

**Facility Schools Board
Minutes of Meeting
July 10, 2009
Warren Tech, Founder's Room
13300 W. 2nd Place, Lakewood**

In attendance:

Board Members Present: Kay Cessna, David Molineux, Steven Ramirez, Brad Schultz, Barb Taylor

Board Members Absent: Brian Parks, Laura Writebol

Staff: Brittney Darensburg, Kama Linscome

Members of the public

1. Call to Order

The meeting was called to order by Board Chairman, Kay Cessna.

2. Approval of Agenda

A motion was made by Barb Taylor and seconded by Brad Schultz to accept the agenda as printed. Motion passed.

3. Approval of Minutes

A motion was made by Steven Ramirez and seconded by David Molineux to approve the minutes of the June meeting as printed. Motion passed.

4. Staff Report

Staff Positions – A special ed position for the unit was posted. Interviews were conducted and there were several good candidates. However, a number of different budget issues are of concern and the position will not be filled unless the budget issues are resolved. The curriculum position (Ellen Hunter's previous position) will be posted as a half time position.

Monthly Meetings – The Facility Schools Unit held monthly meetings during the 08-09 school year for facility Special Ed Directors and Education Coordinators. The meetings include information sharing, training and input on various projects. These meetings will continue in the coming school year as well.

OOD Manual – The Out-of-District Manual was developed a number of years ago to be a user friendly guide to procedures that school districts and facility schools need to work together on. The manual has been revised on a couple of occasions, but recent changes in legislation require additional revisions. The Facility Schools Unit will be pulling together a work group to assist with the revisions. As sections are revised, reviewed and approved, they will be posted on the web site.

5. Facility Schools Student Data System

Dave Gustafson and Christi Granato of Wyant Data Systems, presented a demonstration of the Facility Schools Student Data System. The system will house student and staff data; will facilitate state and federal data reports, will maintain student grades and transcripts, will record attendance for monthly PPR billing, can be used as a teacher grade book and will connect with the RITS system to verify SASID numbers in addition to other functions.

Development is progressing well and testing of various aspects of the system will begin soon.

An advisory group is assisting with input on the development. Board members will be notified of testing and training opportunities.

6. 21st Century Skills, Postsecondary and Workforce Competencies and Standards

Deputy Commissioner Ken Turner presented on CDE initiatives related to 21st Century skills, Postsecondary and Workforce Competencies and Standards.

S.B. 08-212 directed the Department of Education and the Commission on Higher Education to develop definitions for what it means to be ready for school, ready for the workforce and ready for postsecondary education. The definitions were developed with considerable public input.

A summary document was distributed. Some highlights include:

“Postsecondary and Workforce readiness describes the knowledge, skills and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy.”

“To be designated as postsecondary and workforce ready, secondary students shall demonstrate that the following content knowledge and learning and behavior skills have been achieved without the need for remedial instruction or training.”

The content knowledge and learning and behavior skills are organized in the following categories:

I. Content Knowledge

- a. Literacy
- b. Mathematical Sciences
- c. Science
- d. Social Studies and Social Sciences
- e. The Arts and Humanities

II. Learning and Behavior Skills

- a. Critical Thinking and Problem Solving
- b. Find and Use Information/ Information Technology
- c. Creativity and Innovation
- d. Global and Cultural Awareness
- e. Civic Responsibility
- f. Work Ethic
- g. Personal Responsibility
- h. Communication
- i. Collaboration

At the same time, the Colorado Content Standards are being revised and these initiatives go hand in hand. The previous academic content standards are being changed to essential concepts and skill standards (the draft science standards were distributed as an example).

Four design features are incorporated in the new standards:

1. 21st Century Skills – “21st Century skills is a term that most commonly resonates as a way to describe the skills necessary to respond and lead well in a globally-based culture.” “Research ... points to the importance of five essential skills. These five include problem solving/critical thinking, information management, collaboration, self directions and innovation.”
2. Fewer, Clearer and Higher -
3. Early Childhood and Higher Education Expectations
4. Concepts, not facts – “Our body of collective knowledge in any discipline grows so rapidly that the concept that schooling is static and a common information transmission system is now untenable. Standards become unwieldy when they attempt to capture the sum of what information students ‘should’ know.”

Revised standards will be available for review in October and will be adopted by the State Board of Education in December.

7. Board Discussion

Differentiated Diplomas:

DPS has 3 different types. Additional information was requested about the DPS approach and how many districts are doing something like this.

Data System:

It would be helpful to be able to have a search function in the educational summary so that a person could search for a word or a phrase. It would be nice to have a credit worksheet or checklist. Also, criteria for courses; the content that needs to be covered.

21st Century Skills:

- Is there an advantage to having facility schools considered “Alternative Education” programs?
- Information seems to suggest that the trend is to move away from traditional credits and seat time.
- Teachers will need training as they come in to a facility setting in order to implement the higher requirements. As we raise the bar, we have to provide the teachers with a means to implement the instruction.
- Training and expectations of programs have to parallel the standards.
- What do we see as success for a student graduating from a facility school?
- One option would be to have a basic diploma with any number of endorsements to indicate competencies. For example, there could be a basic diploma for students entering the work force. An additional endorsement could reflect what a student would need to attend Community College and a different endorsement that reflects preparation to go on to a four year college.
- 21st Century Skills reflect more than just traditional academic skills.
- School programs could focus on basic skills in the elementary grades and then look at a variety of options for secondary services.
- Putting standardized pre and post testing in place is important.

Meeting Adjourned.