



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
December 14, 2016, Part 3

BE IT REMEMBERED THAT on December 14, 2016,
the above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

Steven Durham (R), Chairman
Angelika Schroeder (D), Vice Chairman
Valentina (Val) Flores (D)
Jane Goff (D)
Pam Mazanec (R)
Joyce Rankin (R)
Debora Scheffel (R)



1 (Overlapping)

2 CHAIRMAN DURHAM: Go ahead and get started
3 with the afternoon session. State Board will come back to
4 order. Dr. Schroeder doesn't want me to use gavel any more
5 so I'll just have to yell instead. First order of business
6 this afternoon will be the item that was added to the
7 agenda by Ms. Rankin. Ms. Rankin, do you have a motion to
8 make?

9 MS. RANKIN: Yes Mr. Chair, I move to
10 appoint Dr. Katy Anthes as the Commissioner of Education
11 effective immediately with an annual salary of \$255,000
12 dollars effective January 1st 2017.

13 CHAIRMAN DURHAM: Yes. Seconded by Dr.
14 Schroeder. I think the explanation for the record of the
15 motion is that the appointment of commissioner is immediate
16 and the change in salary is January first. Trying to make
17 an entry, make it easy on our classified account on staff
18 and or unclassified accounting staff whatever they may be
19 and I would also assume in that motion that that standard
20 state of Colorado employee benefits of health, life
21 insurance, and retirement benefits would be by definition
22 included. So any comments on that motion before we vote?
23 Oh, okay. So we have a copy of the motion, I think it's to
24 be. And yet you got my inner delineations there, yeah
25 okay.



1 UNIDENTIFIED VOICE: (Inaudible).

2 CHAIRMAN DURHAM: No.

3 UNIDENTIFIED VOICE: To make sure. Somebody
4 else (inaudible).

5 MS. CORDIAL: So I am definitely ready to
6 have the roll called but (inaudible).

7 (Overlapping)

8 MS. CORDIAL: See, some people can't even go
9 to the bathroom.

10 CHAIRMAN DURHAM: Any of -- would you like
11 come in now or after the vote, now?

12 MS. CORDIAL: Oh, I don't care.

13 CHAIRMAN DURHAM: It's up to you entirely.
14 Okay. Why don't we go ahead and we'll vote on the motion.

15 MS. CORDIAL: Perfect.

16 CHAIRMAN DURHAM: Ms. Cordial will you call,
17 you missed all the action. Will you call the vote please.

18 MS. CORDIAL: Board Member Flores.

19 MS. FLORES: Aye.

20 MS. CORDIAL: Board Member Goff.

21 MS. GOFF: Aye.

22 MS. CORDIAL: Board Member Mazanec.

23 MS. MAZANEC: Aye.

24 MS. CORDIAL: Board Member Rankin.

25 MS. RANKIN: Aye.



1 MS. CORDIAL: Board Member Scheffel.

2 MS. SCHEFFEL: Yes.

3 MS. CORDIAL: Board Members Schroeder.

4 MS. SCHROEDER: Yes.

5 MS. CORDIAL: And Chairman Durham.

6 CHAIRMAN DURHAM: Yes, and motions adopted
7 by a vote of seven to nothing.

8 MS. CORDIAL: Speech, speech, speech.

9 CHAIRMAN DURHAM: I guess Anthes is the
10 longest acting.

11 MS. ANTHES: Thank you, Mr. Chair. Wow,
12 it's really, really loud now. Usually we have to get
13 really close and but, thank you Mr. Chair and Members of
14 the Board. It's a huge honor to receive that vote from
15 each one of you. I have enjoyed serving you thus far and I
16 look forward to continue to do that.

17 I'm just a few things to say, I'm honored
18 and humbled by the opportunity and just want you all to
19 know I'll work very hard to live up to the high
20 expectations and incredible responsibility of this job. I
21 also look forward to working with you guys in the future in
22 a non interim capacity to craft the, you know, help with
23 your input. Craft the vision and direction for the
24 Department of Education that can support students across
25 the state to reach their highest potential.



1 And on a personal note, I see this work as
2 incredibly important for a couple reasons. Number one, you
3 know, supporting all of our districts and partners across
4 the state to enhance student opportunity and achievement so
5 that all of our communities and relationships can prosper.
6 And number two is to try and be a model of leadership that
7 we all want to see across our state. Which is listening to
8 diverse opinions, respectfully having dialogue, and coming
9 to find workable solutions in a complex environment.

10 Some of the things I look forward to talking
11 with the Board and partners about in the future are
12 elevating the teaching profession to ensure that we have
13 enough amazing teachers to take on the complex work of
14 teaching and learning. Ensuring that students across the
15 state have high quality access to content knowledge,
16 workplace skills, career exploration opportunities, and
17 civic engagement opportunities. And that we talk about
18 what equity in education looks like in terms of support,
19 human capital, resources, and opportunities.

20 And lastly, that we learn from the policies
21 that we pass and that we make improvements if necessary. I
22 know that we don't have all of the policy making authority
23 here but I'm a learner and so I like to think about the
24 evolution of that. And for those of you that don't know me
25 well, I'm guided by some values that influence my daily



1 life and every decision I make. And the first one is
2 collaboration and partnership. We deal with complex issues
3 and I think we're all connected on these issues. And so I
4 do believe we need to work together to support students
5 from all the different angles. Trust is the second value
6 and I believe trust is generated by honesty.

7 And so I can pledge to you all that I will
8 be open and honest and transparent with you. I can say
9 that in my short time as interim, there are not perfect
10 answers to all of these questions and so all I can do is
11 hope to be as honest and transparent about why decisions
12 are made at the department level around any of that.

13 The third one is optimism and I think that
14 that's important positivity, having positivity and joy in
15 this work. With the complexities and the challenges we
16 face I think having that positivity is really important and
17 that that's what generates motivation for improvement. And
18 lastly learning, and I already mentioned this but I just
19 want you to know that I'm a learner and I'll just say it
20 right here I will make mistakes. There are too many
21 millions of micro decisions to be made and I'll make
22 mistakes and I'll learn from them, and your feedback and
23 the community's feedback is really important. So with that
24 Mr. Chair, Members of the Board, districts and partners, I



1 thank you for the trust and I look forward to our continued
2 partnership.

3 CHAIRMAN DURHAM: Thank you Dr. Anthes.
4 Yes, Ms. Cordial.

5 MS. CORDIAL: Who seconded the motion?

6 MS. SCHEFFEL: Here.

7 MS. CORDIAL: Thank you.

8 CHAIRMAN DURHAM: Dr. Scheffel.

9 UNIDENTIFIED VOICE: No one breaks for you.

10 MS. SCHEFFEL: I don't get that job.

11 CHAIRMAN DURHAM: Okay, so anyway I think to
12 conclusion today's meeting will actually be with this
13 swearing in and a few little things that we'll do right
14 after we adjourn today and to tidy up the rest of the
15 legalities. I think now we'll proceed to item 13 and we'll
16 start, Colorado State Board of Education will now conduct a
17 public rulemaking hearing for the rules for the School
18 Turnaround Leader's Development Program, 1 CCR 301-95. The
19 state Board voted to approve the notice of rulemaking at as
20 October 13, 2016 meeting. A hearing to promulgate these
21 rules was made known through publication of a public notice
22 on November 10th 2016, and through the Colorado register
23 and by the state Board notice on December 7th 2016. The
24 Board is authorized to propagate these rules pursuant to



1 22-2-107(1)(c) Colorado Revised Statutes. Commissioner, is
2 the staff prepared to provide an overview?

3 MS. PEARSON: Thank you. Good afternoon
4 everyone. This is a pretty straightforward rulemaking
5 adjustment that we're doing today for the School Turnaround
6 Leaders Development Program. My goal today is for you to
7 have a vote as this is the rulemaking hearing and the first
8 time to pass the rule changes that needs to be unanimous.
9 If you're not unanimous we'll just come back in January and
10 talk about it then, but they're pretty straightforward rule
11 changes. So I'm gonna pass it over to Peter to talk about
12 the details for you.

13 MR. PETER: Good afternoon, Mr. Chair.

14 CHAIRMAN DURHAM: Yes, Peter.

15 MR. PETER: Thank you. So just a reminder
16 the School Turnaround Leaders Development Grant is a state
17 grant and the purpose of this grant and the function of it
18 is to identify a variety of different providers of
19 leadership development programs and there are potential,
20 they're are funds that can go out to those as design grants
21 and then to issue funds to districts and school leaders
22 across the state to be able to attend those identified
23 programs. As Alyssa said, this is a rule, this is a, there
24 are two minor adjustments to these rules that we're
25 proposing to change. The Office of Legislative Legal



1 Services gave us some feedback on a couple of pieces and so
2 that's the changes.

3 So one of those is that, I'm sorry, one of
4 those is that the criteria used for the design grant for
5 the providers is slightly different from those providers
6 that are requesting to just be identified on our list. And
7 the Office of Legislative Legal Services requested some
8 clarification on those criteria. And so we added some
9 language that just adjusted and added more criteria to what
10 we look for in the application process. As those might
11 include, so we asked for more persuasive evidence which
12 might include things like that they're looking for
13 additional staff, or staff training, or curriculum
14 development from those providers. So that was one proposed
15 change of the rules and the other was just to change the
16 date.

17 Currently the rules state that the provider
18 applications would be due on September 30th and we're
19 proposing to change that to November 30th. That would just
20 allow us to have more time to be able to allow different
21 provider organizations to apply and for us to review those.
22 So we believe it would just give us more time and the
23 process would not slow down the distribution of funds or
24 the grant program itself. And those are the two proposed
25 changes for these rules.



1 MS. PEARSON: We haven't received any public
2 comment about it. No written comment or public comment to
3 us came in. I don't know if anybody signed up.

4 CHAIRMAN DURHAM: Does anyone in the
5 audience who would like to testify on these rules? There's
6 no one signed up, that is correct. Seeing none. We will
7 close testimony.

8 MS. CORDIAL: Would you like a motion?

9 CHAIRMAN DURHAM: Yes, please.

10 MS. RANKIN: I move to approve the rules for
11 the school turn around leaders development program 1 CCR
12 301-95.

13 CHAIRMAN DURHAM: Ms. Mazanec, has been
14 moved and seconded. Any comments on the rules or
15 questions? Seeing none. Yes.

16 MS. RANKIN: How many of these vendors do we
17 have or anticipate to?

18 MS. PEARSON: We'll get right into that in
19 the next act of the agenda, if that's okay. No, it's a
20 good connected question and that's why we can't do it right
21 now.

22 CHAIRMAN DURHAM: Yes.

23 MS. FLORES: I'm sorry if I've just missed
24 this. Do we need to do a motion and the no objection
25 question about suspending rules or allowing for special



1 adoption? As long as we are unanimous we can do it this
2 month or do we need something formal besides that?

3 CHAIRMAN DURHAM: It's automatic. It's been
4 moved and seconded that we adopt them. These rules if that
5 is less than a unanimous vote, then they will be
6 automatically laid over to the following meeting at which
7 time a majority vote would constitute approval. At this
8 meeting, it takes a unanimous vote to put them in effect.

9 MS. RANKIN: So we kinda skip a step?

10 CHAIRMAN DURHAM: Well it's --

11 MS. RANKIN: You know, if by voting on the
12 adoption, we're (inaudible)

13 CHAIRMAN DURHAM: Correct. Yeah, we're not
14 skipping a step per say, it's normal procedure. All right,
15 further discussion? Ms. Cordial, please call the roll.

16 MS. CORDIAL: Board Member Flores.

17 MS. FLORES: Aye.

18 MS. CORDIAL: Board Member Goff.

19 MS. GOFF: Aye.

20 MS. CORDIAL: Board Member Mazanec.

21 MS. MAZANEC: Aye.

22 MS. CORDIAL: Board Member Rankin.

23 MS. RANKIN: Aye.

24 MS. CORDIAL: And Board Member Scheffel.

25 MS. SCHEFFEL: Yes.



1 MS. CORDIAL: Board Member Schroeder.

2 MS. SCHROEDER: Yes.

3 MS. CORDIAL: And Chairman Durham.

4 CHAIRMAN DURHAM: Yes. That motion is
5 adopted by a vote of seven to nothing which is unanimous.
6 And the rules are approved. We'll now proceed to the
7 approval of providers item 14.01, for the approval
8 providers. Before we begin is there a motion that you'd
9 care to make Dr. Schroeder?

10 MS. SCHROEDER: I move to approve the
11 recommendation for the grant recipient, and the amount of
12 Grant Awards.

13 CHAIRMAN DURHAM: Proper motions, is there a
14 second? Going once --

15 MS. SCHEFFLER: Can we give a second?

16 CHAIRMAN DURHAM: Yeah, Dr. Scheffel
17 seconds. Thank you.

18 MS. SCHEFFLER: Thank you.

19 CHAIRMAN DURHAM: All right. So
20 Commissioner would you ask staff to provide an overview.
21 Please introduce your staff.

22 UNIDENTIFIED VOICE: (Inaudible).

23 MS. PEARSON: So now we will get to your
24 question, Ms. Rankin, about who these providers are and how
25 do we go about that process. So today what we're asking



1 you for, is for approval of one provider for the design
2 grant for the school turnaround leaders program. Peter
3 we'll get into the details but remember this grant has two
4 parts. It's got the provider part, and then the recipient
5 part the districts and school participants in it.

6 Today we're talking about the providers and
7 one additional provider. We're still in the process, there
8 is two other potential providers that are working on their
9 applications. We gave them some feedback. They did not
10 get to a point where they were ready for approval. Today,
11 we have one that with a very strong application that we
12 wanted to bring to you so it doesn't hold things up. But
13 we may come back in the future with the other two depending
14 on how they come forward with their applications and their
15 budgets. So our goal today is to approve this one provider
16 that's available.

17 CHAIRMAN DURHAM: Dr. Sherman.

18 MR. SHERMAN: Great and thank you. So just
19 a review of the timeline because we have this agenda item
20 twice a year. In the fall, we come before you to have your
21 approval for provider organizations, again either to be
22 identified to be on our list, or to be identified on our
23 list and to receive a design grant. The design grants are
24 one time only, so any given provider can only request funds
25 once. And then in the winter in the spring, pending your



1 decision today, we would release an application to
2 districts and charter schools, so that they could apply for
3 funding to send individuals to these identified programs.

4 And so then we come back again, and I
5 believe it would be in March, when we'd come back with you
6 for recommendations around the approval of those grants as
7 well. So there are two steps to this on an annual basis.
8 So Ms. Rankin to your question. These are currently the
9 organizations that are identified on our list. These are
10 actually three different identifications approval cycles
11 for all of you.

12 And then, the numbers over on the right
13 side, are the number of leaders that have been served in
14 each of those organizations over the time. So today as Ms.
15 Pearson said, we're -- we're recommending the approval of
16 one more organization and I'll tell you a little bit about
17 that. But to date 121 leaders have gone through programs,
18 through this grant program from 16 different districts, and
19 they've experienced a variety of different types of
20 training. Of those 16 districts because I think you should
21 know, eight of those are very small with 12 or smaller, or
22 fewer schools. So we feel like we're being able to serve a
23 variety and a geographic diversity of districts across our
24 state with this program.

25 MS. RANKIN: Are they turnaround districts?



1 MR. SHERMAN: Yes. Thank you. To be
2 eligible for it to be able to send individuals to this,
3 they need to serve parity improvement or turnaround
4 district or schools rather.

5 MS. RANKIN: Does it need to be year five or
6 any time or?

7 MR. SHERMAN: Any time on the accountability
8 clock.

9 MS. RANKIN: So when you get that, if you
10 feel you need help, you will be thinking about us.

11 MR. SHERMAN: Correct. And one of our goals
12 with this program is to really help support districts build
13 up their capacity for leadership development. So to help
14 that leadership pipeline in the districts. So for them to
15 really be looking at what are the skills that are necessary
16 and the competencies necessary in their leaders. And, how
17 can this help develop those within their districts. We
18 also, just again to remind you that this is not just for
19 principals but very much this grant serves teacher leaders,
20 aspiring principals, current principals, and district staff
21 that directly support those hard improvement or turnaround
22 schools.

23 UNIDENTIFIED VOICE: Do we keep track of the
24 mobility of these folks?



1 MR. SHERMAN: We do as best as we can. But
2 there are a lot of individuals, and as you as you could
3 imagine they do change positions and leave districts and
4 come and go frequently. So we do the best we can. We do
5 ask districts to track that and we ask them as they apply
6 for funds and if they're awarded to really think about who
7 they're investing these funds with.

8 UNIDENTIFIED VOICE: And how long have you
9 been this? A couple of years?

10 MR. SHERMAN: This is our third year.

11 UNIDENTIFIED VOICE: Third year? Do we have
12 any information about whether these folks have stayed
13 within that turn around school or not?

14 MR. SHERMAN: Again, we have some
15 information about that but I wouldn't say that it's 100
16 percent accurate. There is an evaluation report that's
17 required for this grant program. We've submitted one of
18 those today and there's another that we're just finishing
19 up provisions on so that should be available after the
20 first of the year.

21 CHAIRMAN DURHAM: Ms. Rankin.

22 MS. RANKIN: Are these programs that any
23 teacher maybe professional development could be a part of
24 even if they did it individually? You know, not with the
25 grant.



1 MR. SHERMAN: Oh, most of these programs, if
2 not all, there are other folks that are registered and
3 apply and attend these programs, not necessarily through
4 this grant.

5 MS. RANKIN: Okay. But this grant's
6 specifically for turn around teachers?

7 MR. SHERMAN: Teachers in the school and
8 districts leadership. Yes.

9 CHAIRMAN DURHAM: Jane.

10 MS. GOFF: What we have now is a group of
11 teacher leaders, so they may not be treated as
12 administrators, they are considered leaders in that
13 category. Will they be eligible to be a part of the school
14 team, a network or are they not?

15 MR. SHERMAN: Just to clarify your question,
16 is your question --

17 MS. GOFF: Joyce had referred to teachers,
18 can teachers participate?

19 MR. SHERMAN: Yes.

20 MS. GOFF: And this is a leader development
21 but we have teacher leaders, we have classroom teachers who
22 spend part of their time in administrative role of sorts.
23 So is a teacher leader eligible for a Leadership Grant
24 Program?



1 MR. SHERMAN: Sure. I mean, I think the
2 spirit of the statute and what's explicitly written in it,
3 and the way that we've been administering it, is very much
4 to think of leadership, as folks that serve in the
5 classroom, that serve in administrative roles, or part time
6 administrative roles, to formal principal ships, to folks
7 that work in districts that support those schools.

8 So I think one of the things that we know
9 about turning around schools is that it requires a whole
10 vertical alignment of leadership. And so, there are some
11 of these programs, the one that I'm going to recommend for
12 approval today. And very specifically is about supporting
13 teacher teams and are not necessarily getting those
14 teachers to move into principal roles but to support
15 leadership as teachers.

16 MS. GOFF: Thank you. That's what I was
17 hoping you would say. The clarification and from here on
18 or currently, anybody who's in the turnaround or priority
19 improvement or looking at clock issues, is aware that there
20 is something (inaudible).

21 MR. SHERMAN: Yes.

22 CHAIRMAN DURHAM: Mr. Sherman, when you do
23 your required evaluations, which criteria that you used to
24 evaluate the success of this program?



1 MR. SHERMAN: Yeah. That's a great question
2 and we've outlined in our rules a number of different
3 pieces that we look for. We ask both the providers and the
4 districts to submit information on the numbers of leaders,
5 sort of which schools they're serving in. So some of that
6 basic information. We ask them to rate the sort of the
7 change and skills and competency, as from pre-training to
8 post training. We ask each of those organizations work at
9 different levels. So we have not created one common survey
10 or tool that they're all using. We do ask that each of
11 those organizations refer to the Colorado principal
12 standards which they do. But sometimes like the data that
13 it gives us is -- is not perfect. It doesn't give us all
14 apples to apples across the different organizations. But
15 we are looking for changes in competencies in what they can
16 add, the value that they add to their schools.

17 We're obviously interested ultimately in
18 student achievement and the outcomes there, but we also
19 know that tends to be a lagging indicator, especially if
20 where amenity also has diffused. If we're talking about
21 teachers that are better or we're talking about an aspiring
22 leader, that moves into the principal role in a year from
23 now. It's hard to track that on a timely basis. So it's
24 challenging, but those are some of the things that we are
25 asking for and that we're tracking.



1 CHAIRMAN DURHAM: Dr. Flores.

2 MS. FLORES: Excuse me. Do we have a
3 timeline? As to you get accepted into this program, you go
4 through this program, and you must serve three or five
5 years or else. I mean in Colorado, or in the district, or
6 in a similar circumstance, or a similar school, do we have
7 any requirements, such as time served?

8 MR. SHERMAN: In our application, we don't
9 have a formal requirement. In part because I think it's
10 difficult for the state to track those individuals that go
11 through. To now, over 100 individuals have gone through
12 different programs. But we do require and we do ask that
13 districts make a commitment. Again, as I said earlier for
14 as they make decisions about investing these funds, and the
15 training in individuals, we make it clear that our
16 expectation is that they're going to keep those individuals
17 in the schools that have the greatest need, and really
18 utilize them.

19 MS. FLORES: So I don't know, we could put a
20 chip on them. Chips can be tracked. That was a joke by
21 the way. But those districts must have, you know, some
22 idea before they go away.

23 MR. SHERMAN: Yeah. I think the concern and
24 the question that you have is that, as we invest not only
25 money, but energy, and time, with individuals, we want them



1 to stick around and we want them to continue to add value
2 to our system. Absolutely, I think we can always improve
3 in how we do that. But I think you appreciate it's
4 challenging also. But we do project that as expectations.
5 And, then just another point. Each of these provider
6 organizations or each of these programs, has a different
7 time scale. Some are 12 months programs, some are over two
8 years so they have different timelines as well.

9 MS. RANKIN: And the money the 20 million,
10 where does it come from?

11 CHAIRMAN DURHAM: Dr. Sherman.

12 MR. SHERMAN: Sure, will move to the next
13 slide. It's two million. And these are state appropriated
14 funds --

15 CHAIRMAN DURHAM: Per annum?

16 MR. SHERMAN: Pardon.

17 CHAIRMAN DURHAM: Per annum?

18 MR. SHERMAN: Per annum. Yes sir. And so
19 just to give you an idea of the budget of this, there's two
20 million dollars appropriated. Working from the bottom,
21 five percent of that 100 thousand dollars can go to CDE
22 staff which supports the administration of this. Which is
23 not just the review of the grant, but -- but there's quite
24 a bit of other work that goes on, supporting these programs
25 and the districts that are participating. For today, and



1 I'll get to the to the provider that we're recommending in
2 the next slide. But we're recommending the approval of one
3 provider through this round. They requested \$50 thousand
4 dollars. That's out of \$100 thousand dollars. In past
5 years, we've allowed them to ask for even more funds. This
6 year we kept \$100 thousand. This particular provider only
7 felt that they needed \$50 thousand dollars. And then that
8 would leave up to a \$1,850,000 dollars to allocate out to
9 districts. As Ms Pearson, said earlier we may bring other
10 recommendations to you in the future. And if we would --
11 that would of course decrease the amount that could go out
12 to districts for the year.

13 CHAIRMAN DURHAM: Dr. Scheffel and Dr.
14 Flores.

15 CHAIRMAN DURHAM: Yeah, yeah go -- go ahead
16 Val, if you -- yeah.

17 MS. FLORES: My question was, who is the --
18 who is going to be the -- the recipient of the money?

19 MR. SHERMAN: Yes. So let's move it on to
20 that next slide. Thanks. The organization that we're
21 recommending to you this today is an organization called
22 Teach Plus. They have a program called Turnaround Teacher
23 Teams or T3 that they call. This as we look at -- as we
24 look at the portfolio of leadership development providers,
25 we want to have a whole variety of different organizations



1 that can serve districts and schools and individuals in
2 different ways. I think one of the strengths of this
3 organization is that they very much are about teacher
4 leadership and working with cohorts of teachers within
5 schools again not necessarily. Their goal is not to move
6 them into administrative positions but to support them as
7 classroom teachers and how they can forward instructional
8 leadership, decisions around data, helping with sort of all
9 the conditions around at the school.

10 MS. FLORES: And who is Teacher Plus?

11 MR. SHERMAN: Teach Plus is an organization
12 out of Boston but they -- they're -- they're eager to work
13 in Colorado. Some of the staff that are involved in the
14 application writing and involved in the, in the
15 implementation of this are folks that are from
16 Massachusetts and also people that are from Colorado.
17 There is an individual from Adams 12 who is the lead
18 Colorado person on this. So we feel like it's a -- it's a
19 local program that we think would grow and have a lot of --
20 gain a lot attraction in Colorado.

21 MS. FLORES: But they're from Boston?

22 They're from Boston. I mean don't we have like the
23 University of Colorado in Denver, the University of -- or
24 local?



1 MR. SHERMAN: Sure. And this particular
2 organization is, you know, they're based in Boston but as I
3 said, their intention is to be able to come to Colorado and
4 to establish their work here.

5 MS. FLORES: Well in my -- my point is,
6 don't we have local Colorado organizations that --

7 MR. SHERMAN: We absolutely do and the list
8 of our identified providers is a mix. Some of the
9 organizations that are from out of state have established
10 in the and this grant has allowed them and helped them to
11 really establish and set up shop here in Colorado. So it's
12 a -- again I think that this grant program is a catalyst
13 for being able to build up our capacity in Colorado all
14 around us. But yes we're absolutely interested in in in
15 supporting those that are here.

16 CHAIRMAN DURHAM: Dr. Scheffel.

17 MS. SCHEFFEL: Of these schools that are
18 eligible for these funds over the past five years, how many
19 have received these grants? Five percent? 10 percent?

20 MR. SHERMAN: Of those that have applied?
21 Yeah, I --

22 MS. SCHEFFEL: No, of those --

23 UNIDENTIFIED VOICE: Of the eligible?

24 MS. SCHEFFEL: No, I mean schools. Of the
25 schools that are on the clock. In turnaround status.



1 These funds are targeted to help them. I'm saying what
2 percent of those schools or districts have received these
3 funds?

4 UNIDENTIFIED VOICE: We can look up -- We
5 can look that up for you.

6 MS. SCHEFFEL: I think it's a fairly small
7 percent isn't it? Like 10 percent or something?

8 MR. SHERMAN: I -- I -- I would guess it's
9 more than 10 percent but I don't know the number. I would
10 have to get back to you about that.

11 MS. SCHEFFEL: Okay. So when we look at how
12 effective the funds have been, you know, when you look at
13 50 million dollars over the last five years spread across
14 however many schools or districts, as you look for new
15 providers, how -- how what is your reflective process on
16 how well the funds have worked? Because when you really
17 look at it, half the schools that have received the funds
18 have actually gone down or stayed static and the other half
19 have gone up one category into priority improvement, if you
20 look summatively as I looked at the list, and I'm just --
21 I'm wondering as you look for new providers or analyze the
22 efficacy of the work of the existing providers, how do you
23 reflect on that as far as, how do we make these funds work
24 for the public?

25 MR. SHERMAN: Yeah.



1 UNIDENTIFIED VOICE: I can take that.

2 MR. SHERMAN: Yeah, sure.

3 MS. PEARSON: And those are all really good
4 questions and questions we've been asking and trying to
5 figure out how we get to. So we're just at the point now,
6 the second cohort -- cohort of teachers just -- no, the
7 first cohort just finished their last, their first year
8 last school year. We're in the second year of
9 implementation right now, so we're just at the point where
10 we're starting to get some data to look into it. And those
11 are all questions we feel really responsible for figuring
12 out how to answer of what -- what are we seeing from the
13 impact, and which providers are turning that over?

14 As Mr. Sherman talked about before, some of
15 the data collection and what we're getting from the
16 providers is on a apples to apples so we're trying to
17 figure out the best way to do some of that analysis and
18 review. It's a little bit harder because there's
19 individuals and not schools like we usually grant schools
20 some funds, so we're just trying to figure out all of those
21 evaluation details on how to do it. But it's really
22 important that we look at that investment. I think we are
23 at -- we've probably given out about four and a half
24 million, five million, so far or actually if it's only been
25 this is the third year, so two years. So about three and a



1 half million dollars so far on the grants to individuals.

2 So --

3 MS. FLORES: So have some entities,
4 districts, or schools gotten funds for three years or five
5 years or two years or what's the length of the grant?

6 MR. SHERMAN: Yeah only two -- only there
7 have only been two cycles of granting in this program to
8 districts so -- so --

9 MS. FLORES: So each for a year?

10 MR. SHERMAN: Again, depending on the
11 provider organization, some are two year programs, some are
12 one year programs.

13 MS. FLORES: Right. So the max would be two
14 years?

15 MR. SHERMAN: Yes. But we are --

16 MS. FLORES: Some are in the second two year
17 cycle? Is that right?

18 MR. SHERMAN: We're in the -- we're -- we'll
19 -- there's the funding --

20 UNIDENTIFIED VOICE: Yeah. I mean, it's so
21 unimportant stuff.

22 MR. SHERMAN: The funding when -- as we --
23 when we come back to you in February/March we will be
24 potentially funding districts for the third year. So we're
25 just in the second year of funding from districts.



1 UNIDENTIFIED VOICE: But that --

2 MS. FLORES: So you at least have two years
3 of funding data? Two years of achievement data based on
4 the funding?

5 MS. PEARSON: We have -- This school year is
6 the second year of implementation for people going through
7 the program. So when we get the 17 like achievement
8 results, if we would use achievement results, that would be
9 the second year of data that we have on people that have
10 gone through. Yeah.

11 MS. FLORES: Okay. There's just been a lot
12 written about these funds nationally and the how well
13 they've worked or not worked. When we look at the data in
14 our own state there's just a lot to be reflected upon I
15 think so that the funds actually work.

16 MR. SHERMAN: Absolutely.

17 MS. FLORES: I know. So I hope that that
18 work will go on.

19 CHAIRMAN DURHAM: Ms. Flores -- Sorry, go
20 ahead.

21 MR. SHERMAN: I might just -- I'm sorry. I
22 might just add that that are very few individuals are
23 attending these programs sort of in a very isolated way.
24 As we as we grant funds, we think about these providers and
25 really try to integrate this the training development that



1 they're getting, the leadership development that they're
2 getting, with the other support structures that we have
3 within the department. So we -- we try to see this as an
4 integral part of the support that we're offering.

5 MS. FLORES: Alright, thank you.

6 CHAIRMAN DURHAM: Dr. Flores.

7 MS. FLORES: So what is 50 thousand dollars,
8 I mean, to me just it seems, for somebody who wrote grants,
9 you know, and gave scholarships with those grants and such,
10 50 thousand looks like peanuts. So what is it paying?

11 MR. SHERMAN: Sure. So this is a design
12 grant for this organization. Again they -- there is an
13 established (inaudible) where they run this program in
14 other states. And so the 50 thousand dollars covers staff
15 time to manage the program and to recruit participants here
16 in Colorado. It includes funding for materials and events
17 for that recruitment. It covers some travel and some
18 salaries, in order to establish the program in Colorado
19 such that they can open their doors for business, if you
20 will and -- and then the funds -- and then -- and then
21 people have to pay tuition to be part of the program which
22 is what the other half of this grant would support. Or
23 folks can just pay for the -- that tuition on their own if
24 they have other funding sources.



1 MS. FLORES: Could they go ahead and pay for
2 (inaudible)

3 MR. SHERMAN: So -- so this grant is -- so
4 the -- sorry for being confusing.

5 MS. PEARSON: It's all right. The
6 participants if they got granted through this wouldn't pay
7 a tuition on top of the -- the grant recovery participants.
8 I know we're not talking about participants today.

9 MR. SHERMAN: This 50 thousand dollars does
10 not cover tuition.

11 MS. PEARSON: No. Because this is just for
12 the vendors but then there will be the participant grant
13 later on where we will -- we'll grant the funds to the
14 participants to be able to --

15 MS. FLORES: Well don't you think that they
16 should have already been here if they were really serious
17 about this and that money for training of -- of teachers?

18 MR. SHERMAN: You know what -- what we've
19 have found is that with this whole grant program that there
20 is not sufficient or adequate turnaround leadership
21 development in the state. And I think the spirit of the
22 statute and as it was written was to develop that and build
23 up the capacity here in Colorado or around having more
24 development opportunities for folks in the turnaround



1 environment. And so these design grants are to help build
2 that capacity.

3 UNIDENTIFIED VOICE: Yeah, I know.

4 CHAIRMAN DURHAM: Yeah. I'm one up ahead.
5 Okay. Further discussions or questions? So the action
6 required, do we make a motion on this yet?

7 UNIDENTIFIED VOICE: We have, yes. You
8 have.

9 CHAIRMAN DURHAM: Excellent, so long ago.
10 So all right. Questions or comments or additions. It's
11 been --

12 MS. FLORES: I just have a quick question I
13 know you can answer. Is there a specific criteria you have
14 for these programs?

15 MR. SHERMAN: Yes.

16 MS. FLORES: Is that in here?

17 UNIDENTIFIED VOICE: It's in the rules we
18 just adopted.

19 MS. FLORES: Okay. One thing at a go. We
20 expanded the -- we expanded the -- help me if I'm wrong, we
21 expanded the rules a little bit because, oh well, you
22 whatever, told us to, I don't know. Oh, well.

23 MR. SHERMAN: That's correct. So the --
24 there are some general criteria in the -- in the rules but
25 our RFP or Request for Proposals that goes out hasn't as



1 extensive criteria that we look for. It's a -- it's a
2 competitive process. It has a -- a -- a three section
3 rubric with that's scored by points so there's -- there's
4 quite a lot of detail in there about what we look for.

5 MS. FLORES: Okay. So they know that before
6 they even give you a proposal?

7 MR. SHERMAN: Oh, absolutely. And I believe
8 that that RFP was provided to you earlier this fall or
9 early in the fall I think it was requested that you get a
10 chance to review that.

11 MS. FLORES: Yeah, correct.

12 MR. SHERMAN: But it's on our website now,
13 I'll be glad if we can forward the link to you if you'd
14 like to see it.

15 CHAIRMAN DURHAM: All right, it's been moved
16 and seconded for the approval of Teacher Plus in the amount
17 of 50 thousand dollars for an establishment grant. Is
18 there objection to the adoption of that motion? Seeing
19 none, that motion's adopted by a vote of seven to nothing.
20 Thank you very much, Mr. Sherman.

21 MR. SHERMAN: Thank you very much.

22 CHAIRMAN DURHAM: Ms. Pearson. Thank you.
23 Okay. Now we're ready to see to item 15. Next time the
24 agenda is the recognition of Colorado's 2016 Blue Ribbon



1 Schools. Commissioner, I'll turn it over to you. Thank
2 you.

3 MS. ANTHERS: Yes. Thank you, Chairman
4 Durham. We are really pleased with best part of our agenda
5 all the time as being able to honor our excellent projects
6 going on around the state and so we are honoring 2016 Blue
7 Ribbon Schools program, and at this time I'll call
8 Assistant Commissioner Barbara Hickman to come and present
9 the awards.

10 CHAIRMAN DURHAM: Ms. Hickman.

11 MS. FLORES: Doesn't sound like it.

12 MS. HICKMAN: Now that's on now. Thank you.
13 We have a, kind of a long agenda item here which is good
14 news. It's about our Blue Ribbon Schools. So just a
15 little bit of background first. Today we honor our 2016
16 Colorado Blue Group -- Blue Ribbon Award winners. The Blue
17 Ribbon Schools program began in 1982 to honor and bring a
18 public attention to highly successful American schools.
19 All nominees for the Blue Ribbon Award must qualify as
20 either exemplary high performing schools in the top 15
21 percent of schools in the state, as measured by state tests
22 in both reading and math, or as exemplary achievement gap
23 closing schools that have at least 40 percent of their
24 students from disadvantaged background and have



1 dramatically improved student performance in all subgroups
2 to high levels in reading and math on state assessments.

3 CDE is able to nominate up to five schools
4 that have five years of test data that show they are either
5 high performing or closing achievement gaps. Once CDE has
6 identified the schools, the schools complete a rigorous
7 application which is submitted to the U.S. Department of
8 Education each February. The USDE then verifies the data
9 to make sure the school exemplifies quality. Once the
10 award winners are certified based on results of the most
11 current data available, they are honored in Washington D.C.
12 at a national awards ceremony.

13 This year the award ceremony was held in
14 November of 2016 and each of the schools received a plaque,
15 a banner, and a flag, signifying their Blue Ribbon status.
16 To be named a Blue Ribbon School is to join an elite group.
17 Only 8500 schools have won the award in it's 34 year
18 history. This year 279 public schools and 50 private
19 schools earned Blue Ribbons. Earning this ribbon as a mark
20 of excellence, a symbol of quality recognized from everyone
21 from parents to policy makers and thousands of communities.
22 It sets a high standard for all schools striving to be
23 exemplary.

24 We look to these schools examples of how we
25 can prepare our children for success in the global economy.



1 I will now introduce each of our Blue Ribbon Schools and
2 ask that their representatives say just a few words about
3 their schools and there are many of them which is good news
4 and so they'll come up introduce themselves and talk just
5 for a couple of minutes about their schools. And first up
6 we have Ms. Jennifer Harris from Cory Elementary School in
7 Denver public schools. And please introduce the other
8 people you have with you, if you will.

9 MS. HARRIS: Thank you. Good afternoon. Is
10 this on?

11 CHAIRMAN DURHAM: It is.

12 MS. HICKMAN: They don't echo quite the way
13 these do.

14 MS. HARRIS: This is the great thing about
15 the being first.

16 MS. HICKMAN: There you go.

17 MS. HARRIS: Thank you Chair -- Chairman
18 Durham and representatives of the Board. It is our
19 pleasure to be here and our honor to be here in front of
20 you today. I have with me some of our prestigious teachers
21 from Cory Elementary here in Denver: Betsy Sturges, Diana
22 Golden, and Patty (inaudible) . And we -- they are just a
23 sampling of the wonderful teachers that we have at Cory.
24 We are proud to receive this award based on all of the hard
25 work that we have done at Corey. We have a Corey creed



1 that talks about how much we love learning and laughter.
2 And so our creed focuses on student- students and making
3 sure that we create an environment that is conducive to
4 learning. We also are proud to say that all of our
5 teachers are GT endorsed and we have the GT integrated
6 program at Cory, and so our students are integrated into
7 the General Ed classroom and they are able to receive the
8 high level of instructional strategies, no matter if they
9 are GT identified or not. And so we attribute out
10 integrated program to much of the school's success for all
11 of our learners. And so it is my pleasure to accept this
12 award and we are very honored to be able to partner with
13 our school and our community, and very honored to have this
14 award. So thank you honoring us today.

15 CHAIRMAN DURHAM: Thank you.

16 MS. HICKMAN: Congratulations. Yes. And
17 we'll do pictures at the end of -- of all of you in your
18 words. Next up from Jefferson County Public Schools,
19 Devinny Elementary School. Jenny Grimes and Josh
20 Augustine, who are both teachers.

21 MS. GRIMES: I have a really prepared speech
22 but we wanted to come and talk to you a little about
23 Devinny Elementary. Our Principal, Patty De Lorenzo had
24 the privilege of going to Washington D.C. to accept the
25 award, and we're beyond thrilled. Josh Augustine and I had



1 been teammates in Devinny for 15 years and I just hopped
2 there for 18 years now. And Patty De Lorenzo asked us to
3 come and tell you a little about what makes us so unique
4 and why we got this award. And we were on the writing
5 committee for this award so we know the amount of work that
6 goes into the application.

7 The best part about the application though
8 is it forced us as a school to really look at who were we.
9 What -- how have we performed so well for so long. One of
10 the things that makes us unique is the fact that we had a
11 high turnover of principal. We have five principals in
12 five years, during some of the time, right before us
13 getting the data. And so what I'm proud to say though, I
14 think Josh and I both speak this, is the community and the
15 staying power of the staff at Devinny really allowed us to,
16 you know, get through that stormy period, and really become
17 stronger as teachers.

18 When Patty came to our school, we had
19 already had high test scores but she pushed us even further
20 and as staff rather than pushing back and saying, you know,
21 "We can't do this extra work, we're good enough already."
22 We took the challenge and continued to push harder. And we
23 still do that today, we're working on math workshops this
24 year. And how do we improve math test scores and how do we
25 improve his own math instruction. I think that's one of



1 the things I'd love for you to hear is that we're a
2 neighborhood school in JeffCo, we've got 550 kids to K6.
3 We do have a gifted and talented program but they're not
4 necessarily the kids (inaudible) the high test scores so,
5 as a school, we really are proud to say that we pushed
6 ourselves and our children to the higher thing.

7 When Josh and I were coming down here today
8 thinking about what can we talk about to you, I guess what
9 we found is that when you have expectations for kids, high
10 expectations, regardless of where they come to you whether
11 they're brand new that year or they've been there for six
12 years when you push them to those high expectations, they
13 deliver. And especially if you have a relationship and I
14 think that's one thing if anybody can learn is just keep on
15 holding them to those -- to those steps they will get
16 there. So we're very pleased and very excited that all the
17 hard work through these years truly paid off and we're
18 grateful that we received the award as well.

19 MS. HICKMAN: Congratulations. And next up
20 again on a Denver Public Schools DSST Green Valley Ranch
21 High School, Jenna Kalin Principal is here.

22 MS. KALIN: Chairman Durham and Members of
23 the Board. First off, thank you so much for inviting us
24 here this afternoon today. It's a big honor to be here.
25 Again, my name is Jenna Kalin and I am the School Director



1 of DSST Green Valley Ranch High School and we're -- I'm
2 part of the DSST Public Schools Charter Network as well as
3 Denver Public Schools. This award has meant a great deal
4 to our community. It's very affirming to the incredible
5 hard work for our students and staff every single day.
6 When I think about some of the specific things that make
7 our school unique I think about more emphasis on community
8 and our six core values, respect, responsibility,
9 integrity, courage, doing your best.

10 I'm just -- we start every day five days a
11 week with a morning meeting in which our whole school comes
12 together. I think about just this Monday, one of our
13 seniors led the whole school morning meeting really
14 emphasizing the core value of respect for each and every
15 one of us to live the value of respect and invited the to
16 participate in an upcoming GSA meeting and then a service
17 project. The morning meeting ended with one of our seniors
18 who is reading recent college acceptances for our seniors
19 and that included schools across the state of Colorado, as
20 well as schools like Notre Dame, Columbia. Tulane
21 University. And so many of our students will be the first
22 in their family to attend a four-year university. Again,
23 this -- this award has meant so much for our community.

24 Just a quick anecdote, I was facilitating or
25 sort of just this conversation for one of our freshman who



1 had made a poor decision in a class with the teacher and
2 sort of out of nowhere, midway through with the meeting, he
3 got, you know, he shared that he didn't feel like a student
4 at a blue ribbon school should have made that decision. So
5 clearly, you know, this award has meant a lot. You know,
6 and we really feel like it pushes us and challenges us to
7 be leaders in our school, in our district, in our state.
8 So, thank you -- thank you so much. Again, it's an honor
9 to be here.

10 MS. HICKMAN: And congratulations to Green
11 Valley Ranch High School. Next up, over Douglas County
12 Parker Core Knowledge Charter School, it's a K8. Teri Lynn
13 Aplin is the Principal and Johanna Harth is also here
14 representing their school and more.

15 MS. APLIN: Good afternoon, Chairman Durham
16 and Members of the Board. Thank you so much for having us
17 here today. It really is our honor to be here. My name is
18 Teri Aplin. I'm the Director at Parker Core Knowledge.
19 This is Johanna Harth, who is the Vice Director, I call her
20 my partner in crime but we've been working together now for
21 15 years at Parker Core Knowledge. We have with us today
22 as well, our Interim Superintendent, Erin Kane. I can only
23 echo the sentiments of the previous schools who have
24 stepped forward about what an honor it was to, first of
25 all, be chosen and recognized I guess and then asked to



1 apply for the National Blue Ribbon status. The process was
2 very eye opening for us. It allowed us to evaluate
3 ourselves once again which is something that we tend to do
4 regularly. That's just how Johanna and I are wired.

5 But we're a school that on paper might not
6 look all that different from some other schools. I think
7 we all work hard. We also have kids and we have great
8 teaching staff and long, long hours. But if you dig a
9 little bit deeper beneath the surface, I think what really
10 makes our school unique is that from the get go since we've
11 been here, we have always focused on continuous improvement
12 and we're really striving for excellence and we have a
13 staff and a community that, I believe, buys into that
14 vision and everybody works together to get the kids as high
15 as we can get them and as far as we can get them whether
16 it's academic, whether it's character, whether it's just
17 community itself, we talk amongst us almost constantly. We
18 continually look to improve and we've never been
19 comfortable resting on our laurels.

20 And we were honored to be able to go to
21 Washington D.C. to be with so many other schools across
22 this nation that also do amazing things. In fact, our
23 common (inaudible) actually we wish we've had more time to
24 talk to them and learn about their schools and their
25 programs and get some other ideas because there's just so



1 many tremendous schools out there, too. But, we thank you
2 for the opportunity here today. We're in amazing company
3 with the schools here in Colorado that were also recognized
4 this year and which is I'm proud to be a part of that
5 group. Thank you for your time today.

6 CHAIRMAN DURHAM: Thank you.

7 MS. HICKMAN: And Soaring Eagles Elementary
8 School, Kelli O'Neill's the Principal and they are from the
9 Harrison School District.

10 MS. O'NEILL: Good afternoon, Board Members.
11 Thank you for having us. I have with me today Kim Easdon,
12 and she's my Assistant Principal and who's been with me
13 since we opened the building in 2001- 2003 so a fairly your
14 building by other standards. And they have also one of my
15 teacher superstars Jennifer Concannon and she's been with
16 me five to six years, she started as a student teacher. So
17 but the exciting part we want to share with you today is
18 one, we felt very honored to come here. And we received
19 four national and state awards from the state of Colorado.

20 This is our second time for the Blue Ribbon.
21 We also have a (inaudible) award under our belts. And last
22 year, they awarded us with the High Achievers award. So we
23 worked very closely with the State Department of Education
24 and hosted many schools around Colorado. And that's been a
25 privilege and an honor. It was one of the things that has



1 also forced us to do is to take a very introspective look
2 about the systems that we have in place. And what makes
3 our school to be able to consistently perform year after
4 year in such a way that all of our students are getting a
5 practicable education. One of the things that I think is
6 unique to our elementary school is that it really is set up
7 to address followers from struggling learning, through the
8 gifted learner. And if you ever worked to know it is such
9 a tremendously structured building where there is no time
10 wasted no personnel wasted. And teacher leaders are
11 abundant. And they come and they stay we are a score of
12 about 65 percent being produced and we're about 74 percent
13 minority and they are knocking it out of the ballpark. And
14 the things that they on a day to day basis, year after
15 year, a role model. And so, thank you for allowing us go
16 to the ceremony in Washington to come here today. Thank
17 you.

18 CHAIRMAN DURHAM: Thank you. Let me say to
19 all of the winners, we commend you for your dedication to
20 student achievement and we congratulate you on your Blue
21 Ribbon accomplishment. Once again why don't we thank and
22 recognize the award winners. I think we'll now take a
23 short recess and we'll take pictures in the order in which
24 you were introduced with the Board Member from the



1 Districts. So Dr. Flores you get to be the star of several
2 pictures today.

3 UNIDENTIFIED VOICE: Yeah, Denver Public
4 Schools. Okay. So Corey you're on. You can sit right
5 around right there.

6 CHAIRMAN DURHAM: (Inaudible).

7 UNIDENTIFIED VOICE: I said I told them that
8 you would clear out with a nice picture of the seal.

9 CHAIRMAN DURHAM: We will. The flags, very
10 good.

11 UNIDENTIFIED VOICE: Yeah, the flags and the
12 seal and then Dr. Flores would come and Dr. Anthes will
13 come. So stand close together to hide that cover because
14 it doesn't look very pretty (inaudible) a little bit so
15 that you -- perfect.

16 UNIDENTIFIED VOICE: And then I'm gonna ask
17 you all to take a step back.

18 UNIDENTIFIED VOICE: That's awesome.

19 UNIDENTIFIED VOICE: There we go.

20 UNIDENTIFIED VOICE: Excellent pictures.

21 That's a great picture.

22 UNIDENTIFIED VOICE: Yeah. Let's just face
23 a little bit this way. You guys are all kind of looking at
24 her.

25 UNIDENTIFIED VOICE: Don't look at me.



1 UNIDENTIFIED VOICE: All right. Can you
2 just step forward? Perfect.

3 UNIDENTIFIED VOICE: That's great. That's a
4 great picture.

5 UNIDENTIFIED VOICE: One more.

6 UNIDENTIFIED VOICE: Okay. And then Devinny
7 with Mrs. Goff, you're on the JeffCo's Devinny. You guys
8 ready? She can I think it -- it says your name on it and I
9 think that might look a little bit -- that will confuse
10 people on print. All right. Then they go there.

11 UNIDENTIFIED VOICE: All right. I'm gonna
12 ask everyone to do this.

13 UNIDENTIFIED VOICE: Just scoot a little
14 over that way a little bit.

15 UNIDENTIFIED VOICE: So the seal is right in
16 the center.

17 UNIDENTIFIED VOICE: Perfect. No, it's good
18 and your hiding that little cover because it's not very
19 pretty. So there we go.

20 UNIDENTIFIED VOICE: One more this way. One
21 more. Perfect.

22 UNIDENTIFIED VOICE: Great.

23 UNIDENTIFIED VOICE: One more.

24 UNIDENTIFIED VOICE: Don't move. All right.
25 Green Valley Ranch, you're on with Dr. Anthes and Dr.



1 Flores. You guys will have to stand a little larger behind
2 all of that.

3 UNIDENTIFIED VOICE: All right. Yes.

4 UNIDENTIFIED VOICE: That looks really good.

5 All right. Parker Core Knowledge. You look smart you

6 guys. That was great. Blue Ribbon. Blue Ribbon winners.

7 All right that looks good.

8 UNIDENTIFIED VOICE: All right. Let's move

9 this way again.

10 UNIDENTIFIED VOICE: We're doing it the

11 wrong way.

12 UNIDENTIFIED VOICE: No worries.

13 UNIDENTIFIED VOICE: I think that's great.

14 UNIDENTIFIED VOICE: Smile. One more.

15 UNIDENTIFIED VOICE: That was really good.

16 All right. Soaring Eagles, you're up. You are with

17 Chairman Durham and he's got the certificate. I

18 understand. I completely sympathize to that. It's hard to

19 --

20 UNIDENTIFIED VOICE: All right.

21 UNIDENTIFIED VOICE: Fabulous.

22 UNIDENTIFIED VOICE: There you go. Perfect.

23 UNIDENTIFIED VOICE: You do. That's great.

24 That looks really good. All right. Congratulations Blue

25 Ribbon schools. All Right. Thank you, Lynn for this. And



1 now we're doing history words. Don't forget your- You
2 don't need this. Okay, you guys are up.

3 CHAIRMAN DURHAM: Board will come back to
4 order. Yeah, I'm on top. Okay. Congratulations to all of
5 you and we'll proceed. We have next item on the agenda is
6 the recognition of Colorado's Finalist for National History
7 Teacher of the Year. Commissioner, it's back in your
8 court.

9 UNIDENTIFIED VOICE: Thank you. Shall I
10 wait until everybody's?

11 CHAIRMAN DURHAM: Yeah, we'll go in just a
12 minute. I jumped the gun. I apologize. I missed -- I
13 missed call, not unusual since I'm not allowed to gamble
14 anymore. Okay.

15 MS. HICKMAN: Thank you, Mr. Chairman. The
16 next item is the recognition of Colorado's finalist in the
17 National History Teacher of the Year and I'm going to turn
18 it over to our Social Studies specialist, Dr. Stephanie
19 Hartman to tell us a little bit about the awardee. Thank
20 you, Stephanie.

21 MS. HARTMAN: Thank you. Good afternoon,
22 Mr. Chairman and Members of the Board. My name is
23 Stephanie Hartman. I'm the Social Studies contest
24 specialist here at the Colorado Department of Education.
25 It's not often that I have the opportunity to sit before



1 you and recognize outstanding social studies educators. So
2 I'm here today to do just that. And I'd like to introduce
3 you to Mr. David Hyaslett, high school social studies
4 teacher at Fountain-Fort Carson High School in Fountain-
5 Fort Carson School District Eight.

6 In October, Mr. Hyaslett was recognized as
7 the Colorado state winner of the Gilder Lehrman History
8 Teacher of the Year award. This award is sponsored by the
9 Gilder Lehrman Institute of American History in New York
10 City. The Gilder Lehrman History Teacher of the Year Award
11 recognizes outstanding American history teachers and the
12 crucial importance of American history education. This
13 award honors one exceptional K12 teacher of American
14 history from each state and U.S. territory. The selection
15 of the state winner is based upon several criteria
16 including a deep career commitment to teaching American
17 history, evidence of creativity and imagination in the
18 classroom and close attention to teaching with documents,
19 artifacts, historic sites, and other primary source
20 materials of history.

21 David received an award of one thousand
22 dollars. In addition, Fountain Fort Carson High School's
23 library received over 30 books and journals on American
24 history, along with historical documents for primary source
25 investigation. Mr. Hyaslett was very much deserving of



1 this award, as he promotes the love of learning American
2 history in his classroom, he's involved in several
3 professional organizations including the National Council
4 for history education, and the organization of history
5 teachers. David was selected for this award, because of
6 his passion and dedication to teaching American history, in
7 a way that makes American history come alive for his
8 students. Please help me congratulate Mr. Hyaslett on this
9 prestigious award.

10 MR. HYASLETT: Thank you. I'd like to thank
11 the -- the Members of the Board for taking time out of your
12 busy schedule to honor me. It's really a -- a privilege to
13 be here as a kid that grew up in Colorado and went to
14 school in Colorado, graduated from Colorado universities
15 and has spent my entire teaching career in Colorado. I'm
16 very proud to basically represent the -- the State of
17 Colorado. And the reality is, I'm just trying to keep up
18 with all of my colleagues and fellow teachers in the State
19 and I hope one of these days I actually figured this
20 teaching thing out. Thank you very much.

21 UNIDENTIFIED VOICE: (Inaudible)

22 MR. HYASLETT: Yes. I would like to --
23 sorry.

24 UNIDENTIFIED VOICE: It's okay.



1 MR. HYASLETT: I would like to thank Dr.
2 Hartman for all of her hard work, and Dr. Patrick Krumholz,
3 who is my principal, for -- for his hard work and for
4 joining me on the ride up today. So --

5 UNIDENTIFIED VOICE: Thank you.

6 MR. HYASLETT: Thank you.

7 CHAIRMAN DURHAM: Congratulations, and on
8 behalf of the State Board, I'd like to commend you for your
9 dedication to teaching American history, and passion for
10 inspiring students to understand the importance of knowing
11 our history. We'll -- if you join us up front for pictures
12 Dr. Anthes and I will join you and the Board will stay in
13 recess for 10 minutes.

14 UNIDENTIFIED VOICE: All right. So if we
15 will take one step this way -- thank you.

16 UNIDENTIFIED VOICE: Oh, that's great.

17 UNIDENTIFIED VOICE: Guy in the middle,
18 perfect.

19 UNIDENTIFIED VOICE: Yeah.

20 UNIDENTIFIED VOICE: I'm gonna take one
21 more. Okay.

22 CHAIRMAN DURHAM: Thank you.

23 MS. PEARSON: Thank you so much.

24 MR. HYASLETT: Thank you so much.

25 CHAIRMAN DURHAM: Good job.



1 MR. HYASLETT: Yeah.

2 CHAIRMAN DURHAM: So administer the oath of
3 office to Dr. Anthes and should be completely official at
4 that point and -- so if you'd all like to -- anybody, why?
5 We'll just do a right up here after the conclusion.

6 UNIDENTIFIED VOICE: Are you the judge?

7 UNIDENTIFIED VOICE: Yeah.

8 CHAIRMAN DURHAM: Yeah. If somebody gets me
9 a wig, I'd -- I can do it. Yeah. So at the moment, I
10 guess I'm acting. I think we can all be acting Dr. Athens.
11 Some longer than others. Item 16.01, rules for the
12 Administration of -- and Certification and Oversight of
13 Colorado online programs. Next item is on the agenda's
14 consideration rules for the Administration, Certification,
15 and Oversight of online programs, 1 CCR 301-71. Before we
16 begin, Dr. Schroeder, our motion is on tape.

17 MS. SCHROEDER: I move to approve the
18 revisions made to section 2.01, 7.01, and 7.02 of the rules
19 for the Administration, Certification, and Oversight of the
20 Colorado online program, 1 CCR 301-71.

21 CHAIRMAN DURHAM: Is there a second to that
22 motion?

23 MS. FLORES: I second.



1 CHAIRMAN DURHAM: It's been seconded by Dr.
2 Flores, Commissioner, would you ask staff to provide an
3 overview please?

4 MS. ANTHES: Sure thing, Mr. Chair. I'll
5 turnover this over to Misty Ruthven but just as a reminder,
6 this is one of those OLL Acts that is hard to say clean up
7 items. So --

8 CHAIRMAN DURHAM: Office of Legislative
9 Legal Services. All right. Ms. Ruthven.

10 MS. RUTHVEN: Thank you Mr. Chair. Thank
11 you Commissioner Anthes. So as a reminder to the Board,
12 you'll be asked to vote today and it'll be -- it'll take a
13 majority of vote to approve the rules. The online rules
14 have been in front of you previously, so this will be just
15 be a quick refresher. Again, it says a request from
16 Legislative Legal Services for one of the changes.

17 The other change was prompted by House Bill
18 16-1222 from the most recent legislative session. The
19 technical update is an alignment with statute, so literally
20 changing two words to add online programs to online
21 schools. Make sure that's inclusive in alignment with
22 statute. And the secondary change is ensuring the
23 alignment with House Bill 1222, which includes the language
24 of expansion of grade levels and removes the notification
25 if an online school changes their educational service



1 provider. So those are the two changes made within the
2 rules to align with statute as well as House Bill 1222.

3 CHAIRMAN DURHAM: Questions Ms. -- Ms.
4 Ruthven. Seeing none. We have a motion and second before
5 us to approve these rule changes. Want to go and call the
6 roll Ms. Cordial?

7 MS. CORDIAL: Sure. Board Member Flores.

8 MS. FLORES: Yes.

9 MS. CORDIAL: Board Member Goff.

10 MS. GOFF: Aye.

11 MS. CORDIAL: Board Member Mazanec.

12 MS. MAZANEC: Aye.

13 MS. CORDIAL: Board Member Rankin.

14 MS. RANKIN: Aye.

15 MS. CORDIAL: Board Member Scheffel.

16 MS. SCHEFFEL: Yes.

17 MS. CORDIAL: Board Member Schroeder.

18 MS. SCHROEDER: Aye.

19 MS. CORDIAL: Chairman Durham.

20 CHAIRMAN DURHAM: Yes. Had motions adopted
21 by a vote of seven to nothing and the rules are adopted.
22 The next item on the agenda is a notice of rulemaking for
23 the Administration of Education Licensure Act 1 CCR 301-37.
24 Is there a motion Dr. Schroeder?



1 MS. SCHROEDER: I move to approve the notice
2 of rulemaking for amended sections of the rules for the
3 Administration of the Educator Licensing Act 1 CCR 301-37.

4 CHAIRMAN DURHAM: Is there a second to that
5 motion? Yes, Ms. Goff seconds the motion. Commissioner?

6 MS. ANTHERS: Yes, thank you Mr. Chair. You
7 may notice a pattern here but after OLLS review of one of
8 our rules, we bring them to you and we had to paste them
9 out. This is like another one of those. And so I'll turn
10 them over to Dr. Colleen O'Neill to give us a little
11 preview.

12 MS. O'NEILL: Thank you, Commissioner
13 Anthes.

14 CHAIRMAN DURHAM: Dr. O'Neill.

15 MS. O'NEILL: Today we present an action
16 item in front of you for the rulemaking related to the
17 rules for the Administration of Educator Licensing Act.
18 And this in a response, as I already stated by the Office
19 of Legislative Legal Services. We have made technical
20 changes and cleanups to several sections of the licensing
21 rules in front of you. That review elicited kind of five
22 different technical cleanup pieces. The OLLS, you're right
23 that is very hard to say in an acronym. LOL, yeah the LOL,
24 we'll just change them a little bit.



1 CHAIRMAN DURHAM: Don't -- don't aggravate
2 them.

3 MS. O'NEILL: Don't go -- don't go. Okay.
4 So OLLS recommendations. The other categories in there are
5 typo corrections. If you remember correctly over the last
6 couple of years, we've been working on a pretty large scale
7 update to the Colorado rules for educator licensing. A few
8 typos made their way into those rules on the spring that we
9 -- we took the advantage of doing a technical cleanup to
10 fix some of those typos. The other thing you'll see in
11 there is some number adjustments associated with that.

12 And then there are a couple of department
13 recommendations to align with statutes that simply were not
14 aligned. You have a crosswalk of those documents, and
15 today we have identified those categories, the proposed
16 changes given you red lined versions of those, as well as a
17 crosswalk documents. So I'm prepared to answer any
18 questions that you may have. Today is the notice of
19 rulemaking.

20 CHAIRMAN DURHAM: Yes, Dr. Schroeder.

21 MS. SCHROEDER: So surprisingly, I thought
22 there were really quite a lot of little things in there
23 going through that. Do we expect to have feedback from
24 folks? Is there something in there that you think is going



1 to rattle the cage or two? Or do you really think this is
2 just cleanup?

3 MS. O'NEILL: Thank you Dr. Schroeder. I
4 actually do believe this is really cleanup because we had
5 had so much feedback in the previous times. There are
6 definitely some typos. There are two places that actually
7 were brought to our attention by the field where there was
8 a statute that kind of went a little bit crosswise with
9 what our rules were. So I -- I really do believe that
10 these are coming forward as technical cleanup fixes that
11 have brought -- been brought to our attention.

12 MS. SCHROEDER: Thank you.

13 CHAIRMAN DURHAM: Further discussion if any?
14 It's been moved and seconded and we approved these rules.

15 UNIDENTIFIED VOICE: No, it's just for the
16 hearing.

17 MS. O'NEILL: The hearing, yes. This is
18 notice of --

19 CHAIRMAN DURHAM: This is a notice of
20 hearing.

21 MS. O'NEILL: Yeah, this is a notice of
22 hearing.

23 CHAIRMAN DURHAM: Why don't we just proceed.

24 MS. O'NEILL: Okay.



1 MS. SCHROEDER: We want to get it over with.
2 But that's why I asked the question because I don't know
3 whether this is going to be in a whole thing.

4 MS. O'NEILL: We will definitely make sure
5 that we notice it correctly so that folks can come back and
6 -- and have any questions. I really don't believe
7 (inaudible).

8 MS. SCHROEDER: And why did OL -- OSU -- OSU
9 -- what was their fundamental issue? Did we go too far in
10 our rules? Did we skip stuff? I'll admit that I got tired
11 after a while looking at that, but a lot of this stuff was
12 from them. But I didn't understand the big concern they
13 have. Is it nitpicking?

14 MS. O'NEILL: I -- I think it's the
15 opportunity because we did do a very -- a fairly large rule
16 revision this spring, and they did have a chance to review
17 that. I think this was their other chance to review it.
18 And what was really missing were we actually didn't go far
19 enough in some accounts. And -- or there was a little bit
20 of a misalignment or a lack of clarity. It might be
21 another way to explain that. So in some cases like the --
22 I'm trying to think of the -- the right -- the interim
23 license, this is what we do, the interim license, did not
24 go far enough because we didn't talk about the interim for
25 our military professionals coming in to the State. So I



1 think in most cases it was, we actually had to have a
2 little bit more than aligned with statute in the rule.

3 MS. SCHROEDER: Well I'll just say I'm
4 really glad there's somebody else that has to go through
5 that.

6 MS. O'NEILL: Yes.

7 MS. SCHROEDER: Fine, fine detail
8 considering how -- I know how much you guys work on that.

9 MS. O'NEILL: Thank you.

10 MS. SCHROEDER: It's just another fresh set
11 of eyes. Drive us nuts but it's a good thing.

12 CHAIRMAN DURHAM: The motion was to -- I'm
13 sorry, approved the notice of rulemaking not to rule. So
14 it's been moved and seconded. Is there an objection to the
15 adoption of motion? Seeing none and motions adopted by a
16 vote of seven to nothing. I think we're now item 1705, is
17 that correct? Was removed from the consent agenda. Would
18 you like to give us a quick update if you wouldn't mind,
19 Dr. O'Neill?

20 MS. O'NEILL: Yeah, absolutely.

21 CHAIRMAN DURHAM: I think -- I think Ms. --
22 Dr. Flores have one question, sorry.

23 MS. O'NEILL: Absolutely. Dr. Flores, do
24 you want to restate your question or do you want me to just



1 give you a little bit of an overview of what the
2 Alternative Principal Preparation is? Not an overview.

3 MS. FLORES: Just a few --

4 MS. O'NEILL: A few words. Absolutely. So
5 the Alternative Principle Preparation Program under State
6 Statute actually says that an individual learning plan can
7 be developed by a district to bring in alternative
8 candidates that are not traditionally trained to be
9 principals. In this particular CAES, the request is from
10 Douglas County School District for an alternative Principal
11 Preparation Program for an individual to come in and be an
12 alternative principal. And they have identified an
13 individual learning plan where they are partnering with
14 mentors to help her become a principal of record in that
15 school. So this is the approval of allowing her to do that
16 and allowing Douglas County to provide those support
17 services in alignment with State Statute.

18 MS. FLORES: Is there -- I think Douglas
19 County has these universities and such. Why would we go
20 through that rule?

21 MS. O'NEILL: Most often when folks ask for
22 an alternative principal license, it's one of two reasons.
23 One, these are business professionals that have a strong
24 leadership background that they're asking to come in and
25 manage their schools immediately as the principal of record



1 that moment. So the transition time is a ramp up of days
2 instead of years in a principal prep program. It is on the
3 books to allow that pathway for folks to come in. Douglas
4 County is taking advantage of that today, so that they have
5 a principal of record in their school immediately, but also
6 surrounded by the support systems in mentoring the
7 pedagogical needs of students. The laws and rules around
8 education.

9 MS. FLORES: So has this person taught
10 before?

11 MS. O'NEILL: It's not a requirement under
12 State Statute that they have a license.

13 UNIDENTIFIED VOICE: No wonder.

14 CHAIRMAN DURHAM: Okay. So I think we do
15 need a motion on this. Dr. Schroeder -- Dr. Schroeder.

16 MS. GOFF: May I -- I'm sorry.

17 CHAIRMAN DURHAM: Ms. Goff.

18 MS. GOFF: North Star Academy, is that a
19 relatively new school?

20 MS. FLORES: No. It's a charter. It's been
21 a while.

22 MS. O'NEILL: It is a charter. And this is
23 a pathway that many of our charter schools that's -- it's a
24 bit new for us but this is a pathway that they want, a
25 license for their individual educators both in the



1 classroom and as principals. And this is a pathway for
2 them to achieve that.

3 MS. GOFF: So it's not a school by school?

4 MS. O'NEILL: Yes. So the -- the individual
5 learning plan for principals has been on the books for
6 several years. Not many people take advantage of it
7 because they go through already approved Principal
8 Preparation Programs. And so this is one of the
9 alternative pathways that they can use.

10 MS. GOFF: Okay, thanks.

11 MS. SCHROEDER: So we move to approve North
12 Star Academy's request for an individualized principal
13 preparation plan for Kendra Hossfeld as set forth in the
14 published agenda.

15 CHAIRMAN DURHAM: Second to that motion?
16 Ms. Mazanec seconds that motion. Is there objection to the
17 adoption of that motion? Seeing none, that motions adopted
18 by a vote of seven to nothing. Yeah, now I think we have
19 arrived at public comment, Ms. Burdsall.

20 MS. BURDSALL: No.

21 CHAIRMAN DURHAM: I want to go out of order
22 and get the public comment.

23 UNIDENTIFIED VOICE: Sure.

24 CHAIRMAN DURHAM: Lock, Blank, blank. Okay
25 there's no -- no one signed up for public comment. Yes.



1 MS. FLORES: Do you want to make public
2 comment?

3 MS. SCHROEDER: No. I want to ask about man
4 who used to make public comment.

5 MS. FLORES: I've been asking that. George
6 (inaudible).

7 ALL: George.

8 MS. FLORES: I don't know what's happened --

9 CHAIRMAN DURHAM: As I went to JBC when I
10 was over --

11 (Overlapping)

12 MS. SCHROEDER: I want to check in on his
13 well-being.

14 MS. FLORES: That's right, I've been
15 wondering about him. It's very obvious he doesn't come
16 here any more.

17 CHAIRMAN DURHAM: He appeared to be healthy
18 and happy.

19 MS. SCHROEDER: All right. So maybe we just
20 weren't nice enough to him.

21 CHAIRMAN DURHAM: Can't imagine what
22 (inaudible).

23 MS. FLORES: He doesn't need us anymore.



1 CHAIRMAN DURHAM: All right now, we'll go to
2 item 19 when we just start around the -- with Ms. MazaneC.
3 Board Member reports on previous or upcoming activity.

4 MS. MAZANEC: I'm sorry, I don't think I
5 have anything.

6 CHAIRMAN DURHAM: Okay. Ms. Rankin.

7 MS. RANKIN: I attended in Washington D.C.
8 the Excellence and Education conference, where the slogan
9 was Go Big and Go Bold, and I thought that was an
10 interesting thought since we have no idea what's going to
11 go on. But I'm off -- I'm all in. And I wrote a column on
12 Go Big and Go Bold that was published yesterday in a couple
13 of our local papers. I also went to the CASB, Colorado
14 Association of School Boards last weekend in Colorado
15 Springs. And I was able to connect with some of my
16 superintendents and school Board Members.

17 Since I have such a big district, this is a
18 great opportunity and was able to shed the spotlight on
19 Hinsdale County, Superintendent Leslie Nichols who has had
20 accreditation without, yeah distinction, thank you since
21 2009 and continued on, she's very proud of that and -- and
22 came up and shared that with me. And talked to Steve
23 Schultz from Mesa 51 who continues to do an excellent job
24 in Mesa County. I also was asked and attended Aspen
25 Institute Steering Committee for libraries to connect



1 libraries and schools, and what's the future of libraries
2 in communities and how they connect with public schools.
3 Very interesting conversation. I will continue to be on
4 their Steering Committee. Jean Hayner was from CDE, was
5 one that recommended me for that position. I went to the
6 PEBC, Public Education of Business Coalition lunch with Dr.
7 Schroeder, and see who else is there.

8 MS. SCHROEDER: It's a breakfast to me.

9 MS. RANKIN: Breakfast.

10 MS. SCHROEDER: I was not there. I'm still
11 under (inaudible).

12 MS. RANKIN: Well, it was a -- Board Member
13 Goff. I thought there were three.

14 MS. SCHROEDER: She was somewhere with
15 somebody. And there was there was food involved.

16 MS. RANKIN: There was food involved. And
17 Linda Reid, the Superintendent from Pagosa Springs was on
18 the Board. The -- the panel that was there. And then the
19 last thing was something Dr. Anthes, our new commissioner
20 brought up and it was the meeting in Southwest Colorado
21 with the tribes. There are two Indian tribes in Colorado.
22 They are in the third Congressional District. The Ute
23 Mountain Tribe and the Southern Utes. And we met Ignacio,
24 Southern Utes also are in La Plata and Archuleta Counties
25 and Montezuma down in Southwest Colorado. And I have had



1 some conversations with superintendents down there about
2 the Indian tribes. It was extremely interesting. I -- I
3 learned a lot about Indian tribes, and also about Colorado
4 history and how that off. So it was an interesting and
5 very busy last month.

6 CHAIRMAN DURHAM: Ms. Goff.

7 MS. GOFF: Well, I will talk fast because
8 you'll all yell at me if I don't so I have to get fast.
9 Back before the last Board meeting, I left this off simply
10 because of time one day but I did make a visit to during
11 what is called literacy week to Hope Online, one of the
12 learning centers that's in Lakewood and I have to say that
13 one of -- one of our friendly reps and allies of Hope is
14 here today and it's a regular thank you attendee at State
15 Board meetings. I appreciate that.

16 I spent the better part of an afternoon in
17 conversation with some of the staff and third graders, and
18 it was Halloween day by the way, and the books that they
19 chose to -- to have me read to them and take part in with
20 them were all books on cats. So you can think -- think of
21 any title that's got connection to a cat. And it was in --
22 in our laps that -- that afternoon. But it was great to be
23 there, both with -- with the students and also with some of
24 the teachers and the staff there, and really follow the
25 program and see what -- what the atmosphere in the school



1 is on a normal day. It really was quite a normal day I
2 would say, and -- and have some time with kids. It's
3 great.

4 Ed Perlmutter, Congressman Perlmutter
5 several years ago started his Congressional District Youth
6 Advisory Council, and it is a group of high school students
7 only from several high schools that are in throughout the -
8 - throughout CD7. They meet on a regular basis and I have
9 been, I think I've returned to see them a total of three or
10 four times over the years now to talk on a certain topic.
11 The last time we were there was just as the election had
12 occurred, just after the election had occurred. So there
13 were a lot of questions from these young people about what
14 predictions could be for, how US education would be
15 impacted. And mostly because there are no definite answers
16 and certainly there weren't then, we had just a good
17 conversation about what's important to them at this point
18 as they get ready to do after high school life and -- and
19 make some of those choices. It was great. Excuse me.

20 I'm also still involved with the Gifted
21 Education State Advisory Committee. Last time that
22 meeting, they -- they meet quarterly. The last one was on
23 the first of December. The interest of that group, it's --
24 it's made up of parents -- district directors some -- some
25 state level, state department of course employees. I am



1 the Board's liaison, so I'm -- I serve on an ad hoc or ex
2 officio capacity. But their interest currently is quite a
3 bit around ESSA but also the whole idea of stakeholder
4 engagement and as that becomes a prime topic in all kinds
5 of ESSA planned development conversation. How do we keep
6 this going and make sure that the -- the major stakeholder
7 groups, of course parents, educators, teachers, and other
8 reps of advocacy groups are -- on an ongoing basis, they're
9 engaged and they have a reason to feel busy with good
10 productive work.

11 So I think as -- as we hear more from folks,
12 it's going to be something that can drive us to keep --
13 keep our stakeholder engagement going. The whole idea of
14 parent and community engagement which is a, you know, we
15 have here at CDE the Office of Parent Engagement our SACPIE
16 group that is the primary -- primarily known group about in
17 parent and family engagement so we have a lot of
18 opportunities to keep in mind.

19 Adams County always -- a lot of activity in
20 Adams County right now both around the school district and
21 also around the community involvement in the work of the
22 school districts. Adams 14 is a very busy school district
23 these days and they are making the great hard work, lots of
24 hard work going on to pull their school into a more but not
25 get them out of kind of depressing last several years. So



1 but they are -- they're accomplishing some great parent
2 involvement and really making the move on getting the
3 community involved in their schools, so doing a great job.
4 Then there was CASB and the Hub Committee and the
5 legislative Interim Committees, and here we are today. So
6 that's what I've been doing for the last month, mostly.

7 MS. SCHROEDER: Are you doing?

8 CHAIRMAN DURHAM: Dr. Schroeder?

9 MS. SCHROEDER: Well, going back to October
10 31st, I was being treated for rather serious medical
11 concern and I am fine. But I want to thank the entire
12 education community for cards, love, food, everything.
13 They just sort of wrap their arms around me and I could
14 really feel it. And I thank you. Since then, I have -- I
15 also attended the CASB meeting. The CASB meaning while, I
16 don't have 30-40 districts, I have 14. And they are far
17 flung from where I live, and so it's a great opportunity
18 for me to -- also to get to meet with some of the School
19 Board Members and the superintendents of some of my smaller
20 Western Slope school districts.

21 I also attended the Foundation for
22 Excellence in Education Meeting in D.C., I find it really
23 interesting to listen to folks from other states. I think
24 it's very helpful. It does remind me though that I think
25 we're kind of on the right track here. I'm not -- I'm not



1 very worried about us. I've also been spending some --
2 I've had several meetings with the School Boards, the
3 legislators. Sometimes, just state and sometimes including
4 representatives from our federal legislators, and me in
5 having discussions about upcoming legislation both in
6 Washington D.C. and in Colorado, and it encourages me to
7 see how aware the school district folks are? About what
8 are some of the needs? How to communicate the needs to
9 their local and -- and federal legislators?

10 So it's been actually interesting. There
11 are commonalities between districts, and then there are
12 some significant differences. I don't know if whether
13 there's anybody who actually keeps track of them of the
14 various school district platforms. I'm tempted to but I
15 don't have time right now, and I know I only represent some
16 of those. I think it's mostly a large district effort.
17 But I do find it quite interesting and I expect several
18 more in January. Some of the districts I represent. Thank
19 you.

20 MS. MAZANEC: Jane?

21 MS. GOFF: Just for clarification. Tracking
22 federal legislation in Colorado, what is it?

23 MS. SCHROEDER: No, on time at tracking the
24 position papers of the various districts because they have
25 different nuance and wishes from our legislation.



1 MS. MAZANEC: (Inaudible).

2 MS. SCHROEDER: Yeah, I've already done one
3 of those. I'm not -- I'm not looking for a new one. But
4 you're right. But it would -- he know it might be
5 interesting to look at because it is -- this is a local
6 control state. And what happens -- the effect of the
7 legislation in one district can be dramatically different
8 than the same legislative effect that has on other
9 districts. And how it's perceived as well.

10 MS. RANKIN: We should be able to do that
11 through our own legislative contacting work with. I would
12 think partly maybe Jennifer can help us.

13 MS. MAZANEC: Who's Jennifer?

14 MS. EMM: Me -- before -- please --

15 CHAIRMAN DURHAM: Go ahead, Emm.

16 MS. EMM: -- let anyone else finish and then
17 I can come back.

18 CHAIRMAN DURHAM: Go ahead, go ahead. We're
19 --

20 MS. EMM: I didn't --

21 CHAIRMAN DURHAM: -- we're not on schedule.

22 MS. EMM: -- fully. I'm a little bit
23 forgetful but not totally. I would like to be able to have
24 two seconds or so about our NASBE Regional Conference
25 coming up which deals with --



1 MS. SCHROEDER: Oh, I forgot.

2 MS. EMM: -- all of these things. So --

3 MS. SCHROEDER: Okay.

4 CHAIRMAN DURHAM: Go ahead.

5 MS. EMM: Yeah, February 2nd, if you all
6 wanna pencil in on your calendar, NASBE's Regional meetings
7 are back in place again. They always occur if there's a
8 reason to have good gatherings of more of a, you know, home
9 backyard closer in an area. But on February 2nd, NASBE's
10 stakeholder engagement regional meetings. So the emphasis
11 right now among all our states is to keep promoting and
12 fostering this idea of stakeholder engagement, making sure
13 we're doing the best we can. And I think Colorado is
14 Kathy's referred to earlier, we are way out there
15 relatively speaking with the commitment and the consistency
16 and the dedication to actually making sure this happens
17 right.

18 So there is information about the agenda,
19 more particularly busy can send it out or we -- we'll can
20 make good contact here. I've got registration links and so
21 forth. The thing about this one is that's different is
22 each -- each Member State can take five people. Because
23 our regional conference is in Denver, we have -- we have a
24 good advantage here, so we could have as many as two or
25 three Board Members. We can invite staff people, we can



1 have folks from the legislature level at the state level.
2 So if you would all think about that, be happy to try to
3 get more info on it between the two of us we can do that.
4 And ESSA is the topic but its focuses on really sort of
5 drilling down into what are some great ways to keep
6 stakeholder engagement going and (inaudible) all along the
7 way. So February 2nd, which by the way also happens to be
8 CASB's Winter Conference --

9 MS. SCHROEDER: CAES, CAES.

10 MS. EMM: -- CAES, I'm sorry. The second
11 and third is CAES conference, so we'd have to do some
12 thinking.

13 CHAIRMAN DURHAM: Dr. Flores?

14 MS. FLORES: Thank you. Well, I really have
15 -- had a few conversations with a couple of school
16 districts. I have really have to the last Board meeting.
17 I -- I went home to visit my family, and then I took a big
18 art just sort of immerse myself in art performing plastic
19 and music, so I took a trip to London and I saw a lot of
20 place, I went to a lot of museums, met with friends, had a
21 lovely time until I was returning, and I had a terrible
22 fall, and then I'd been sort of stationary and haven't
23 really done much other than the -- I went to a big rally
24 yesterday for Aleppo. I'm, you know, we should be praying
25 for Aleppo. I mean there's -- it's just the slaughter



1 there, and I think we need to contact our representatives
2 in Congress and our State Department that Aleppo really
3 needs safe places for individuals, families, and children.
4 And we need to do something and just not allow, you know,
5 the -- the slaughter that's going on right now. Thank you.

6 CHAIRMAN DURHAM: Dr. Scheffel?

7 MS. SCHEFFEL: I enjoyed participating in
8 Hope online also, just great to be a part of their literacy
9 week, that was excellent. And I thought as always CASB was
10 very rewarding and great division or superintendents and
11 others. I've been meeting with some professional
12 organizations on clinical practice models of teacher
13 education which is always encouraging to think about how we
14 can do that better. And then I attended an event, honoring
15 individuals with disabilities that was really inspiring
16 last week, so it's been a good couple of weeks.

17 CHAIRMAN DURHAM: Okay. All right. Thank
18 you. Any other --

19 MS. MAZANEC: What do you do? Okay.

20 CHAIRMAN DURHAM: Nothing of particular
21 consequence. I attended the same meetings you did. And --
22 and I have actually enjoyed them. I guess I will say that
23 I thought the most interesting presentation was the End of
24 Average. I think that was the name of the -- the
25 presentation.



1 MS. MAZANEC: Don't know what's it.

2 MS. FLORES: What conference is that?

3 CHAIRMAN DURHAM: That was at Excellent and
4 Education.

5 MS. SCHROEDER: (Inaudible).

6 CHAIRMAN DURHAM: It was --

7 MS. SCHEFFEL: Newspaper.

8 MS. SCHROEDER: No, no.

9 CHAIRMAN DURHAM: For that?

10 MS. SCHROEDER: I can look it up for you,
11 I'd be happy to.

12 CHAIRMAN DURHAM: It's -- it's worth the
13 look.

14 MS. MAZANEC: That was not in the meeting
15 conference before?

16 MS. SCHROEDER: But that was at the name of
17 this speech.

18 CHAIRMAN DURHAM: End of Average.

19 MS. SCHROEDER: That's a very good speech.

20 MS. RANKIN: Yeah.

21 CHAIRMAN DURHAM: There in the End of
22 Average, it's really very good.

23 MS. RANKIN: They probably -- they put
24 something up today saying they've got all their stuff
25 online so we can look it up.



1 MS. GOFF: So there's no average. Average
2 student, average (inaudible).

3 CHAIRMAN DURHAM: No average, no average.
4 Actually, I made a pretty good CAES that there is no
5 average.

6 MS. SCHROEDER: Right.

7 CHAIRMAN DURHAM: That was probably
8 remarkable. So any other business to come before --

9 MS. FLORES: Yeah, some sort here.

10 MS. SCHROEDER: Mr. Chair?

11 CHAIRMAN DURHAM: I'm sorry, what's that?

12 Oh.

13 MS. SCHROEDER: Yeah.

14 CHAIRMAN DURHAM: Okay, what is it?

15 MS. SCHROEDER: Thank you. Angelika.

16 CHAIRMAN DURHAM: Item 19, somewhere I
17 missed at.

18 UNIDENTIFIED VOICE: (Inaudible) no, it's --
19 it's part of the --

20 MS. RANKIN: It's part of the --

21 CHAIRMAN DURHAM: Oh, I'm sorry. Let's see
22 Okay, I'm -- I apologize. NASBE has asked us to submit
23 nominees that will expand opportunities for the Board to
24 play a role in NASBE policies. The two committees are the
25 Public Education Position PEP committee, and the Government



1 Affairs Committee GHC. And Ms. Goff, you currently serve on
2 the Government Affairs Committee, would you like to
3 continue that position?

4 MS. GOFF: I'd love to.

5 CHAIRMAN DURHAM: Okay. Is there a motion
6 to reappoint Ms. Goff to serve on the --

7 MS. RANKIN: And so moved and second.

8 CHAIRMAN DURHAM: -- Government Affairs
9 Committee. It's been moved and seconded. Okay. All those
10 in favor please say aye.

11 ALL: Aye.

12 CHAIRMAN DURHAM: Aye, that motion scored
13 adopted then. We now need --

14 MS. RANKIN: (Inaudible).

15 CHAIRMAN DURHAM: Pardon me?

16 MS. RANKIN: (Inaudible).

17 CHAIRMAN DURHAM: The next one is we have
18 one more here, and let's see. Let's see. The -- yes,
19 Public Education Position Committee PEP. So is there a
20 motion to appoint someone to serve volunteer on this
21 committee?

22 MS. FLORES: I'd like to serve.

23 CHAIRMAN DURHAM: Going once. Okay.

24 MS. FLORES: But -- I'm -- I'm busy.



1 CHAIRMAN DURHAM: Yeah, you're -- you're not
2 eligible.

3 MS. FLORES: I'm already busy.

4 CHAIRMAN DURHAM: Yeah. All right. So is
5 there -- the motion to appoint to Dr. Flores to that
6 committee?

7 MS. CORDIAL: So moved.

8 CHAIRMAN DURHAM: It's been moved. Is there
9 a second to that motion? It's been moved and seconded to
10 appoint Dr. Flores to the PEP committee. All those in
11 favor please indicate by saying aye.

12 ALL: Aye.

13 CHAIRMAN DURHAM: Aye. Any motions cleared
14 adopted unanimously. Thank you for calling that to my
15 attention. Is there anything else I'd miss?

16 MS. FLORES: I just want to know that -- the
17 by laws were changed on -- on eligibility for those
18 committees? Does that have been meeting in your reference
19 (inaudible)?

20 CHAIRMAN DURHAM: No, I don't. I mean, I --
21 all I remember is that I think it had to be a bore -- or
22 they preferred a Board vote as I recall. And I don't think
23 there was anything else in that Ms. Cordial that we should
24 take note.



1 MS. CORDIAL: I have pulling up that e-mail
2 but I think that was -- there it is, about it. Just one
3 moment.

4 MS. FLORES: Maybe -- maybe I can help a
5 little bit. Is there any language in the current
6 description of it that says a person on the -- just this
7 one for example PEP --

8 MS. SCHROEDER: Yeah.

9 MS. FLORES: -- needs to have been a -- is a
10 Member of the Board of Directors? Is there anything that -
11 -

12 MS. SCHROEDER: So it says --

13 MS. FLORES: NASBE?

14 MS. SCHROEDER: -- the specific bylaw
15 amendment as is followed, if no Board Member is available,
16 the Board may appoint a Member of NASBE or N-C-O-S-E -- E-A
17 from that state. However, membership will be limited to
18 one person per state. But they want to encourage every
19 Member of the Board to participate. So I believe, they'd
20 prefer a Board Member but if a Board Member didn't want to
21 serve in that committee, then --

22 MS. RANKIN: That's -- that's all it means.

23 MS. SCHROEDER: Okay.

24 MS. RANKIN: Is that any Board Member --

25 MS. SCHROEDER: Yeah.



1 MS. RANKIN: -- can be nominated and serve,
2 if there is no Board Member available, then we could ask
3 others?

4 MS. SCHROEDER: No, Membership Committee one
5 represented from the --

6 MS. RANKIN: We're not State Board Members.

7 MS. SCHROEDER: Yeah. One representative
8 from each state to be named by the State Board. Well.

9 MS. RANKIN: We're okay.

10 MS. SCHROEDER: I think it -- yeah, it is a
11 Board. I had e-mailed for clarification and they didn't
12 say that it couldn't be a Board Member.

13 MS. RANKIN: Okay.

14 CHAIRMAN DURHAM: Okay.

15 MS. SCHROEDER: Let me -- we're fine.

16 MS. RANKIN: Okay.

17 CHAIRMAN DURHAM: Further discussion? I
18 moved any issues. So have we overlooked anything else?

19 MS. RANKIN: We have exhausted it ourselves.

20 CHAIRMAN DURHAM: We're done.

21 MS. MAZANEC: Yeah, read it to (inaudible).

22 MS. SCHROEDER: (Inaudible).

23 CHAIRMAN DURHAM: Well, we'll read all.

24 We'll started hitting that dead horse first thing in the
25 morning at 9:00 a.m.



1 MS. MAZANEC: 10:00 a.m. to 12:00 p.m.

2 MS. SCHROEDER: Yeah.

3 (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 October, 2018.

/s/ Kimberly C. McCright
Kimberly C. McCright
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Verbatim Reporting & Transcription, LLC
1322 Space Park Drive, Suite C165
Houston, Texas 77058
281.724.8600