



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
May 11, 2016, Part 3

BE IT REMEMBERED THAT on May 11, 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 CHAIRMAN DURHAM: Is the recognition of
2 2015-16 Online and Blended Educators, Commissioner will
3 turn this over to -- to you, (inaudible).

4 MR. CRANDALL: Yes. We are honoring three
5 of the four Online Blended Educators. This time I've come
6 with Social Commissioner of Innovation Gretchen Morgan to
7 tell us who we have here, the great things that they've
8 done.

9 MS. MORGAN: Thank you, Commissioner
10 Crandall. I'm pleased today to be here on behalf of the
11 Division of Innovation and Pathways, and the Office of
12 Blended and Online Learning. To recognize an exceptional
13 school counselor and three teachers. With the 2015-'16
14 Online and Blended Educator recognition award. These
15 educators demonstrate strong evidence of their positive
16 impact on student performance and academic growth. They
17 are exceptionally resourceful in meeting individual needs
18 of each students in a variety of ways, and are leaders in
19 their field. Principals, directors, and superintendents of
20 online and blended schools and programs can nominate
21 applicants for this award. In the application, they
22 articulate how applicants improve student outcomes using
23 various mediums like differentiating instruction or
24 services to meet the needs of individual students, building
25 strong student-teacher relationship to increase attendance,



1 and innovative ways to use technology effectively with
2 students and colleagues.

3 To select awardees, the selection committee
4 utilized a rubric which is informed by state and national
5 standards for quality online schools, and selection relied
6 heavily on responses being evidence based to prove that the
7 practitioner's role and strategies were transferring to
8 positive outcomes, and growth for online students. The
9 committee selected as I said before, one counselor and
10 three teachers for this award this year. One of those is
11 not here today Kevin Wright, from the Monte Vista Online
12 Academy, is going to join you with Pueblo next month,
13 because it's a shorter drive, to be honest.

14 CHAIRMAN DURHAM: That's conservation of
15 resources.

16 MS. MORGAN: I know right, he's brilliant,
17 he's not being awarded for nothing, he's a bright guy. So
18 I'm going to begin by first introducing you to Mauri Capps.
19 Mauri is a school counselor at the Voyager Online Program
20 in the Littleton School District. Mauri connects with
21 students from the moment they start the Voyager Online
22 Program. She consistently works with a variety of
23 resources to achieve positive outcomes for students. Every
24 year Mauri holds an annual College and Career Day to get
25 students engage with the process of thinking and planning



1 for post secondary options, and through Mauri's efforts,
2 the number of students who've enrolled in concurrent
3 enrollment courses has doubled, and students attendance
4 rates have also increased. Mauri would you like to speak
5 briefly about your (inaudible) with students at the Voyager
6 Online Program?

7 MS. CAPPS: Sure. Thank you. Hi, thank you
8 so much --

9 CHAIRMAN DURHAM: Welcome.

10 MS. CAPPS: -- I feel very honored to be
11 here. I have the honor also to be a part of Littleton
12 Public Schools Blended and Online Program Voyager. We are
13 in our 10th year of Voyager and my supervisor, my boss
14 Melinda Mess, who's here supporting today. She was --
15 she's crucial in creating that amazing program, and we're
16 able to serve our most challenging students that are
17 struggling with anxiety, depression, any type of trauma.
18 Students that are at-risk of not graduating, they have lots
19 of different needs. I like to say that -- our kids are
20 like a box of chocolates, you never know what you're going
21 to get. You open it up and then you work with it.
22 Sometimes it's a little crunchy but you, you know, you eat
23 it, you swallow it and you make it a delightful experience.
24 So it's wonderful because it's face to face models.



1 I'm able to touch and touch face with every
2 kid every single day. I do have a checking system, a check
3 out system. It's very casual and formal, and it's really -
4 - it's just a kind of sense where the student is coming
5 from. And I have the opportunity at a Rapid Community
6 College to walk with students. So we walk, and we talk,
7 and we problem solve and through that opportunity I can
8 refer students for numerous services whether it's housing
9 or mental health support or we can call a therapist
10 together if we need to. We can talk about, what's going on
11 at home? What's going on socially-emotionally? What's
12 going on with relationship challenges? What's going on
13 with school? How are we studying for tests? Why are we
14 panicking? Why do we have test anxiety? What's happening
15 with our note taking? So it's a real solution based
16 counseling that I do, and I'm really fortunate that I get
17 to do the personal social side which is really -- dear to
18 my heart because I know that -- when that foundation is
19 there then our kids succeed and excel.

20 CHAIRMAN DURHAM: How many students -- how
21 many students are part of Voyager?

22 MS. CAPPS: Well, we're able to take 99, and
23 we do have kids from first grade all the way up to age of
24 21. And so currently we had -- we had about 61, that we're
25 working with the year in just the high school model. I did



1 -- I was a part of the middle school model. We had 15
2 students in the middle school model one point, but the high
3 school caseload was pretty intense, and so fortunately, we
4 were able to hire part time a counselor to come help with
5 middle school and I can focus all my attention to high
6 school kids. Thank you.

7 CHAIRMAN DURHAM: Stick around. We'll have
8 some pictures. Don't rush off.

9 MS. MORGAN: All right. Next we have
10 another Mauri but this time her last name is Hobkirk.
11 Correct me, did I just say it totally right? Okay, great.
12 This is Mauri Hobkirk, who is from JeffCo's 21st Century
13 Virtual Academy. As a secondary science teacher, she
14 builds meaningful and impactful relationships to students
15 through her outgoing personality, and genuine care for
16 their academic success. Her attendance rates are among the
17 highest in the school for both online and face to face
18 class time. Mari focuses on providing students with
19 individualized and quick feedback through the creation of
20 individual videos for each student which has resulted in
21 higher than average pass rate for the Chemistry where she
22 teaches.

23 MS. HOBKIRK: Thank you for having me here
24 today. I'm really honored to be here. And Dr. Brown the
25 Director of Blended and Online Learning in JeffCo's is here



1 with me today. I could have been a part of JeffCo's Online
2 High School since its inception because the first year --
3 before the school actually opened I was a (inaudible) in
4 the (inaudible) center. And I managed to a lot of teachers
5 who were writing online curriculum, and then I really
6 wanted to teach there but it was another three years I had
7 to teach at (inaudible) , for a while before I got on full
8 time and I wanted because I'm able to have all -- a wide
9 variety of kids every end of the spectrum in there in my
10 Chemistry class. I have home bound kids who can't get into
11 a school in they're home because of illness. Two, I have
12 high schoolers who are playing similar professional hockey,
13 they take Chemistry. That's how they could do it and still
14 play their hockey which is very awesome.

15 MS. HOBKIRK: Thank you. I love it.

16 CHAIRMAN DURHAM: Don't rush on.

17 MS. MORGAN: And finally someone not named
18 Mauri. This is Jill Pellegrini.

19 UNIDENTIFIED VOICE: Mauri's have it.

20 MS. MORGAN: Jill teaches English and
21 Marketing classes to 9th through 12th grade students at
22 Spring Studio for Academic Excellence in the Falcon 49
23 School District. By fostering inquiry based in independent
24 learning activities. She encourages students to think
25 outside the box, and challenge themselves to engage in a



1 level of complex, abstract thinking. Using real time data,
2 Jill chooses instructional strategies that address gaps in
3 knowledge and skills, ensuring content mastery for all
4 students. Spring Studios reading and writing scores have
5 been positively impacted by Jill's instructional approach.
6 Jill is an asset to the Spring Studio, for academic
7 excellence and to the teaching profession.

8 MS. PELLEGRINI: I didn't know quite what to
9 expect. So I wrote some -- a speech regarding Blended and
10 Online Education, so bear with me please. Albert Einstein,
11 Lewis and Clark, Amelia Earhart and Steve Jobs. These are
12 just a few people who come to mind when we think of the
13 word pioneer. They are among the countless, daring
14 individuals who have changed our world through courage,
15 perseverance, and curiosity. Take for instance Walt
16 Disney, who in commenting about his empire revealed, we
17 don't look backwards very long, we keep moving forward,
18 opening up new doors, and doing new things because we're
19 curious, and curiosity keeps leading us down new paths. It
20 is this curiosity that open the world of blended and online
21 learning.

22 With technology expanding exponentially,
23 we're leveling the playing field of education, and breaking
24 down barriers that would otherwise prevent many students,
25 from receiving a world class education. Yes, Blended and



1 Online Education is the future. The new frontier, whose
2 wide open spaces are taking us to a global place of
3 learning, where students become the explorers, driving
4 their own paths of education. I'm grateful to be part of
5 this expansion, to work beside teachers, parents and
6 students. With this Go West mindset, to be inspired by an
7 administrative team of audacious, valiant visionaries, who
8 continue to blaze new trails across the blended education
9 landscape. Truly without their ingenuity and adventurous
10 spirits, I would not be standing before you today receiving
11 this prestigious award.

12 My journey along this path has come with a
13 willingness to learn, and even falter, but always with an
14 unwavering belief in the vision of the future. A future
15 where every student is a blended student and a path of
16 discovery, and achievement. Where every teacher is an
17 explorer stepping out of comfort zones and stretching their
18 boundaries. This award is not so much about me, as it is
19 about every daring adventurer in education, willing to, as
20 Walt Disney put it, open new doors and do new things
21 because of curiosity, inspiration and an intrepid pioneer
22 spirit. In closing, I would like to thank CDE for honoring
23 me with this award is I continue to move forward, and
24 explore new paths of uncharted frontiers. Thank you.



1 CHAIRMAN DURHAM: On behalf of the State
2 Board, I extend to you our congratulations, and thanks for
3 the work you do on behalf of students, and the leadership
4 you've demonstrated to your fellow educators.

5 Congratulations. Please come up for pictures as we call
6 your name. We'll start with the two Mauri's, Mauri Capps
7 first and then Jill will be last.

8 MS. MORGAN: Mauri Capps (inaudible).

9 CHAIRMAN DURHAM: It's part of the show.

10 (Overlapping)

11 MS. MORGAN: Second Marui.

12 MS. HOBKIRK: Thank you.

13 CHAIRMAN DURHAM: Okay.

14 MS. MORGAN: Congratulations to all of you.

15 CHAIRMAN DURHAM: So we're all taking this
16 all whole chair thing (inaudible) engineering. Someone
17 who've been just different than back of this.

18 UNIDENTIFIED VOICE: I've been on trip.

19 CHAIRMAN DURHAM: Zero step?

20 UNIDENTIFIED VOICE: It is.

21 CHAIRMAN DURHAM: Yeah. If I have my chair.
22 Yeah, they never even (inaudible).

23 UNIDENTIFIED VOICE: (Inaudible).



1 CHAIRMAN DURHAM: (Inaudible) that works
2 exactly as fine. Thank you. Alright, why don't we start
3 with. Item, I believe, we're nine on Item 15.01.

4 MS. CORDIAL: Actually, Mr. Chair, really
5 quick we just need to take up items 14.01 and 14.02.

6 CHAIRMAN DURHAM: I'm sorry. Thank you.

7 MS. CORDIAL: And the also 14.08. Is that
8 what you were told about the (inaudible).

9 CHAIRMAN DURHAM: It was. All right. Let's
10 start with the -- so motion on item 14.01. Yes, Dr.
11 Schroeder.

12 MS. SCHROEDER: Concerning disciplinary
13 proceedings, OAC case number ED2014-0028. I move to affirm
14 the order of the Administrative Law Judge in it's entirety.

15 CHAIRMAN DURHAM: Is there a second to that
16 motion?

17 MS. MAZANEC: I second.

18 CHAIRMAN DURHAM: Yes, seconded by Ms.
19 Mazanec. Is there objection to the adoption of that
20 motion? Seeing none. That motion is adopted by a vote of
21 seven to nothing. Item 14.02 disciplinary proceedings.
22 Dr. Schroeder.

23 MS. SCHROEDER: Concerning disciplinary
24 proceedings. OAC case number ED2014-0015. I move to



1 affirm the order of the Administrative Law Judge in its
2 entirety.

3 CHAIRMAN DURHAM: You've heard the motion.
4 Is there a second? Seconded by Ms. Mazanec. Is there
5 objection to the adoption of that motion? Seeing none.
6 That motion is adopted by vote of seven to nothing. Now,
7 Item 14.08 which was removed from the consent agenda by Ms.
8 Goff, you're on.

9 MS. GOFF: Actually, I was hoping to see.
10 (Inaudible). Well, here she comes.

11 CHAIRMAN DURHAM: Yes. Welcome.

12 UNIDENTIFIED VOICE: Just -- just you keep
13 us down here. I apologize.

14 CHAIRMAN DURHAM: You're not late.

15 UNIDENTIFIED VOICE: Not late yet.

16 CHAIRMAN DURHAM: Right on time.

17 UNIDENTIFIED VOICE: Excellent.

18 CHAIRMAN DURHAM: Proceed.

19 UNIDENTIFIED VOICE: Okay. So I think Board
20 Member Rankin had an item around 14.08, the University of
21 Northern Colorado's request (inaudible) --

22 CHAIRMAN DURHAM: It's Goff. It's Ms. Goff.

23 UNIDENTIFIED VOICE: Board Member Goff

24 ether way it's combine --



1 UNIDENTIFIED VOICE: I like it (inaudible) a
2 dress. They just (inaudible).

3 UNIDENTIFIED VOICE: They just call me.
4 Sometimes, I'm happy just be -- get nice things sometimes.

5 UNIDENTIFIED VOICE: Yes, I understand.

6 MS. GOFF: I don't know if you want to make
7 -- say something because I just -- I have a question, it's
8 a -- it's a wind up question. The last couple of days have
9 been -- at first I see this and I -- I'm noticing they're
10 going for the full endorsement in world languages, and then
11 I opened the paper yesterday and find out that -- that the
12 university has -- has suspended/eliminated two of the world
13 languages programs. What they have done is that for at --
14 for at least the next year, there is no major offered in
15 French and German. So -- so my -- I see this and I'm
16 starting to think, all right, how is that -- why not?
17 Because if there is -- if there is no teaching preparation
18 program for what -- most language majors and the -- not all
19 but most, at least from Colorado, end up teaching or that's
20 their aspiration.

21 So we're trying to keep the teaching, the
22 pipeline up, we do have other opportunities to expand
23 language study which will come to fruition one of these
24 days. And yeah, we would cut the pipeline off in at least
25 those two potential languages, which indication show right



1 now are growing. Interest is back up in -- in language in
2 general but in particular in those two. So I just wondered
3 if any of you have an insight into that and how can -- how
4 can the University communicate with high schools? How can
5 we communicate with high school? Because I still do
6 frequently about that program and keeping it going.

7 UNIDENTIFIED VOICE: I would love to invite
8 the Associate Dean, Dr. Jenny Wanger, to address that exact
9 concern for you especially about UNC.

10 UNIDENTIFIED VOICE: So I'm gonna turn
11 around and I'm gonna --

12 UNIDENTIFIED VOICE: She's there.

13 UNIDENTIFIED VOICE: I saw her back there.

14 MS. WANGER: I do apologize, I do not
15 understand the procedural or the way to talk because this
16 is my first time to be at this kind of meeting. But thank
17 you so much for giving me the opportunity.

18 UNIDENTIFIED VOICE: Thank you for coming.

19 MS. WANGER: Thank you. Actually, you
20 raised a very, very good question. Actually, I don't think
21 it's the elimination of the undergraduate German and French
22 program. According to my understanding, the University has
23 decided to temporary stop admitting new students into the
24 program. And the reason, that's the undergraduate program,
25 actually, the French and German majors, and the reason



1 given by the University is because of the low enrollment of
2 the program. Yeah, that's the reason. And the School of
3 Teacher Education, actually, was not consulted about the,
4 you know, the stopping of admitting students into the
5 undergraduate program. Somehow, I'm sure that the
6 University has its own concerns in terms of enrollment, and
7 they're trying to get the department over there, actually,
8 the department that, okay, that is the Colorado Department
9 is housing in the other college, not the in College of
10 Education but the College of Social Sciences and
11 Humanities, okay?

12 UNIDENTIFIED VOICE: Okay.

13 MS. WANGER: Even though we do work together
14 when it come to teacher preparation program. So I guess,
15 the University was trying to get their department to figure
16 out a way to increase the enrollment before the opening up.
17 However, talking about the program that we are proposing
18 here, this is not an undergraduate program, it is a
19 graduate program. So basically, we're looking at the
20 students, potential students, who have already got a degree
21 in German, French, Japanese, or Chinese or those people who
22 are native speakers of those languages with a bachelor's
23 degree already who could really pass the content review or
24 the content provocation proficiency should be enrolled in
25 the program.



1 The very reason we created this program is
2 really because of the state needs and the national needs of
3 our foreign language teachers. Understanding that we have
4 not been very successful attracting high school students to
5 get into the undergraduate foreign language programs, we
6 really believe that we need to work harder to get the
7 students to learn another language. But there are certain
8 things that we can do something about, there are certain
9 things that are beyond our control. At this time,
10 recruiting high school students into the undergraduate
11 foreign language program is something beyond the control of
12 my school at least at this point. Nevertheless, we feel
13 that we do have something that we do in terms of attracting
14 those students to get into the foreign language program
15 endorsement. So that's what our proposed program intends
16 to do at this point.

17 UNIDENTIFIED VOICE: Thank you very much. I
18 -- you mentioned at least a similar train of thought is
19 there -- is there a global education -- global -- global
20 education program in -- if -- it's -- either at UNC and/or
21 in conjunction with C Fort Collins, I think. If you can
22 clarify that, but is that -- is something that -- is that
23 one or an idea like that, is that primarily focused on the
24 graduate level?



1 MS. WANGER: Right now is only at the
2 undergraduate level.

3 UNIDENTIFIED VOICE: Okay.

4 MS. WANGER: Yeah, is a Masters Degree in
5 education with global languages licensure and thesis,
6 that's what we're doing here. And we try to admit students
7 from Colorado and also from other possible country and
8 probably some international student speaking the right
9 languages that Colorado needs. So that's what we're
10 focusing -- focusing on. UNC doesn't have anything quite
11 global whatever, but my understanding is that -- I will
12 probably start encouraging the Foreign Language Department
13 to consider a degree in global studies.

14 UNIDENTIFIED VOICE: Okay.

15 MS. WANGER: That would be incorporated in
16 foreign languages studies but I don't know what will happen
17 at this point simply because that department is not housed
18 in my college.

19 UNIDENTIFIED VOICE: Okay.

20 UNIDENTIFIED VOICE: And we are looking at
21 multiple pathways and this is just one more of those
22 pathways, where we know we're having a harder time
23 recruiting some of our high school students into our
24 foreign language programs but we can recapture them. And
25 we have a lot of conversation recently about the multitude



1 of pathways we're able to recapture some folks a little bit
2 later on while we are coming back into the admission roll.
3 And we are looking on an international basis.

4 So our world languages, we actually have
5 MOUs with Spain, and we have MOUs with Taiwan, and Jenny
6 and her team have been to China recruiting on multiple
7 levels -- levels. So we have international connections
8 that are bringing in a lot of our world language teachers
9 but it's just really about these pathways and then also
10 we'll be pushing our high school students to understand
11 this is a career option for them on multiple levels.

12 UNIDENTIFIED VOICE: It sure is. And, yeah,
13 just one last question. Why does UNC itself have a
14 particular admission requirement around world languages?

15 MS. WANGER: Yes, we do actually. And right
16 now the requirements that they have are bachelors degree,
17 that's for sure, and they have to have a GPA of 6.0 for the
18 last to 60 credits of hours in their previous studies at
19 least at the undergraduate level. And also, they need to
20 perform a content recommended by the state, either a degree
21 if this is a degree in German or a degree in French as
22 undergraduate student or they've passed the access or
23 there's another one here, yeah, the place test or they
24 could do the 24-credit hour content review. But for



1 certain languages, we do have a 24-hour requirement placed
2 by the state but for Chinese, it has not been discussed.

3 UNIDENTIFIED VOICE: Program review.

4 MS. WANGER: Yeah, program review, yes.

5 UNIDENTIFIED VOICE: Okay. And what about
6 for high school students? How many high school credits,
7 are you under the HEAR, the Higher Education Admission
8 Requirements. So typically, well, anywhere from two to
9 maybe three is a range of credits required for admission to
10 UNC, for example.

11 MS. WANGER: For undergraduate students,
12 actually, there are a standard requirements to admit
13 students into our undergraduate programs. But the specific
14 requirement, I'm not 100 percent sure because I don't deal
15 with this directly at that level. However, for graduate
16 students because our program is really for graduate program
17 and we have the admission requirement for students to be
18 admitted for in foreign program --

19 UNIDENTIFIED VOICE: The foreign
20 undergraduate program.

21 MS. WANGER: So in terms of language, for
22 instance, if it is not based on content test or program
23 review, then they have to have a degree in German or French
24 or Japanese or Chinese. These are the four languages that
25 we're talking about.



1 UNIDENTIFIED VOICE: Okay. Thank you very
2 much. Thank you.

3 MS. WANGER: It -- it was a really good
4 question because people were wondering, what is going on
5 here?

6 CHAIRMAN DURHAM: Thank you very much.

7 UNIDENTIFIED VOICE: Just --

8 CHAIRMAN DURHAM: Yes, you have a question?
9 Yes.

10 UNIDENTIFIED VOICE: I have a question. Its
11 says the approval of world languages endorsement, that is
12 the final of -- of all the languages, not necessarily one
13 of these four. Or is it one of these four?

14 MS. WANGER: Well, that's the tricky part of
15 it. Intentionally, we have including French, German,
16 Japanese, Chinese and also actually Russian. Now, we want
17 to add Russian not Spanish, okay? We try to include all
18 the languages that the state has the licensure endorsement
19 for. Yes. So Spanish is the only one that is needed at
20 this point and that's because there is another existing
21 program at UNC that deals with the Spanish language.

22 UNIDENTIFIED VOICE: Okay. That leads me to
23 the next question which is why have these languages,
24 Chinese, Japanese, French, and German been determined, and



1 maybe Russian, they're determined as the ones that are
2 globally in demand?

3 MS. WANGER: Well, in terms of, at least, in
4 terms of Chinese and French. Okay. Actually, nationwide,
5 we got some newspaper or articles already, reason why
6 basically, there's a huge shortage of foreign language
7 teachers anyway from 2012. And then in Colorado, I attend
8 council meeting regularly as the UNC representative. Every
9 time the council representatives have told me it is French
10 and Chinese that are in high demand. The schools are
11 looking for teachers in these two areas. Okay. And
12 probably there are some schools sometimes from time to time
13 they look for German and Japanese teachers but insist on
14 French and Chinese teachers.

15 The demand for these two areas stand out.
16 Nationwide, Chinese is really in high demand, and basically
17 there's an article from New York Times last year saying
18 that the -- the schools in the United States are looking
19 for teachers that don't exist when they talked about
20 situation with Chinese teachers. And then there is also --
21 there's the White House initiative last year in October
22 talking about, actually, one million children studying
23 Chinese, learning Chinese by 2020. And the biggest
24 challenge that the whole nation is facing is the shortage



1 of teachers. There's a space of all kinds of things that
2 they have gathered.

3 UNIDENTIFIED VOICE: Thank you.

4 UNIDENTIFIED VOICE: Thank you very much.

5 MS. WANGER: And also we have imported so
6 many teachers from (inaudible).

7 UNIDENTIFIED VOICE: (Inaudible).

8 MS. WANGER: Yeah. Exactly. And some of
9 them do a good job, but many of them do not. I'm just
10 being very honest here, they are not doing a very good job
11 because of the lack of training of their teachers to go
12 with the learning styles of American children in the
13 classrooms. Exactly. So a lot of principals that I have
14 met with, they have really asked me to get UNC to develop
15 programs to help prepare teachers who can teach Chinese
16 better to American children in American classrooms. So
17 that's the kind of situation we have been dealing with.

18 UNIDENTIFIED VOICE: Thank you very much

19 CHAIRMAN DURHAM: Okay. There are no
20 questions.

21 UNIDENTIFIED VOICE: We're through with the
22 questions.

23 CHAIRMAN DURHAM: Seeing none, Ms. Goff,
24 would you like to move the motion of this?

25 MS. GOFF: What do I say?



1 CHAIRMAN DURHAM: Say, the University of
2 Northern Colorado request for approval of world's language
3 endorsement.

4 MS. GOFF: Thank you.

5 CHAIRMAN DURHAM: Can you do that?

6 MS. GOFF: I can do that.

7 CHAIRMAN DURHAM: Oh, you got it. I'm
8 sorry.

9 UNIDENTIFIED VOICE: Thank you.

10 MS. GOFF: I move to approve the University
11 of Northern Colorado's request for approval of a world
12 languages endorsement program.

13 CHAIRMAN DURHAM: Thank you. And is there a
14 second? Seconded by Dr. Schroeder. Is there objection to
15 the adoption of that motion? Seeing that motion's adopted
16 by vote seven to nothing. Thank you very much for your
17 attendance.

18 MS. WANGER: Thanks again.

19 UNIDENTIFIED VOICE: Thank you very much for
20 joining us.

21 UNIDENTIFIED VOICE: We appreciate it.

22 CHAIRMAN DURHAM: All right. Now we're on
23 to believe we're back to 15.01. Thank you. The School
24 Bullying and Prevention and Education Grant Rules and, see



1 here, page 15. Yeah. All right. Dr. Schroeder, would you
2 like to make a motion?

3 MS. SCHROEDER: I move to approve the rules
4 for School Bullying, Prevention and Education Grant
5 Program.

6 CHAIRMAN DURHAM: Is there a second to that
7 motion?

8 UNIDENTIFIED VOICE: I second it.

9 CHAIRMAN DURHAM: It has been moved and
10 seconded. Now a question is a matter of timing. We're
11 behind our legal obligation to prove some rules. Is that
12 correct? The statutory timelines, just to frame where we
13 are in the discussion.

14 UNIDENTIFIED VOICE: Yes, Mr. Durham that's
15 correct. The rules need to be promulgated within 90 days
16 of receiving funding which was January 1st.

17 CHAIRMAN DURHAM: Two to eight account
18 business days.

19 Ms. CORDIAL: It's a question for Mr. Dill?

20 CHAIRMAN DURHAM: No, it's just a thought.
21 All right. So we're a little behind, so excuse me. Who'd
22 like to start?

23 MR. CRANDALL: Commissioner, Mr. Chair and
24 Board Members, we've got two of our finest in this sub



1 topic, Dr. Scott Ross, Dr. Melissa Colzman. The event
2 before us last month, we're ready to follow up.

3 MS. COLSMAN: Great. So we have just some
4 brief comments setting some context and providing a little
5 bit of additional information and we're here to support the
6 board and passage of rules today. Again as Mr. Durham
7 noted, the grant program was authorized in 2011, funding
8 was received in January of 2016, through proposition VB.
9 By proving the grant program today, the Board would be kind
10 of within the statutory requirements of the rulemaking
11 process. We provided an information item at the January
12 Board meeting.

13 The rulemaking was noticed at the February
14 Board meeting, and at the April meeting, we had conducted a
15 hearing. Following the April hearing, and at the request
16 of board members, we did create a line by line comparison,
17 of the grant program rules back to the authorizing statute.
18 We subsequently, met with each -- most probably each board
19 member to review the comparison, hear suggestions and
20 answer some questions. Today we're here to support you in
21 this process. Through the meetings with board members,
22 there are a few things that we thought would be helpful for
23 board members to hear and Dr. Scott Ross will take just a
24 very few moments to emphasize a few points.



1 MR. ROSS: Good afternoon, Board Members,
2 Mr. Commissioner. First, I just want to reiterate how much
3 I appreciate the opportunity to have met with each of you
4 individually. It was wonderful to get to chat with you
5 about these rules and dig in to them a little more detail.
6 Now, what I would like to do very briefly is, share a
7 little bit of the lessons learned and some things I would
8 hope to reiterate to make sure we're very clear on with
9 regards to the Bullying Intervention Grant Program. First,
10 the Bullying Prevention for Education Grant Program, is
11 designed to fund programs that will improve school culture,
12 and prevent bullying. Importantly, these programs are not
13 designed to catch kids bullying, to track kids bullying, to
14 punish kids for bullying, they're fundamentally designed
15 evidence based practices, that are designed around the idea
16 of building a more positive school culture, to build
17 character education, to make kids feel more safe in their
18 schools, and more able to stand up for themselves and for
19 others. So I wanted to make that point clear as well.

20 As we move through questions and comments,
21 we're here to answer questions, take your suggestions, we
22 will do our very best to differentiate between what is
23 already in statute, what is already required and what the
24 program- the grant program specifically the rules will
25 require. So we'll try our best to differentiate that.



1 Finally, we have met with Mr. Dill prior to day, and we've
2 made him aware of some of the issues that have come up in
3 our conversations, just so that you are aware and he may be
4 able to provide some additional advice on some of the
5 items.

6 CHAIRMAN DURHAM: Questions for members of
7 committee. Yes, Dr. Schroeder.

8 MS. SCHROEDER: Well, I've been trying to
9 understand the concerns that were expressed by the C folks,
10 3C groups. And they seemed to suggest that our rules are
11 too rigid and that they prevent- that they restrict
12 opportunities for other programs. Do you have a good sense
13 what it is they're talking about? What it is that we're
14 not gonna to let them do by virtue of requiring that they
15 be evidence based? I'm just trying to understand, I'm not
16 criticizing you. I'm trying to understand what they are --
17 what they're thinking about that we're saying, no.

18 MR. ROSS: Absolutely. Their concerns
19 revolve primarily around making the application more
20 complicated than it needs to be. One of the big
21 discussions that we've had around that is, making this
22 website that we've created as thorough as possible so that
23 it can serve as a one stop shop. So that is one of the
24 major concerns which we are attempting to address. Now,
25 there are issues in the rules around, what is required



1 versus what is encouraged. For example, in statute, in the
2 law now, the states statute doc separate from the rules,
3 there is a requirement that each district have a safe
4 school plan, and that each district and school have a team,
5 an advisory panel. It recommends, in that state statute
6 that, that panel provide advice on the procedures and steps
7 taken for the survey and for the process. Now, what the
8 grant does, is rather than just say, "We suggest it
9 requires that each district have a policy in place." So it
10 goes a little bit beyond --

11 MS. SCHROEDER: So it's around survey.

12 MR. ROSS: -- yeah it really came down to
13 one word difference, encourage verses required. And it
14 sounded too quick to us to them initially because we
15 basically, have it we're requiring it, but state statute
16 already requires it. Why do we need to require it twice?
17 Well, in reality, the states statute already in place, only
18 recommends what the grant program requires.

19 MS. SCHROEDER: Okay. I've got the
20 impression because I did apparently read it right, but you
21 were actually preventing them from getting grants from
22 specific organizations that we were excluding and it's not
23 -- they're focusing on that.



1 MR. ROSS: Yeah. We don't exclude any
2 schools, public school groups or public schools or facility
3 schools from applying for the program.

4 MS. SCHROEDER: Thank you.

5 CHAIRMAN DURHAM: Just some more questions.
6 Yes, Ms. Rankin.

7 MS. RANKIN: I just would like to commend --
8 this has been a difficult thing for me from the beginning
9 at a lot of levels. But I spoke with Dr. Ross and Melissa
10 Colzman -- Dr. Colzman. And then went out to my district
11 and saw the most amazing program online, that was so easy
12 to go through that parents can access so easily. So I
13 called Dr. Ross, and he looked at it too. And it's amazing
14 how many things are already out there that we're doing
15 well, that other districts could just pick up and fly with
16 which would not cost a lot of money but it is possible.
17 But it changes the whole culture. It's not just a specific
18 program. They're looking at respect for each other and if
19 that's taught in the school this is an automatic. So I'd
20 like to not think of bullying as a silo, I'd like to think
21 it as part of the whole child approach and I really liked
22 what I saw, and talked to with people in Mesa County 51. I
23 just wanted to shout out.

24 MR. ROSS: Yeah. I think that's wonderful.
25 And there are a lot of districts and schools in the state



1 doing wonderful things and Mesa 51 being a great example of
2 that.

3 MS. RANKIN: If you have others, I would
4 love to see if we can --

5 MS. MAZANEC: Is this like a character
6 program or something as opposed to bullying?

7 MS. RANKIN: Well it's -- I think it started
8 out because didn't you say 2011 the law wasn't there? And
9 so they put together a parent group and they got on the
10 board really early and I was thinking for a lot of
11 districts, this may be the first time they saw it but I've
12 been told, "Hey, we've got this. We just have to get a few
13 more teachers on Board."

14 MR. ROSS: Absolutely. And the most
15 effective programs, we're the most effective efforts of
16 those that are comprehensive. You're absolutely right.
17 Once that's take into account, student voice, family voice
18 and build a really strong system. And it isn't necessarily
19 a "Bullying program." And it doesn't need to be. With
20 regards to our evidence based criteria, as long as that
21 effort has demonstrated effects on bullying, it can be
22 called whatever you want.

23 CHAIRMAN DURHAM: Yes, Dr. Schroeder.

24 MS. SCHROEDER: So this is not necessarily
25 about this particular item, but in the law, is there a way



1 that schools are measuring school culture? I'm thinking
2 about our turn around schools, where things we talk about
3 in terms of turning around schools is, school culture.
4 Some of that's about academics, but some of that's also
5 about respect and safety and comfort for kids. Is there a
6 measure that we can use for our 29 schools?

7 MR. ROSS: There are measures that we can
8 use. Now, what we've created on the website, is a list of
9 potential surveys that we are recommending schools use when
10 they're measuring. Now, we are required by the rules in
11 the grant program, to measure frequency of bullying.
12 However, many surveys out there, go well beyond that and
13 assess school climate and culture. It depends on whether
14 we want to limit the questions to simply bullying, or to
15 assess those items as well. But there's no reason that
16 schools that are in the program, could not use and we are
17 recommending. We have some very good ones and very
18 efficient ones as well. These don't take -- they aren't a
19 big burden to teachers especially, with all the online
20 technology we have now. It can be done very simple. But
21 yes, there are absolutely surveys available to measure
22 culture and measuring pre-post, so to show whether there's
23 being major improvements.

24 MS. SCHROEDER: Thank you.

25 CHAIRMAN DURHAM: Yes, Dr. Flores.



1 MS. FLORES: I remember I did an evaluation,
2 you know, across the country for Quest International, which
3 was basically a life skills program. But within it, it had
4 life skills and also values and character. And believe it
5 or not, there was also bullying -- anti bullying with it,
6 but it dealt with values and character and life skills.
7 And certainly, not being a bully, and anti bullying is a
8 life skill. I mean, you keep out of trouble so.

9 MR. ROSS: You're absolutely right.

10 CHAIRMAN DURHAM: Yes, Dr. Scheffel.

11 MS. SCHEFFEL: Thank you. I have two
12 questions and three propose changes. First question is,
13 how does this -- how do these funds relate to the Colorado
14 Trust Funds? I was reading that Colorado is one state,
15 that has set aside funds to support youth programs about
16 bullying and prevention through the Colorado Trust. How
17 does this initiative connect with it all?

18 Ms. CORDIAL: So I believe that we would
19 have to research that and get back to you Dr. Scheffel.
20 I'm not aware of any particular grant programs or ways that
21 we have received these funds.

22 MS. SCHEFFEL: From public private
23 partnership.

24 Ms. CORDIAL: Yeah. We can absolutely look
25 into that unless Dr. Anthes --



1 MS. ANTHES: I was only gonna say it's
2 probably a separate program it's not related to this funds
3 in any way.

4 CHAIRMAN DURHAM: The trust is a private
5 nonprofit.

6 MS. SCHEFFEL: Okay. But I just wondered if
7 you were working together with them, if that's a leveraged
8 initiative. The other thing is -- what? The other thing
9 is, when you look on the stopbullying.gov website, one of
10 the first things that's there, it's just a recommendations
11 for prevention, is to establish your own reporting system.
12 Can you speak to what that looks like inside of this grants
13 and what the RFP rule requires that the reporting system
14 that is required?

15 MR. ROSS: The rules themselves on the grant
16 program, don't require a reporting system. Now, what we
17 will ask -- what we've requested specifically of the
18 schools applying to be in the grant program, are around the
19 actual evidence based practices, that they want to select
20 or implement the specific strategy for implementation
21 fidelity, the strategies for families that will be
22 partnering. Now, we haven't -- the rules, don't require a
23 specific reporting strategy. Now --

24 MS. SCHEFFEL: I'm feeling that indirectly.
25 Well, because if you're in quite use of a space practices,



1 then why is there listed and there's a lot of over 20 on
2 the stopbullying.gov website and one of the first things
3 they say is, a reporting system needs to be part of it.
4 Seems to me that indirectly they would be required to have
5 that.

6 Ms. CORDIAL: So the -- Dr. Scheffel your
7 point. I believe that specifically -- I'm gonna make sure
8 I reference the right- in the rules, rule five point zero,
9 one point six, relates to specifically, the data that we
10 would collect, which is quite minimal, which is, we're
11 asking that grantees would report the progress made by
12 participating schools, facility schools and collaborative
13 groups of schools, in reducing the frequency of bullying.
14 So this would be simply as Dr. Ross indicated, a pre post
15 of the reported incidents of reports of bullying incidents
16 as reported by students pre and post, no personally
17 identifiable information's included in there. These are
18 anonymous surveys and these are all voluntarily completed
19 by students.

20 MS. SCHEFFEL: So that's what's confusing to
21 me because it seems that the survey is asking -- it's
22 required to ask two questions of the students and the
23 survey. Frequency and repression of severity and
24 frequency. Those are the two things the statute requires.
25 So one way to have two question survey of students, they



1 would rank on a record scale, those two issues, severity
2 and frequency of that on experience. That's different than
3 a reporting system for instances of bullying. And since
4 the reporting system of incidences, as part of the best
5 practices on the stopbullying.gov website, I'm just asking
6 if there can be two databases. One is, the survey data,
7 which is just perceptions of frequency and severity and the
8 other is, how many incidences and have they decreased over
9 time? So is that part of best practice that will was part
10 of the (inaudible).

11 Ms. CORDIAL: Very good question. It's good
12 to distinguish between what you have seen on that website
13 and kind of the rules that govern the grant program. The
14 rules that you would adopt as a state board, would govern
15 what we can collect in this grant program. So what you see
16 here, puts limitations on what we can't collect. So while
17 that might be listed on this website, that would not be
18 part of this grant program.

19 MS. SCHEFFEL: I just wonder if Scott if he
20 could suggest -- I mean, you're going to have to get a list
21 of evidence based practices that seems to be the site
22 everything goes to. So I'm just asking, is there a privacy
23 issue for schools that adopt get this grant? They're
24 surveying students and then they're going to develop a
25 reporting system. My concern is for the parents and the



1 kids whose kids get reported in that system. What happens
2 to those data? Maybe that issue is already out there as
3 part of the bigger picture detrimental mental behavior,
4 which is a category inside their school's safety plan,
5 which, you know, believe it's inside of that but I'm
6 worrying how the data gets handled.

7 MR. ROSS: Yeah. First off, the reporting
8 system that they choose to use, will not be linked to the
9 data of the survey that's connected to this grant. So if
10 all schools in the grant program, will have a survey that
11 the students collect, that students complete. That will
12 not be connected to it because it will be anonymous to
13 start, and it will be voluntary for the students to
14 complete and for parents can opt. They have to opt in to
15 the surveys. There will not be any connection to actual
16 student individual data. And so there are -- if there is
17 some sort of a reporting system that a school does, it will
18 not be linked to the data collected through the grant
19 program.

20 MS. SCHEFFEL: Okay. So then I just have
21 three requests for changes. Now I don't know if we can
22 solve this but I'd like us to be asking two questions only,
23 severity and frequency which is required by statute. I'd
24 like to have the word encourage not require in the
25 reference to be made. And also, I'd like to know some



1 language in there with respect to opt in because the power
2 differential on these surveys, most kids just take the
3 survey they don't realize they have the opportunity to opt
4 in or opt out, they just get the form and they take it. So
5 how are you going to socialize that it's an opt in, in
6 terms of the survey? So those will be three things that
7 were my thoughts as I read the rules.

8 CHAIRMAN DURHAM: Dr. Flores.

9 MS. FLORES: I see the -- I see this as more
10 as a program development. I mean -- I -- I understand your
11 -- your concerns there but I see this as really an
12 unnecessary area that I think we need to help districts
13 with and -- and I think it's -- it really is so important
14 because if you have -- in schools, if you don't have -- the
15 -- if kids don't feel safe. And we hear this. I mean I
16 hear this about some schools and Denver public schools,
17 then parents are likely to keep kids from going to school.
18 Kids don't want to go to school. So if you don't have the
19 right climate then I think that -- that goes to the heart
20 of learning, of not learning.

21 UNIDENTIFIED VOICE: (Inaudible) right rules
22 for it so we are.

23 MS. FLORES: So we are -- so we are so I
24 think that this is -- this is a big step in the right
25 direction. And I mean that program that I talked to you



1 about Life Skills that was -- that was 250,000 dollars that
2 the Western International charge every district and usually
3 they were small districts. So I think this is a long way
4 in -- in trying to help districts with the issue of climate
5 and getting kids to want to go to school and being safe.

6 UNIDENTIFIED VOICE: That's what --

7 CHAIRMAN DURHAM: Yes, please.

8 MS. SCHEFFEL: The survey online.

9 MR. ROSS: The recommended surveys are all
10 available on the website right now. And I will say as we
11 move through this process once rules are adopted, we will
12 be going through some modifications through.

13 MS. SCHEFFEL: So where does that data go
14 again? How's that -- where is it gets stored? Get shared
15 with? How long does it last?

16 MR. ROSS: So the survey data that is
17 collected will be aggregated and then yearly will be
18 reported to us as the progress made in reducing bullying in
19 the school. So they will report to us their progress in
20 reducing the survey responses of I've been bullied
21 frequently.

22 MS. SCHEFFEL: So frequency and severity?
23 And does that get shared aggregately across state lines or
24 in any other database?

25 MR. ROSS: Well, across state lines?



1 MS. SCHEFFEL: With -- to the feds or some
2 concern --

3 MR. ROSS: No. There's no federal reporting
4 requirements as a component of this grant. Our access has
5 some great ideas were brought by board members regarding
6 some interesting ways of sharing the results and the
7 effectiveness of the program.

8 MS. SCHROEDER: Deb can you say where you
9 wanted these changes made because I --

10 MS. SCHEFFEL: So actually I wondered the
11 changes coming.

12 CHAIRMAN DURHAM: Yes. Go ahead.

13 MS. SCHEFFEL: On 1.01, I think that the
14 word was changed from infringed to denied. I actually
15 think infringed is a better word but I wonder what others
16 think. When you say denied, that's like a black and white
17 sort of word. When you say infringed (inaudible).

18 UNIDENTIFIED VOICE: I like infringe better
19 too.

20 MS. SCHROEDER: Where are you?

21 MS. SCHEFFEL: At 1.01, statute to the new
22 rule.

23 CHAIRMAN DURHAM: You mean the new rule per
24 se.

25 MS. SCHROEDER: I'm looking for the word.



1 MS. SCHEFFEL: It's like the way down in
2 that first box.

3 CHAIRMAN DURHAM: You're working off that
4 box, I think we're working off the rule (inaudible).

5 UNIDENTIFIED VOICE: Okay. So it's in
6 yellow if you have a copy.

7 UNIDENTIFIED VOICE: I'm just doing as
8 always. (Inaudible).

9 UNIDENTIFIED VOICE: Let's go back to this.

10 CHAIRMAN DURHAM: We are going to amend,
11 we're going to have amend the rules. We can't recommend
12 the yellow sheet.

13 MS. SCHROEDER: This definition is not
14 intended to deny any right guaranteed to any person with
15 first amendment. Is that where you are Deb?

16 MR. ROSS: That's exactly right, that word
17 denied.

18 UNIDENTIFIED VOICE: So you changed it back
19 to infringe.

20 MS. SCHEFFEL: Infringe because I think it's
21 broader than denies.

22 CHAIRMAN DURHAM: So that's a motion to swap
23 word infringe.

24 MS. FLORES: So it would be how it was?

25 CHAIRMAN DURHAM: Okay.



1 UNIDENTIFIED VOICE: My dissertation when
2 (inaudible) change that report. Go ahead.

3 CHAIRMAN DURHAM: So is there an objection
4 to buy in and delineation striking the word deny and
5 inserting the word infringe? Seeing none that will be done
6 and the final rule adopted. Give the specifics of the next
7 one, Dr. Scheffel.

8 MS. SCHEFFEL: Could you help me find where
9 the questions on the survey are I've been looking for.

10 CHAIRMAN DURHAM: I think it's 3.03.61 --
11 0.6.61 on page three the actual rules. Is that correct Ms.
12 Okes -- Dr. Okes?

13 MS. OKES: Yes it is. This is forms of
14 bullying and all that. I'd like to keep it to what the
15 statute requires which is progressions of severity and
16 frequency.

17 CHAIRMAN DURHAM: Okay. I am lost. Where
18 did that go the rules?

19 MS. OKES: That's the 6.1.

20 MS. FLORES: That's the second, third page.

21 MS. SCHEFFEL: So this -- what you're
22 eliminating is the forms of bullying?

23 CHAIRMAN DURHAM: I think what she's
24 eliminating is the -- I think we want to prescribe that



1 only surveys are allowed to use. They will -- they will
2 have it.

3 MS. OKES: It could become very expensive.
4 I mean trying to keep it to the statute.

5 CHAIRMAN DURHAM: So the statute says two
6 things. You'll prescribe a form in the rules that they can
7 use that is limited to the two things in the statute,
8 that's her motion. Is that your motion, Dr. Scheffel?

9 MS. SCHEFFEL: Well, I just want to know why
10 you're eliminating a student saying the form of the
11 bullying they received because there might --

12 MS. OKES: It opens up the survey into a
13 very much more of an extensive data collection which I
14 don't think they need it. I don't think they collect this
15 data. They have their school safety plans. They have
16 their school life behavior support system.

17 MS. SCHEFFEL: Are you saying the data come
18 somewhere else? (Inaudible).

19 CHAIRMAN DURHAM: No this is the survey.

20 MS. OKES: Right we've been to the statute.

21 CHAIRMAN DURHAM: The survey is something we
22 give to every child. This is not a complaint. Correct?
23 On the survey, Dr. Scheffel's request is that we don't
24 leave this open ended for them to- if they want the grant,
25 they will use the survey we prescribe.



1 MS. SCHEFFEL: Just collecting information -

2 -

3 CHAIRMAN DURHAM: You will collect two
4 things the statute requires and only those two things. Is
5 that all clear?

6 MR. ROSS: Sorry, if you were asking me or
7 not?

8 CHAIRMAN DURHAM: Well, I was but go ahead
9 and do it.

10 MR. ROSS: Mr. Chairman as I alluded to the
11 last meeting, if the school district is already conducting
12 a climate survey or something, would they be allowed to add
13 these two questions to that survey? Or are you
14 recommending that they must use the CDE survey and have two
15 surveys go out?

16 CHAIRMAN DURHAM: Well, it's Dr. Scheffel's
17 motion but in my opinion, if they want the -- if they want
18 the grant, they'll do the survey and we will run the grant.
19 It's not a local control issue.

20 MS. SCHEFFEL: But for efficiency's sake, if
21 you --

22 CHAIRMAN DURHAM: One would hope they would
23 asking an expansive survey to start but I suspect --

24 MS. SCHEFFEL: Well maybe not but they want
25 to know whether a kid feels bullied. If somebody looks at



1 them cross-eyed versus somebody that hits him in the arm.
2 I mean, the kind of bullying does matter. Maybe it's
3 covered somewhere else and you want it out of here of these
4 rules but it does matter. I think you want to know what's
5 going on in your school.

6 CHAIRMAN DURHAM: I think you want out of
7 the survey.

8 MS. OKES: I'm just asking that we stick to
9 the statute. I know they do lots of surveys with kids
10 (inaudible).

11 MS. SCHEFFEL: Who thinks it's in the
12 statute anyway in here so let's not make that our --

13 UNIDENTIFIED VOICE: Which we are.

14 MS. SCHEFFEL: We've change the definition,
15 we've done all sorts of things. So let's just talk about
16 what is it that we want -- what is it that we want to know
17 to help --

18 MS. OKES: The last two questions, we'll
19 stick to the statutes of severity and frequency as opposed
20 to --

21 MS. SCHEFFEL: Is there someplace else where
22 to find out the same information that (inaudible) this
23 doesn't make sense.



1 UNIDENTIFIED VOICE: Wait, in the programs
2 that they might be using, there still maybe surveys within
3 those programs?

4 MS. SCHROEDER: No this is eliminated.

5 UNIDENTIFIED VOICE: I thought --

6 UNIDENTIFIED VOICE: Can somebody just let
7 someone finish it, when finishing the answer.

8 UNIDENTIFIED VOICE: Yeah, that would be
9 good.

10 MR. ROSS: Would you like me to answer
11 Doctor -- I just want to make sure I'm following protocol.
12 So the bullying question programs that they implement may
13 have surveys that can come with them. However, this --
14 this grant program would have our own assessment lead to
15 it. So yes --

16 MS. SCHEFFEL: Well, that's my question.

17 MR. ROSS: So yes --

18 MS. SCHEFFEL: We would definitely have a
19 survey attached to the rules.

20 UNIDENTIFIED VOICE: Right, we would have
21 yeah --

22 MS. SCHEFFEL: But whatever bullying
23 prevention program a district chose -- chose to use might
24 also have a survey within that to continue talk about how
25 they can take a survey like on a phone in 10 minutes.



1 MR. ROSS: They can but those are -- those
2 are --

3 MS. SCHEFFEL: That's something we gather.
4 But that's the point I'm trying to make is that --

5 MR. ROSS: They are linked to the program.

6 MS. SCHEFFEL: Right.

7 MR. ROSS: So if they buy -- if they buy the
8 obvious bullying prevention program which is one of the
9 less that separately they would have to get an additional -
10 - the additional obvious bullying prevention survey.

11 MS. SCHEFFEL: Well the point I'm trying to
12 make is they may still have the information that they are
13 suggesting we should look for is the forms of bullying.
14 They may get that within the programs they're using versus
15 reporting it to us. So for the rules.

16 MR. ROSS: I guess my question, I'm not sure
17 -- I'm not sure if we would allow -- be allowed to do a
18 separate climate survey. So I guess that's a question for
19 you. Would we allow them to do our official two questions
20 and then a separate bullying survey?

21 MS. SCHEFFEL: Does anybody else understand
22 what I'm saying?

23 MS. SCHROEDER: I think I understand -- are
24 you suggesting --



1 MS. SCHEFFEL: Because the rules for the
2 grant program will require a survey by statute, right? So
3 I'm saying we have that and that could be simple. That
4 could be a line just to what the statute requires but a
5 district getting the bullying prevention grant may use a
6 results based program that also has a survey within it
7 where they gather information about the types and forms of
8 bullying. So that's what I'm trying to -- to say is that
9 we don't necessarily have to know all the forms of bullying
10 but when they're implementing the program, they assumed
11 that they know that within their program.

12 MR. ROSS: I think I follow what you're
13 saying.

14 MS. SCHEFFEL: But it's not going to be
15 reported back to us.

16 MR. ROSS: Absolutely.

17 MS. SCHEFFEL: All we need to know is what
18 the statute requires.

19 UNIDENTIFIED VOICE: I actually have one
20 more question.

21 MR. ROSS: Oh, I'm sorry.

22 MS. SCHEFFEL: I mean if we want to finish
23 this, I just want to make sure you know I'm not done.

24 CHAIRMAN DURHAM: So you would remind me of
25 that Ms. Mazanec.



1 MS. MAZANEC: So if the district wants to
2 know what -- what the types of concerns are that kids have,
3 they can find that out without -- we're not restricting
4 that through virtue of this because I don't know -- Tony do
5 you want to help me with that? Is that right?

6 MR. DILL: I think that's correct. Just for
7 the record here because I'm trying to figure this out by
8 looking at what the actual suggestions as you would have
9 imagined is would be to complete the term forms and
10 substitute severity and frequency. So this would be a
11 description of the survey that will be used that will ask
12 about the severity and frequency of bullying to the student
13 has experienced.

14 MS. MAZANEC: How do you measure severity?

15 MR. DILL: I have no idea.

16 MS. MAZANEC: I mean how you can measure
17 that without getting to the forms.

18 UNIDENTIFIED VOICE: You can make a lighter
19 scale to the people as to make the severity polling.
20 That's what the survey question looked like.

21 MS. MAZANEC: That is extremely obtuse to me
22 but --

23 MR. ROSS: The best measure they have at
24 this point of severity of bullying is in regards to the
25 forms of bullying which is like physical and verbal,



1 physical often being more severe but then frequency is the
2 other measure of severity. If it happens to you five times
3 a week, that's typically more severe than one time a week.

4 MS. MAZANEC: Eliminate form for me actually
5 eliminates a way to really figure out the severity.

6 CHAIRMAN DURHAM: Yes. Dr. Scheffel.

7 MS. SCHEFFEL: So but that that's why I
8 request.

9 CHAIRMAN DURHAM: So that is your motion?
10 Yes .Ms Mazanec.

11 MS. MAZANEC: So one of my -- one of the
12 things I would like to change is that the statute requires
13 they create an advisory group that may include they list
14 all the people including parents and students. But the
15 rules require them to partner with students and partner
16 with the parents. My concern is requiring that -- that in
17 some schools it's difficult to find that. So I think that
18 we can encourage without requiring --

19 CHAIRMAN DURHAM: Great so where
20 specifically (inaudible).

21 MS. MAZANEC: The first one I see. I don't
22 know if it's the first one but it appears multiple times,
23 3.032. Oh I'm sorry, 3.033. It occurs multiple times
24 where instead of saying that they will partner with
25 students and partner with families, I want them to stay



1 encourage or just leave it up the statute which is they
2 need to have a group and that may include all of these
3 people.

4 UNIDENTIFIED VOICE: So Mr. Chairman this
5 was something that actually came up during our conversation
6 with you and Ms. Mazanec. And so we kind of talked a
7 little bit about some language that you might be interested
8 in and we do have a printed copy of what that would look
9 like because we kind of foresaw that this would happen and
10 with your permission, I would like to share this report.

11 MS. SCHEFFEL: Is it in the staff materials
12 that we have? Okay. Pam go for it.

13 UNIDENTIFIED VOICE: We did this in advance
14 when things -- when we recognized that there might be some
15 changes through our individual conversations so that we
16 could help expedite some of the conversation. And so I
17 believe that we've actually -- we can also project this --
18 this as rule 3.03 and 5.01.3 and Board Member Mazanec
19 indicated that the partnering was -- was some language
20 issue wasn't quite comfortable with and we had recommended
21 when we spoke that perhaps the word just using the phrase
22 including kind of makes that less than perceived to be less
23 onerous than the language of partnering.

24 MS. SCHEFFEL: It's rather -- I do still
25 have concerns that a school may have a serious bullying



1 problem. And they don't have a lot of parents involved.
2 I'm concerned that they would perhaps not score well on the
3 grant rules because they don't have that partnering or
4 including --

5 UNIDENTIFIED VOICE: What --

6 MS. SCHEFFEL: You don't hear it in the
7 language of the statute we have what the statute said and -
8 -

9 CHAIRMAN DURHAM: Could you read that to us
10 Ms. Scheffel?

11 MS. SCHEFFEL: I'm trying to find it but you
12 guys have --

13 MR. ROSS: At three point -- Oh sorry, the
14 statutes.

15 MS. SCHEFFEL: The statute, what they said
16 about the advisory group.

17 UNIDENTIFIED VOICE: So if you are looking
18 at the line by line comparison I believe this is
19 (inaudible)

20 MR. ROSS: That is statute 22-9-3-104.

21 MS. SCHEFFEL: Okay. So it says --

22 MR. ROSS: (Inaudible) 22-93-104(1)(a)(II).

23 MS. SCHROEDER: (Inaudible) need not be
24 limited to?

25 MS. SCHEFFEL: Right.



1 MS. SCHROEDER: Is that where you are?

2 MS. SCHEFFEL: So it really -- in my mind
3 that sort of gives a more local control. We wanted to
4 include but not be limited to this group. You know, in
5 some districts having -- some schools just having a group
6 of students and parents that are involved makes absolute
7 sense, and some it's more difficult to get that kind of
8 participation. So this way I think you covered that and
9 you might want to encourage it but it was not required.

10 MS. FLORES: But you do like the word
11 including.

12 MS. SCHEFFEL: Well it's better because --

13 MS. SCHROEDER: Because in best practices, I
14 mean in best practices, if you wanted to work in any
15 community, you have to include families and community,
16 that's best practices in almost any program.

17 MS. SCHEFFEL: Yeah, and I recognize that.
18 All I'm saying is that if you require the partnering with
19 as opposed to with the statutory languages which is group
20 can include but not be limited to that just gives them a
21 lot more because I know that we've -- we've had other,
22 we've had legislation, we've had rules that -- that
23 mandated that districts have an employee or something
24 (inaudible).



1 UNIDENTIFIED VOICE: Do you like this? Do
2 you like this?

3 MS. SCHROEDER: Okay. When it says not
4 limited to, doesn't that mean that you could have more. It
5 doesn't mean that you could have less though.

6 MS. SCHEFFEL: Sure, but it also -- it
7 includes parents and students where with the -- the
8 language that they've been proposing that says, you need to
9 show us who you're going to partner with, and how you're
10 going to make sure students are --

11 MS. SCHROEDER: But they are changing it,
12 they're changing it to this.

13 MS. SCHEFFEL: I know.

14 MS. SCHROEDER: And so you like this?

15 MS. SCHEFFEL: I mean, I not going to --

16 MS. SCHROEDER: I think it grows.

17 MS. SCHEFFEL: It's not a hell I'm gonna die
18 on. I'm just trying to provide as much -- as much
19 flexibility as possible.

20 MS. SCHROEDER: But this includes a lot,
21 this includes a whole group --

22 CHAIRMAN DURHAM: So Ms. Mazanec, would you
23 like to move and to changes this (inaudible)

24 MS. MAZANEC: I'd like to hear what others
25 think. Do you like this change to just include?



1 CHAIRMAN DURHAM: (Inaudible) Okay, so do we
2 have a motion (inaudible) motion to include these changes?

3 MS. SCHROEDER: Pam, make a motion.

4 MS. MAZANEC: I removed.

5 CHAIRMAN DURHAM: Is there a second?

6 UNIDENTIFIED VOICE: I second too.

7 CHAIRMAN DURHAM: Moved and seconded. Is
8 there objection to the adoption of this particular motion?

9 UNIDENTIFIED VOICE: Just that motion,
10 right?

11 CHAIRMAN DURHAM: Just this one, yes.

12 UNIDENTIFIED VOICE: Yeah, we're not done
13 going through all years.

14 CHAIRMAN DURHAM: Okay. So that one
15 (inaudible). All right?

16 MS. FLORES: Could we include yours too?

17 UNIDENTIFIED VOICE: I think we can do one
18 by one.

19 UNIDENTIFIED VOICE: Yeah, I think because
20 we may not agree on some. Why don't you just finish
21 telling us all the ones you wanna change?

22 UNIDENTIFIED VOICE: What else did I -- what
23 else did I talk to you about? I left my notes at my
24 office.

25 CHAIRMAN DURHAM: Student voice? Similar --



1 MS. MAZANEC: But that's the same thing, I
2 mean isn't that what we just changed.

3 UNIDENTIFIED VOICE: There's actually one of
4 the place in the statute (inaudible).

5 MS. MAZANEC: What? I was hoping to change
6 it wherever it appeared.

7 CHAIRMAN DURHAM: We have an example of that
8 switching it to include and students voice as well.

9 UNIDENTIFIED VOICE: Yes.

10 UNIDENTIFIED VOICE: If you wanted to take
11 these on together or separately (inaudible) them separate
12 is a similar --

13 MS. CORDIAL: Issue?

14 MS. SCHROEDER: Yeah, it's a similar option
15 for the Board to consider.

16 MS. MAZANEC: I don't know if this
17 (inaudible) work. Well, the statutes says the bill be
18 approved and it will include but not limited to includes
19 parents and students. And my concern is here that -- so
20 this one -- so the current rules says will develop student
21 leadership. And also includes student (inaudible).

22 MS. SCHROEDER: To me that's different
23 because that -- this -- this to me sounds like we're gonna
24 be actually helping kids.

25 UNIDENTIFIED VOICE: Right.



1 MS. SCHROEDER: I don't want to use the word
2 develop, grow and --

3 UNIDENTIFIED VOICE: Sustainable with kid.

4 MS. SCHROEDER: You know what I mean. The
5 voice include suggest that there is already student voice.
6 But actually what we want to see are schools that help
7 support helps, pretty much use the word develop, I can't
8 come up with another one.

9 MS. FLORES: Okay. Well support and create.

10 UNIDENTIFIED VOICE: Yeah, (inaudible).

11 MS. MAZANEC: Well, in this one I really
12 prefer the included.

13 MS. SCHROEDER: But include is -- is
14 vanilla. I mean it doesn't --

15 MS. MAZANEC: Yes, it's vanilla. It can be
16 more or less vanilla.

17 CHAIRMAN DURHAM: (Inaudible) and put
18 include?

19 MS. MAZANEC: Well, the current rule says
20 you add develop, I'd like it to say --

21 MS. SCHROEDER: But could we -- could we say
22 maybe create or --

23 MS. MAZANEC: What's wrong with include?

24 MS. SCHROEDER: Include suggest it already
25 exists.



1 MS. MAZANEC: No, it doesn't. It just says
2 a description of how they will include student leadership
3 and voice.

4 MS. SCHROEDER: What if there isn't student
5 leadership yet?

6 UNIDENTIFIED VOICE: Well, it says -- this
7 is how we will include them.

8 UNIDENTIFIED VOICE: It's the same thing.

9 MS. MAZANEC: It doesn't have to be
10 existing.

11 MS. SCHROEDER: Yeah, I'm more worried about
12 something else.

13 CHAIRMAN DURHAM: Okay. So is there
14 objection to the inclusion to this and the additional
15 change (inaudible) Okay, no objection to that.
16 (Inaudible) Dr. Scheffel?

17 MS. SCHEFFEL: (Inaudible) just (inaudible)
18 talk about that. The second one -- and the reason for that
19 is --

20 CHAIRMAN DURHAM: I think we are done.

21 MS. SCHEFFEL: I think (inaudible) tomorrow
22 right? Number two is two questions --

23 UNIDENTIFIED VOICE: Where is -- where is
24 this specific? Can you help me?

25 CHAIRMAN DURHAM: 13.03.6.1.



1 UNIDENTIFIED VOICE: I think this is
2 (inaudible).

3 UNIDENTIFIED VOICE: Yeah, frequency and
4 severity.

5 MS. SCHROEDER: And that where I don't agree
6 with that because I don't know how you could figure out the
7 severity.

8 UNIDENTIFIED VOICE: So we can vote on it
9 but I'm just --

10 MS. SCHROEDER: I mean, I don't know what
11 the definition of severity is. Unless you've got some more
12 information, unless you classify.

13 CHAIRMAN DURHAM: So if you wanna move that
14 changed, Dr. Scheffel?

15 MS. SCHEFFEL: I'll move that changed
16 (inaudible).

17 CHAIRMAN DURHAM: Is there a second to limit
18 (inaudible) limiting the change, is there a second? It has
19 been seconded by Ms. Mazanec. You can call the roll, Ms.
20 Burdsall?

21 MS. BURDSALL: Yes.

22 CHAIRMAN DURHAM: Please.

23 UNIDENTIFIED VOICE: First, (inaudible).

24 UNIDENTIFIED VOICE: And do you guys mind?
25 Would that be a big change? And that -- Tony do you think



1 we can come up with a definition of that? I mean you said
2 you didn't understand either what that means.

3 MR. DILL: Well, no. I don't understand
4 exactly how that was normal test for this, but certainly
5 involved the term severity and frequency or having
6 (inaudible) you know severity would be (inaudible)
7 frequency.

8 UNIDENTIFIED VOICE: Right.

9 MR. DILL: You know, I guess what the
10 question is how were (inaudible) they -- I guess
11 personally, I'm having a hard time seeing there being
12 distinction between that and that would include in some --
13 in some way forward as well. So I -- I think this very
14 frequency would probably (inaudible) severity forms.

15 UNIDENTIFIED VOICE: I know that's why I
16 cannot see not having that.

17 CHAIRMAN DURHAM: Ms. Burdsall.

18 MS. BURDSALL: (Inaudible) forms to severity
19 and frequency. Board Member Flores.

20 MS. FLORES: Aye.

21 MS. BURDSALL: Board Member Goff.

22 MS. GOFF: Aye.

23 MS. BURDSALL: Board Member Mazanec.

24 MS. MAZANEC: Aye.

25 MS. BURDSALL: Board Member Rankin.



1 MS. RANKIN: Yes.

2 MS. BURDSALL: Board Member Scheffel.

3 MS. SCHEFFEL: Yes.

4 MS. BURDSALL: Board Member Schroeder.

5 MS. SCHROEDER: I think no. I just -- I
6 don't understand this.

7 MS. BURDSALL: And Chairman Durham.

8 CHAIRMAN DURHAM: I think the motion passes
9 on vote six to one. Yes, Dr. Scheffel.

10 MS. SCHEFFEL: (Inaudible) since I know the
11 service is online, is it impossible to have a paper pencil
12 option that I don't know, do students have to log in using
13 their ID. Again back to the data privacy issue knowing
14 it's online (inaudible) to do paper pencil option?

15 MR. CRANDALL: There is a way to do paper
16 pencil. It is --

17 UNIDENTIFIED VOICE: Could that in there the
18 same if that is available?

19 MR. CRANDALL: With regards to the way
20 (inaudible).

21 UNIDENTIFIED VOICE: So -- I'm sorry. Dr.
22 Scheffel can I ask clarification are you saying make that
23 option available or is that a requirement?

24 MS. SCHEFFEL: Make the option available.



1 UNIDENTIFIED VOICE: And also to clarify
2 most of these surveys are -- it's just like a survey marque
3 type, if you've ever used survey marque. You just get a
4 link you go in, so there's no login. It's just as long as
5 you have the link you can do that. Because you write this
6 is a very important issue that we are protecting privacy.

7 MS. SCHEFFEL: So and then what about the
8 whole issue of the opt-ins because it's an opt-in not an
9 opt-out.

10 UNIDENTIFIED VOICE: So when you -- I don't
11 -- how -- is it -- it appropriate to put language there to
12 makes it really clear that because of the power
13 differential of the kid receiving the survey in the email
14 in the school, most kids would click the link to take the
15 survey. And how we are going to make it clear this opt in
16 --

17 UNIDENTIFIED VOICE: In typical opt-in
18 surveys there is a letter that goes home and in physical
19 format as well as in digital format whenever it can be, and
20 then the (inaudible) sign that it's okay for the --

21 MS. SCHEFFEL: So do we have to put that in
22 the rules or is that somewhere else to find what often
23 means or how to socialize the meaning about that?

24 UNIDENTIFIED VOICE: I think that would be
25 included in the -- the standardization. The process for



1 standardizing and for collecting the data that we would
2 have on the website. So that we have proposed that there
3 go on the website for simplicity.

4 MS. SCHEFFEL: So my third request is that
5 we put in the rules that there is paper and pencil option
6 for the survey.

7 CHAIRMAN DURHAM: Objection to the
8 (inaudible) paper and pencil option be written in. Seeing
9 none, we'll asked that to be added. I do have a question,
10 did I understand that we'll be using or someone would be
11 using or school districts will be using survey monkey?

12 UNIDENTIFIED VOICE: No.

13 CHAIRMAN DURHAM: Some private organization
14 is gonna do this?

15 UNIDENTIFIED VOICE: No, Mr. Durham I
16 apologize, that was me just trying to give an example of
17 like a type, something that board members might be familiar
18 with when you have a survey, you don't need to have any
19 sort of log in. There's no personal way to connect that.
20 Sorry, I gave a poor example that might have led to some
21 confusion.

22 CHAIRMAN DURHAM: It did.

23 UNIDENTIFIED VOICE: I apologize for that.

24 CHAIRMAN DURHAM: Okay.

25 UNIDENTIFIED VOICE: Did we vote on that?



1 CHAIRMAN DURHAM: On --

2 UNIDENTIFIED VOICE: On (inaudible).

3 CHAIRMAN DURHAM: No, that was accepted
4 unanimously.

5 UNIDENTIFIED VOICE: And then my fourth one
6 is to -- did you say half of the issue around the advisory
7 committee that they would be encouraged to provide the
8 (inaudible) required I can't remember where that was.
9 Again I would like to stick to the statute if the word
10 encouraged not required. My version is all different from
11 the most recent generation, so I don't see pages matching
12 up with --

13 UNIDENTIFIED VOICE: (Inaudible).

14 UNIDENTIFIED VOICE: You represent at the --
15 during the presentation you said that the rule -- the
16 statue says -- I thought it was the advisory committee that
17 the school would -- would be encouraged to work with the --
18 but the rule say require (inaudible) encouraged.

19 UNIDENTIFIED VOICE: So I'm -- I'm gonna
20 make sure I understand your -- your request. So the
21 authorized statute for the grant program does actually
22 require that there be team of persons. So it's actually
23 the grant program authorizing statute does require it.
24 It's the Safe Schools Act that applies to all school



1 districts that just encourages. So the actual grant
2 program authorizing statute does actually require that.

3 UNIDENTIFIED VOICE: The assembling of an
4 advisory committee.

5 UNIDENTIFIED VOICE: That's correct.

6 UNIDENTIFIED VOICE: But the -- is the
7 question though how that advisory committee is used. Is
8 that correct? Tell me what number one and where is it in
9 (inaudible).

10 UNIDENTIFIED VOICE: So the authorizing
11 statute for the grant program. So 22-93-104(1)(a)(III)
12 requires that districts adopt a specific policy concerning
13 bullying education and prevention that includes A. Is
14 about provisions of the survey and B. Is the designation
15 of a team of persons at each school of the school district
16 who will advice the school administration concerning the
17 severity and frequency of bullying incidents. That occur
18 in school which team may include but may not be limit to
19 law enforcement officials, social workers, prosecutors,
20 health professionals, mental health professionals,
21 counselors, teachers administrators, parents and teachers,
22 so that group advices.

23 CHAIRMAN DURHAM: Okay I have -- we're gonna
24 have to (inaudible) people about 20 people from Aurora. So
25 I'd like to, we'll come back to this at the conclusion of



1 (inaudible) I apologize but I didn't realize we kept them
2 waiting for this long and I will take the responsibility
3 for not scheduling adequate time for this. We'll stay
4 until we finish today.

5 UNIDENTIFIED VOICE: Yes, I did -- was this
6 is in the rules, which you were reading?

7 UNIDENTIFIED VOICE: No, it's something
8 else.

9 UNIDENTIFIED VOICE: It's a statutory --

10 UNIDENTIFIED VOICE: That's a statutory
11 report.

12 UNIDENTIFIED VOICE: Right.

13 UNIDENTIFIED VOICE: So why are we --

14 CHAIRMAN DURHAM: We'll come back to that
15 sorry. So let's --

16 UNIDENTIFIED VOICE: You've already answered
17 that question --

18 CHAIRMAN DURHAM: (Inaudible) do that Dr.
19 Scheffel and bring the people in from Aurora which I will
20 apologize to them for tardiness it's about an hour late
21 now.

22 UNIDENTIFIED VOICE: Okay. Thank you.

23 (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
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Certified Vendor and Notary Public

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