFIED VOICE: Thank you.

5 MR. PALOMINO: And that's very incredible.
6 We always text, we Skype, we talk on the telephone, and we
7 get to know each other. And after two or three weeks that
8 we -- we -- we've been chatting, talking, they come to
9 visit us to the -- to the office, and said, "Oh, you are
10 Joe, hi, how are you? We've been talking." And so there
11 is a connection, and we always make the connection with the
12 kids, so that's important.

13 MS. NEAL: Making that personal
14 connection.

15 MR. PALOMINO: Yes.

16 MS. NEAL: Thank you.

17 CHAIRMAN LUNDEEN: Excellent. Casey,
18 Gilberto, thank you very much for what you do, and how you
19 do it. Congratulations for earning this honor. And thank
20 you also for being trailblazers. This is an area,
21 Gilberto, as you correctly have identified, that is
22 expanding and in expanding it well, is something that we
23 need to do. And as trailblazers, you are helping us
24 figure out exactly how do to that. So thank you very much.
25 If you want to, one at a time, come get your pictures with



1 the -- the reps, and then maybe perhaps both of you and the
2 other members from the school would like to -- since you're
3 all from the same school. That might be nice.

4 (Pause)

5 (Indiscernible - multiple speakers)

6 CHAIRMAN LUNDEEN: All right, State Board
7 will come back to order. It used to be about books; I
8 think it's about so much more than that now. The next item
9 on the agenda is recognition of the Highly Effective School
10 Library Programs. Mr. Commissioner?

11 MR. HAMMOND: Thank you. I'll turn this
12 over to the (indiscernible) staff. Go ahead and start.
13 Thank you.

14 UNIDENTIFIED VOICE: Thank you, Mr.
15 Chairman, Commissioner and Board Members. I appreciate
16 this opportunity to come before you to again bring
17 recognition to our Highly Effective School Library Program
18 awardees. This year we have 22 schools we are awarding,
19 which is why there is a cast of thousands behind you. This
20 recognition program was developed to support school
21 research in Colorado and nationally, that showed a direct
22 correlation between student achievement and what happens in
23 the library. And as you said, Mr. Chair, it isn't all
24 about books. The students actually do benefit immeasurably
25 from these highly effective programs.



1 Being designated as a Highly Effective
2 Library is a rigorous accomplishment. Applicants much
3 fully demonstrate how they are working with faculty on
4 instruction to improve student learning, and the schools
5 being honored today have demonstrated many innovative
6 approaches to how they are helping to improve learning.
7 The librarians here and throughout the state work to
8 support CD -- CDE's goals of starting strong, reading by
9 third grade, meeting standards, and graduating ready.

10 In the competitive application process
11 that's presented for a 16 member peer review, schools much
12 clearly show how they meet the criteria in a highly
13 effective school library program evaluation rubric -- say
14 that three times fast -- that was developed here at CDE.
15 These competencies describe what a quality school library
16 program is, and it helps our libraries remain as a vital
17 link for 21st Century skills and literacy acquisition.

18 So without further ado, here is Becky
19 Russell, along with part time coordinator who's been
20 leading the implementation of the program, and she'll say a
21 bit more about the schools, the librarians, and the
22 principals that we're honoring today.

23 MS. RUSSELL: Thank you, Board Chair,
24 State Board Members, and Commissioners Hammond. We have
25 provided you with a list of highly effective school library



1 program recipient awardees for 2014; it's in your packet,
2 the light blue -- one of the two light blue handouts.
3 These educational leaders are making a positive impact on
4 the lives of their staff, community, and most importantly
5 their students.

6 The Highly Effective School Library
7 Program aligns with our Colorado standards that focus on
8 student-led inquiry, real life connections for a more
9 purposeful learning experiences, and developing critical
10 thinking. Each of these teacher librarians being honored
11 today possess many traits important to educating students
12 such as a critical instructional coach and teaching
13 partner.

14 They have building principals who create a
15 culture of collaboration for both their staffs and
16 students, and they provided evidence of their instructional
17 leadership in areas such as curriculum expertise, high
18 quality instruction, and leadership of their staffs. They
19 provided us this evidence in four areas: A school aligned
20 growth plan, having an interactive website for both
21 students and staff, providing recommendation letters, and
22 lastly, a multimedia presentation demonstrating their
23 effectiveness in meeting these guidelines.

24 In the growth plans, they assessed their
25 leadership, instruction, and library programs. They



1 evaluate how they are differentiating instruction, how they
2 are collaborating, and how their students are demonstrating
3 competency of the 21st Century skills. Together, the
4 teacher librarians, and principals developed a plan to
5 determine two or three areas of professional growth for
6 that program, as well as determining how they will provide
7 measurable evidence for these goals.

8 In your packet, you'll see the growth plan
9 template -- it's the other light blue handout -- that each
10 of the teacher librarians submitted to our Highly Effective
11 School Librarian reviewers. Next was their library
12 webpages, and we have two that we'll be featuring today
13 very briefly. They are reviewed to look for indicators of
14 technology integration and interactive opportunity for
15 staffs and students.

16 The first of the two that we're featuring
17 today is Mountain Ridge Middle School in Douglas County.
18 Kate Vincelete (ph) is the teacher librarian there. So if
19 we take a look at the screen. And if you can scroll down
20 just a smidgen, on the left hand side you will see tons of
21 lessons; very interactive, purposeful lessons. As -- we
22 don't have time to explore each link, but as you go into
23 each of those, there are opportunities where students
24 collaborated on Google Doc. And each of the lessons are
25 laid out so that the students can follow them easily and



1 interact with this website easily. So this was one that we
2 wanted to feature.

3 The other website that we're featuring is
4 from Summit County. It's Summit Cove Elementary, and
5 Shelley Rossin (ph) is our teacher librarian there. And
6 again, if you scroll down just a smidge you can see there's
7 grade level links, and under one of them -- I think it's
8 under the Wiki's link, there is a kindergarten water animal
9 activity where the kindergarteners had to describe the
10 water animal. And their descriptions are on Post-it notes
11 -- electronic Post-it notes that are -- that are viewable,
12 and then of course can be easily shared with their staff.
13 So it's really pretty awesome. I think it's under the --
14 yeah, it takes a little bit. Kindergarten water animals.
15 And then I believe there is one more link to click.

16 UNIDENTIFIED VOICE: You have to click
17 here.

18 MS. RUSSELL: Probably Shelley, I'm doing
19 this -- yeah, if you scroll -- there you go, click here.
20 And you'll see that. If it loads. And if it doesn't, I
21 urge you to go there because it's pretty amazing to see.
22 There it is. Yay! So that we have their thinking display
23 right three.

24 UNIDENTIFIED VOICE: (indiscernible)

25 (Indiscernible - multiple speakers)



1 MS. RUSSELL: I like the fish brain.
2 Moving next to the multimedia presentation. We also look
3 for additional things such as depth of instruction and
4 curriculum development, administrative support, and more.
5 And we are featuring portions of two multimedia
6 presentations about a minute each, from two different
7 schools. The first one is Poudre High School in Poudre
8 School District, and Krista Bochagee (ph) is the teacher
9 librarian there. And we are starting at about :38 -- 38
10 seconds into it. And we'll watch about a minute of it, and
11 I'll signal you when we're -- when we're finished.

12 (Pause)

13 MS. RUSSELL: So as you can see, it goes
14 on to explain her social media presence; it highlights her
15 collaboration with the community to teach digital
16 citizenship, as you can see with the police officers there.
17 And the fact that she is such a valued teacher on her staff
18 that they even had to check with her.

19 The second multimedia presentation is from
20 Southern Hills Middle School in Boulder Valley, and Regina
21 Hoskins (ph) is the teacher librarian there. And we are
22 moving to frame four -- actually, let's make it frame six.
23 And you will see here, this is not a video, but rather a
24 multimedia presentation of a different sort. And here in
25 each of these frames, she actually provided evidence of her



1 teaching.

2 So we won't click on this particular photo
3 right now, but that takes you to a YouTube video of her
4 teaching. And you see her teaching the students, and she
5 also uses this, she said, for self-reflection of how she
6 can be a better teacher. So we got to see evidence of her
7 teaching skill. Frame seven, she provided us a backwards
8 plan that she developed with her teachers, which was strong
9 and compelling evidence of the depth and differentiation.
10 Frame nine, she provided a sample rubric that she co-
11 developed with her teachers. And then the last frame, ten,
12 she actually provides her teachers with the test results of
13 one of their assessments. You don't see the student's
14 names, but you do see -- the teachers can see how the
15 results were from a test. So this was pretty compelling
16 evidence as well, and we wanted to feature that.

17 We're also pleased to recognize a
18 principal whose administrative support and vision makes
19 this possible. We've asked Celeste Solte (ph), principal
20 at Edgewater Elementary in Jefferson County, to talk about
21 her school and how the librarian and library program there
22 has made a difference to her community.

23 MS. SOLTE: Wow, I'm a little nervous. I
24 have all of these wonderful colleagues around me, and I'm
25 not used to having to speak in front of them, so bear with



1 me. And I do have notes, and I'll try to -- to follow
2 them. But I do want to say that it was a rigorous process,
3 one that my teacher librarian, Heidi Floyd (ph) took to
4 heart, and was very proactive and did an amazing job with
5 it. So I cannot take the credit for that.

6 I have to say, when we talk about books --
7 when I came into the building seven years ago, that's what
8 we were; we were a library of books. And after a couple of
9 years, and I'm thinking about my kids, we're a 94 percent
10 free and reduced lunch school; we're a dual language with a
11 high ESL population. So not only did we have to -- to
12 think about our library, you know, supporting English, we
13 had to have a library that supported Spanish as well. And
14 we have created that with the help of Heidi.

15 I want to talk a little bit about some of
16 the work that Heidi does in the building to create the
17 environment that we have. She is really a connector with
18 the teachers, with the school and learning technology, and
19 integrating that technology. She is a positive leader; she
20 is on my leadership team and I regard her -- she is my go-
21 to person always, because she sees the whole building.
22 She's -- she works with everybody in that building; every
23 adult in that building. She's a (indiscernible) maker for
24 the staff. She's flexible. This morning I call her at
25 7:15, "Heidi, I've got breakfast with the principal this



1 morning, can you do dah, dah, dah, dah for me?" She had it
2 done. And that's what she does. Not only for me, but for
3 everybody in the library.

4 She really ensures that both of our -- our
5 -- both our English and Spanish resources are available and
6 accessible to not only to teachers, students, but also
7 parents and the community. We're a one-to-one iPad this
8 year, so all of our kids have iPads. You want to talk
9 about a big, big job. Heidi has embraced that, and she has
10 helped the teachers embrace that as well. She -- she
11 pushes the teachers, it builds their capacity. We've got
12 kids -- and it's amazing, I -- I learn every day from our
13 kids. Not only from Heidi, but from our kids. Our kids
14 are in there with those iPads every day. They are
15 publishing books, they are using Notability. Teachers know
16 how to use technology at home to be able to check kids'
17 work at home. And -- and it has fostered an environment
18 that is exciting, and is conducive to learning.

19 I asked a couple of teachers what their
20 thoughts were regarding being designated a Highly Effective
21 School Library, and some of their quotes were: "The
22 library is a gate -- gateway to creativity." "The library
23 is a place that ignites, inspires students and adults."
24 "The library is not just a place you visit, it's a tool for
25 learning." "The library has resources that help connect



1 content areas across the curriculum, into the real world.”

2 Students are becoming critical thinkers,
3 problem solvers, decision makers, starting at an early age.
4 And students aren't afraid to take chances. And to me,
5 that is what is amazing. For me, it's a magical space. I
6 love going in there, I love seeing the energy of our kids.
7 I love seeing the kids exploring. It's a great
8 environment. Heidi has -- I mean, it's comfortable,
9 there's sofas in there, and it's a just a place where
10 people want to gather. I -- I feel like we're truly
11 preparing our kids to be 21st Century learners. And with
12 Heidi's help, and with the whole staff, we have created
13 that.

14 I'd like to thank CDE for the recognition.
15 I presented it to my -- my parents this morning, and they
16 were very excited about that. I also want to thank JeffCo
17 and I want to thank Maribeth Bazanella (ph). I don't know
18 where Maribeth is. She's -- she has taught me so much
19 about what we could create for kids, not just in the
20 classrooms, but through the community, and she's also
21 supported Heidi in that regard as well, so thank you
22 Maribeth, and thank you JeffCo. Again, thank you very much
23 CDE.

24 (Applause)

25 CHAIRMAN LUNDEEN: Thank you, Ms. Solte,



1 and all members. You are clearly an able spokesperson for
2 the group as well. So I -- the comments that we would
3 offer on behalf of the Board of commendation, and thanks
4 flow through you and across everyone in the room. Clearly
5 this is an important -- and none of you were in the room,
6 we -- we had blended learning and online learning was who
7 we acknowledged previously. This is another space where
8 you are kind of pushing the boundaries of a frontier.
9 You're -- you're trying to figure out how to do something
10 better and different in an evolving technology space, and
11 in a place that influences -- influences and affects
12 education, and more importantly, learning. So thank you
13 for what you all do.

14 We now will call you up for a picture, and
15 we've got a long list here, so I will give you the name of
16 who's up for the picture, I will tell you who should be
17 prepared to be up for the picture, so we can move swiftly
18 through that. Thank you very much.

19 (Pause in proceedings for photographs)

20 (Indiscernible - multiple speakers)

21 CHAIRMAN LUNDEEN: First up is Laura Ryman
22 (ph) -- oh, and I have a microphone. Laura Ryman. And on
23 deck is Jonathon Jorgitas (ph). Laura is from Columbine
24 Hills Elementary, Jefferson County.

25 UNIDENTIFIED VOICE: She's accepting on



1 behalf of Laura.

2 CHAIRMAN LUNDEEN: And accepting on behalf
3 of Laura...

4 (Pause in proceedings for photographs)

5 (Indiscernible - multiple speakers)

6 CHAIRMAN LUNDEEN: And a footnote -- we
7 have a banner for every recipient as well. Jonathan
8 Jorgitas?

9 UNIDENTIFIED VOICE: Jorgitas.

10 CHAIRMAN LUNDEEN: Jorgitas; sorry about
11 that. Kelly Chinwith is next from Douglas Elementary,
12 Boulder Valley.

13 (Pause in proceedings for photographs)

14 (Indiscernible - multiple speakers)

15 CHAIRMAN LUNDEEN: Kelly Chinwith, and up
16 next, Krista Brakeage (ph) from Poudre High School, Poudre
17 R-1.

18 (Pause in proceedings for photographs)

19 (Indiscernible - multiple speakers)

20 CHAIRMAN LUNDEEN: Krista Brakeage, and up
21 next: Mary Swanson. Mary Swanson is Wellington Middle
22 School, Poudre R-1.

23 (Pause in proceedings for photographs)

24 (Indiscernible - multiple speakers)

25 CHAIRMAN LUNDEEN: Mary Swanson;



1 Wellington Middle School. Up next: Pamela Thompson; Warner
2 Elementary, Poudre R-1.

3 (Pause in proceedings for photographs)

4 (Indiscernible - multiple speakers)

5 CHAIRMAN LUNDEEN: Pamela Thompson; Warner
6 Elementary, Poudre R-1, and then up next is Regina Hoskins;
7 Southern Hills Middle, Boulder Valley.

8 (Pause in proceedings for photographs)

9 (Indiscernible - multiple speakers)

10 CHAIRMAN LUNDEEN: Regina Hoskins;
11 Southern Hills Middle, Boulder Valley. And then up next:
12 Shelley Lawson (ph); Summit Cove Elementary, Summit County.

13 (Pause in proceedings for photographs)

14 (Indiscernible - multiple speakers)

15 CHAIRMAN LUNDEEN: Shelley Lawson; Summit
16 Cove Elementary, Summit County. Up next: Susan Arantz
17 (ph); Summit Middle School, Summit County.

18 (Pause in proceedings for photographs)

19 (Indiscernible - multiple speakers)

20 CHAIRMAN LUNDEEN: Susan Arantz; Summit
21 Middle School, Summit County. Up next: Terri Schootz?
22 Schuke? Shuech -- (ph). Silent CH on the end. From
23 Bergen Meadows Elementary, Jefferson County.

24 (Pause in proceedings for photographs)

25 (Indiscernible - multiple speakers)



1 CHAIRMAN LUNDEEN: Terri Shuech; Bergen
2 Meadows Elementary, Jefferson County. Up next -- we are
3 really honoring Terri today; Terri is being honored twice
4 here I think. Is that correct? I see. So we are honoring
5 Terri for both Bergen Meadows Elementary and Bergen Valley
6 Elementary. An itinerant librarian.

7 Up next is Stephanie Murr (ph); Sierra
8 Middle Schools, Douglas County. And Jennifer. Stephanie
9 Murr and Jennifer -- tell me your last name -- oh, Jennifer
10 Milstead (ph). Both from Sierra Middle School, Douglas
11 County. And then up next after Stephanie and Jennifer, is
12 Tracy King; Acres Green, Douglas County.

13 (Pause in proceedings for photographs)

14 (Indiscernible - multiple speakers)

15 CHAIRMAN LUNDEEN: Tracy King; Acres
16 Green, Douglas County. Up next: Lisa Shot (ph); Howbert
17 Elementary, Colorado Springs, D-11. And then after Lisa
18 Shot will be Pete Vincellete (ph).

19 (Pause in proceedings for photographs)

20 (Indiscernible - multiple speakers)

21 CHAIRMAN LUNDEEN: So Lisa Shot; Howbert
22 Elementary, Colorado Springs next.

23 (Pause in proceedings for photographs)

24 (Indiscernible - multiple speakers)

25 CHAIRMAN LUNDEEN: Pete Vicellete --



1 Vincellete -- help me out, Pete. Vincellete. Mountain
2 Ridge Elementary -- or, I'm sorry, Mountain Ridge Middle,
3 Douglas County. Then up next: Heidi Floyd; Edgewater
4 Elementary, Jefferson County.

5 (Pause in proceedings for photographs)

6 (Indiscernible - multiple speakers)

7 CHAIRMAN LUNDEEN: Heidi Floyd; Edgewater
8 Elementary, Jefferson County. And then up next: Julie
9 Anderson; Hackberry Hill Elementary, Jefferson County.

10 (Pause in proceedings for photographs)

11 (Indiscernible - multiple speakers)

12 CHAIRMAN LUNDEEN: Katherine -- Katherine
13 Daugherty (ph); Mandalay Middle, Jefferson County. Up
14 next: Lessa -- Lisa? Lisa Higgins; Foothills Elementary,
15 Jefferson County.

16 (Pause in proceedings for photographs)

17 (Indiscernible - multiple speakers)

18 CHAIRMAN LUNDEEN: Another itinerant --

19 (Pause in proceedings for photographs)

20 (Indiscernible - multiple speakers)

21 CHAIRMAN LUNDEEN: Accepting on behalf of
22 Katherine Daugherty is John, her husband, who also teaches
23 at Mandalay. Daugherty -- Daugherty. Up next: Lisa
24 Higgins, who will be traveling from Foothills Elementary to
25 Green Mountain Elementary and back, during the course of



1 this presentation. Lisa Higgins. And then up next, Tammy
2 Langberg (ph) from Sempre Elementary, Jefferson County.

3 (Pause in proceedings for photographs)

4 (Indiscernible - multiple speakers)

5 CHAIRMAN LUNDEEN: And I might note is,
6 because the room is emptying out, there was one banner that
7 went missing, so if somebody didn't get a banner, let them
8 know. We have a banner for them, they can come -- okay, we
9 have that under control. Tammy Langberg; Sempre
10 Elementary, Jefferson County, and up -- following Tammy is
11 Tara McGunckin (ph); Arvada High School, Jefferson County.
12 And Tara, I will point out, in the time of keyword searches
13 and random searches, is there is no last place. So I can't
14 say we saved the best for last. Tara McGunckin --
15 McGunckin; Arvada High School, Jefferson County.

16 (Pause in proceedings for photographs)

17 (Indiscernible - multiple speakers)

18 CHAIRMAN LUNDEEN: Excellent. Thank you
19 all very much. Give yourselves a round of applause, and
20 thank you very much for what you all do.

21 (Applause)

22 (Pause)

23 MS. NEAL: You did well, the way you
24 organized them so they were all up there at the same time.

25 CHAIRMAN LUNDEEN: Bizy did that. I just



1 had to read the names. We're good to go. Thank you very
2 much. To staff as well, thank you for organizing, thank
3 you for the support that goes into that. It does not go
4 unnoticed. So we're ready to read a script to take a
5 motion.

6 MS. MARKEL: An executive session has been
7 noticed for today's State Board meeting in conformance with
8 24-6-402(3)(a) to receive legal advice on specific legal
9 question pursuant to (indiscernible) in matters required to
10 be kept confidential by Federal Law or rules or State
11 statutes pursuant to (indiscernible).

12 CHAIRMAN LUNDEEN: Do I have a motion to
13 convene in executive session? There is a motion and a
14 second. Is there any opposition? Hearing none, we'll move
15 into executive session.

16 (Meeting adjourned)

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C E R T I F I C A T E

I, Kimberly C. McCright, Certified Vendor and Notary, do hereby certify that the above-mentioned matter occurred as hereinbefore set out.

I FURTHER CERTIFY THAT the proceedings of such were reported by me or under my supervision, later reduced to typewritten form under my supervision and control and that the foregoing pages are a full, true and correct transcription of the original notes.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of January, 2019.

/s/ Kimberly C. McCright

Kimberly C. McCright

Certified Vendor and Notary Public

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