

PARENT SOUNDING BOARD MINUTES

ACADEMY SCHOOL DISTRICT TWENTY
WEDNESDAY, January 4, 2017

Welcome and Introductions: – Karen Zink and Bev Bodman Co-PSB Chairs.

- The meeting of the Academy School District 20 Parent Sounding Board (PSB) was called to order at 9:10 a.m. at the Academy 20 EAC.
- Reminder Brunch with Principals is May 3, 2017 in Atrium. Meeting starts at 9:15 but have the Principals arrive at 10:15.
- Next meeting is February 1, 2017.
- Reminder: In the event of a snow day or delay there will be no meeting.

Board of Education Report: Mr. Larry Borland, BOE Treasurer/PSB Liaison
(no new information as we will be discussing bond later today)

Superintendent Welcome: Dr. Mark Hatchell, Superintendent

Bond issue passed 60% to 40%, which was the largest spread in the state, and in district history. Thank you to the 230 volunteers who worked tirelessly.

The district received an Aa2 bond rating (one step below the best). January 12th bonds will go on sale (\$160 million).

Projected Build dates:

Wolf Ranch Elementary School 8/2018 (hopefully open)

Innovation and Learning Center 8/2018

- Middle school 2019 behind Chinook Trails ES
- Third elementary August 2021 north of Pine Creek High School (Thunder Mountain)
- Boundary committee will have applications to serve on committee in a few weeks and start to meet later this winter through November time frame. Will adjust elementary and middle school boundaries

Bond Next Steps: Mr. Henry Reitwiesner, Executive Director for Building Fund

- New at this position but veteran of ASD20 and is an architect. He was also part of building of several schools in ASD20 so very familiar with ASD20
- Need to hire contracts, office space, planning principal posted soon
- Sale of bonds come up this month
- Multiple sub-pots of money – brand new construction noted above. SITW gets replacement
- All high schools get 10 classrooms, asbestos in Air Academy but no harm now because concealed but need to remove it before any modifications/construction
- Entrances to elementary schools will need to be more secure for face to face contact.
- Small renovations will happen this year.
- Technology infrastructure

- Facility audit, by an outside agency, toured the district and addressed problems. – Scored every component and prioritized a list with cost. \$100 million in improvements. \$20 million to take care of conditions.

Q: What are the small project renovations in first 3 years?

A: Security entrances at certain elementary schools, parking at, Air Academy building B, Innovation Learning Center to free up space at CMS, then open a new middle school.

Q: Architecturally, how are schools designed to accommodate the growing population?

A: elementary design for 600 students, 4 classes of each grade, languages and performing arts, 55,000 – 60, 0000 square feet. Need to meet building and energy codes and entrances, badges camera, cleaning, natural daylight. 2015 building code. Most significant internal energy code so air not transferred through walls, insulated windows, thicker roof. Many school districts are building in Colorado so competing with architectural firms.

20-30 year demographic cycle.

Dedicate lands for park, schools, he served on those committees.

Building homes there has to be dedicated land but needs to be located conveniently work with developers dedicate the land but that is determined about 20 years previously.

Single classroom additions have been done

900 middle school and 1200 for high school

Q: Will Ranch Creek ES be at capacity?

A: I am not a demographer; however, it is unlikely. Expect 6-10 years before capacity is reached

Q: Wasn't there a school site where the current Pine Creek Splash Park is located?

A: Yes, the site wasn't large enough so the district swapped land, and built the current Mountain View.

Dr. Hatchell Notes:

Don't be surprised for another bond issue in another 6-8 years

Pricing new high school is \$90 million

Project manager - 5 positions available

Q The construction will be taking place during the school year, could the school calendar be changed a bit to allow for construction?

A. Could be difficult as the timeline for projects will not be the same at all schools.

Q: Is there a site that will update the community on progress?

A: Refer them to website which will be updated weekly.

Choice Presentation: Dr. Jim Smith, Assistant Superintendent

PowerPoint attached

Why choice?

Legal reasoning, financial implications, student can choose a program, student success
Denial of choice is based on capacity, behavior, or expulsion.

Q: The choice window opens in February, thus those that move into a neighborhood in the summer may not be able to attend their neighborhood school. Could there be a waiting list for the choice students for notification in August?

A: End of choice window allows principals to plan on new teacher hires and budget.

August would be too late as budget for next school year is in May /June.

Mr. Gregory comments: Choice is very competitive and is run like a business but has to be balanced to maintain an optimal education environment (i.e. not too big class size).

Choice application are in the thousands but that does not mean acceptance.

Q: growth – Could the district put choice window out later to accommodate moving in families?

A: staffing must be done in April then they know their enrollment so unrealistic 99.4% of students get placed in the choice school. ASD20 is pretty good at it. So a very small number do not get first choice.

Q: how many kids in D20 choice out

A: not sure

Q: tracking?

A: in district – maintain

Q. Why do we have to choice when moving to the next level?

A. Only if one is an out-of-district student do you have to choice, otherwise in- district – choice go to their current ES feeder school. If one chooses to attend a different middle school then must choice.

New Programs Update: Dr. Hatchell, Superintendent

PowerPoint attached

Each year there are new initiatives and new programs, so we can be innovative and cannot rest on our laurels.

Research and Design Team Report: Dr. Jim Smith, Assistant Superintendent for Administrative Services

PowerPoint attached

This team visits high performing schools in the nation This year they travelled to New York.

12 candidates ere selected from 250 applicants. 3 people paid their own expenses.

total enrollment of NYC schools: 1.1 million, budget: 27.2 billion, average free- reduced lunch: 79%.

8 specialized High Schools- students take a test in 8th grade for placement.
also visited a school in Bridgeport, Connecticut,

4th year of the research and design team

6 different trips: California Bay Area, Virginia/Maryland, Boston, Seattle/Bellevue. San Diego

San Francisco, Seattle, Detroit, Boston, New York/Connecticut.

Q: Academically what was learned?

A: Perception was how the high achieving students were engaged with learning, real world application.

Q: Were the schools located in difficult neighborhoods?

A: Yes, Thurgood Marshall is located in Harlem. They start with yoga class, after school programs, family nights to bridge the gap between school goals, and family life.

Q: Was there a correlation between parent involvement and student achievement?

A: Yes, better performing.

Q: Whom did you interact with at the schools?

A: Principals, staff, students, no parents.

Q: How many schools catered to skilled workers/trade schools?

A: Bridgeport had an Aquaprogram, that taught students the fish hatchery trade. We wanted most innovative programs but didn't look at vocational schools.

Next trip anticipated for Chicago

Question and Answer Session: Dr. Mark Hatchell, Superintendent

Q: could you define Innovative? Does that mean only college bound?

A: No, innovative is different. Colorado used to have trade schools however cost/funding for vocational programs became too expensive so went to PPCC. 2018 bringing back automotive at Air Academy, and building trades at Liberty

Chinook Trail had less than 100 students when it opened (Dr. Hatchell commenting back on question from Henry about new school capacity)

Q: When will the district begin hiring staff for the new Schools?

A: planning principal will be hired this spring, and positions will open up in a few weeks, secretary and janitorial and then teachers to follow.

Q: How will the new staff be hired? Will there be a hiring team involving parents?

A: Possibly, we are currently working through these logistics.

Q: How much tax money has been received from the legalization of marijuana? How much has the district received?

A: It was \$40 million for entire state but so nominal because can't even build an elementary school for that. Academy 20 received zero.

ATTACHMENTS:

1. Choice Presentation PowerPoint
2. New Programs PowerPoint
3. Research and Design Team PowerPoint

Attendance: Pam Abbs, Gaia Barbour, Alexia Bastiaansen, Bev Bodman, Karen Brennan, Morgenstarr Brienza, Linda Buchanan, Kim Buckiewicz, Angie Clark, Karen Cleary, Colleen Conlin, Amanda Corley, Katie Czukas, Diane Eid, Mary Ann Hardage, Kym Harvey, Carol Hein, Heather Henneman, Marc Hoffmann, Tenzin Jamyangling-Kawaguchi, Gina Lattanzi, Cami McIntosh, Kim Newton, Megan O'Boyle, Dawn Ogrodny, Michelle Roderick, Cyntavia Seney, Courtney Smith, Katie Trevillian, Heidi Welge, Karen Zink.

District Representatives:

Dr. Mark Hatchell ----- Superintendent
Dr. Susan Field ----- Asst. Superintendent for Learning Services
Mr. Larry Borland ----- Board of Education Member/PSB Liaison
Mr. Tom Gregory ----- Chief Financial Officer
Ms. Anne Krajcovic----- EAC - Administrative Assistant

Choice in Colorado: A Brief Overview

Stakeholder Presentation 2017

Dr. Jim Smith, Assistant Superintendent for Administrative Services



Historical Context

- Public Schools of Choice Act of 1990
- Based on the premise that
“a student’s zip code, family life, or socioeconomic status should not hinder their access to a topnotch education”
- A civil rights issue?



C.R.S. 22-36-101

Colorado Revised Statutes:

“Commencing with the 1994-95 school year and thereafter, nonresident pupils from other school districts within the state who apply pursuant to the procedures established...to enroll in particular programs or schools within such school district without requiring the nonresident pupils to pay tuition.”



Choice Process

C.R.S. 22-36-101(2)(a):

“Every School district shall adopt such policies and procedures as are reasonable and necessary to implement the provisions...including, but not limited to, timelines for application to and acceptance in any program or school...”



Policy JFB

“Resident students and nonresident students from other Colorado school districts may, upon submission and approval of the proper application, open enroll in a District program or school outside their assigned area of attendance for attendance at the beginning of the following school year. Non-resident students, may be approved for open enrollment and must reapply at the start of each new level.”



Grounds for Denial

- There is a lack of space or teaching staff in a particular program or school requested, in which case priority will be given to resident students applying for admission to the program or school.
- The school requested does not offer appropriate programs or is not structured or equipped with the necessary facilities to meet special needs of the student or does not offer the particular program requested.
- The student does not meet the established eligibility criteria for participating in a particular program including age requirements, course prerequisites and required levels of performance.



Grounds for Denial

- A desegregation plan is in effect for the school district, and denial is necessary in order to enable compliance with the desegregation plan.
- The student has been expelled from any school district in the preceding 12 months or is in the process of being expelled.
- The student has demonstrated behavior in another school district during the preceding 12 months that is detrimental to the welfare or safety of other students or of school personnel.



Choice Timeline/Procedure

- This year, the choice window opens:
 - January 6 to February 24, 2017.
 - Optional information nights at schools
 - On-line application and submit to CR
 - Parents are notified by email, no later than April 1, 2017.



Data from the Region

- 73% - Edison 54-JT (Miami/Yoder)
- 43% - Manitou (D11)
- 32% - Cheyenne Mtn. (D2)
- 26% - Falcon (D11)
- 19% - Academy (D11/D38)
- 8% - Widefield (D2)



The Data

- October Count Total = 25,615
- 19% Choice
- 50% of total is in-district choice
- Largest number of choice comes from D11 and D38

- Fairly evenly distributed by level



Overflow

- When the class, grade level, program, or school in at the student's neighborhood school is full and the class, grade level, program or school "closed," the student will be overflowed to a designated school as outlined in the accompanying administrative Procedure JFB-R.



The Bottom-line

- District 20 is a desirable school district.
- When seats in our schools are empty, we accept choice students to fill vacancies.
- Keeping our schools full, keeps programs and staffing in our schools.
- Declining enrollment and low choice will result in a significant loss of funds, programming and staffing.



Superintendent Update on New Programs and Projects January 2017

Blended Learning with AOHS: In addition to its online course offerings, Academy Online High School has continued to develop the Village program, a blended learning model, which will include internship and apprenticeship opportunities next year. The classroom space for this program resides in two portables at Pine Creek High School, and Nathan Gorsch, principal, has worked with students to design their classroom space, by developing a unique learning atmosphere, and deciding on expeditions for the year. Next year the Village program will add a junior class and Mr. Gorsch anticipates both programs to grow beyond one hundred students.

Research and Design Team: In year four of the Research and Design Team, this year's team of 15 administrators visited schools from Staten Island, through New York City and as far north as Bridgeport, Connecticut. The full team, which was divided into three exploratory groups, visited schools in the area during the third week of October. While the demographics of this area were varied and the context of schools in Manhattan, the Bronx and Harlem differ from Academy District 20, the group learned about the success and challenges of these schools, felt validated in their current work and were inspired to act following their visit. As in years past, the goal of this team is to explore a data rich area and bring back ideas for discussion and implementation in District 20 schools and departments.

RULER Implementation: All D20 schools have begun implementation of RULER, the social-emotional learning curriculum from the Center for Emotional Intelligence at Yale University. Each school in the district has a RULER implementation team led by the building principal who assists staff in learning how to utilize the 4 anchors in their classrooms. This school year, staff in our schools have developed charters and implemented the mood meter and meta-moment strategies in their classrooms. Dr. Brackett and an associate from Yale were here December 1 and 2 to continue their work with RULER teams.

Signs of Suicide (SOS) Curriculum: Starting this school year, all middle and high schools have implemented the SOS curriculum. SOS is a universal, school-based depression awareness and suicide prevention program designed for middle-school and high school students. The goals are to 1) decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression, 2) encourage personal help-seeking and/or help-seeking on behalf of a friend, 3) reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment, 4) engage parents and school staff as partners in prevention through "gatekeeper" education, and 5) encourage schools to develop community-based partnerships to support student mental health.

Growth and Capital Needs Committee Recommendations and Bond Initiative: As you know, a growth and Capital Needs Committee (GCNC) was formed in the fall of 2015 to study and make recommendations regarding capital needs in the categories of new school construction, remodels and additions, fairness formula allocations, capital renewal and deferred maintenance, along with improving the technology infrastructure. In May 2016 the GCNC produced a report and recommendations to the Superintendent and in June 2016 to the Board of Education. This report became the foundation of what later became ballot question 3A, which was part of the general election held on November 8, 2016. Question 3A passed by a twenty percent margin by the electorate of the district.

UCCS/D20 Partnering: Planning has begun with the Dean of Education at UCCS to implement several licensure programs for teachers in D20. Our goal is to begin administrative cohort 7 in the fall of 2017. The administrative cohort will provide teacher's with a principal's license or a Master's degree in Educational Leadership. The courses for this program will be taught primarily by D20 staff. Also in the planning stages are hopes to begin cohorts for special education licensure as well as teacher leader licensure. On the student side, there is interest from UCCS to support the addition of a concurrent enrollment teacher cadet program, for aspiring teachers.

Tableau 2.0: Tableau, the district's new data dashboard, is used as a visualization tool for data analysis. Currently, visualizations have been created to support the analysis of student assessment data, teacher evaluation data, identification of at-risk students and progress monitoring through the Multi-Tiered Systems of Support. During the last six months, teachers and administrators have received training on how to most effectively use this tool. In the second half of this school year, additional focus will be given to evaluating the tool, making necessary updates to the tool and developing additional tools to aid with continued data analysis. The Assessment Office, in partnership with Curriculum and Instruction, will develop training modules for instructional leaders to support their ongoing growth. These leaders will then train their staff.

Clearpass Network Access Control: Over the summer of 2016, District IT implemented a Network Access Control (NAC) appliance that allows the district to manage the devices on our wireless network. With the implementation of the NAC, IT now knows what the device is, who it belongs to, where in the building the device is, and if the device is a district device or a BYOD device. Additionally, IT can detect if the BYOD device is being used by someone other than the registered user.

Extra Pay Committee: A committee comprised of principals, assistant principals/athletic directors, and members from the Business Services, Human Resources, and Learning Services departments has been formed by Human Resources (co-facilitated by Gail Kozhevnikov and Rick Tanski, Directors for Human Resources) to draft recommended updates related to supplemental/extra pay for licensed and classified staff.

Firewall Replacement: Over the summer of 2016, District IT replaced both the district's Firewall and Filter into a single appliance that manages connections to the Internet, as well as the filtering of content for staff and students. The new firewall/filter allows for more control of online traffic and allows for District IT to better prioritize and filter traffic that is coming in and going out of the district. The new firewall/filter, allows for more data connections than the old firewall, which allows for more users to access content on the internet.

Job Descriptions: The Human Resources Department, in collaboration with Department Leaders and other members of Lead Team, are reviewing and updating over 240 job titles within the district to ensure accuracy with existing position duties and responsibilities and consistency in language and formatting.

Standards Based Report Card Revision: Last fall Hanover Research conducted a program evaluation of D20s standards-based report card (SBRC). A major recommendation from Hanover was to streamline the SBRC. Last spring, a task force with broad, district wide representation met to streamline the SBRC and to make it more parent friendly. Training for staff was provided

by Learning Services team members using a train-the-trainers model, with each school having at least one trainer/representative. In addition to ongoing Learning Services support, IT has provided support to ensure a smooth roll out of the revised SBRC.



Exploring Big Ideas in the Big Apple

Research and Design Team - 2016



Research and Design Team Membership

- 12 candidates were selected from 25 applications
- An additional 3 spaces were made available for individuals paying their own way
- Applicants described their interest, best hopes and what they hoped to offer
- Wanted balance of leadership from across the district (EAC, ES, MS, HS)
- The whole group was broken into 3 groups that changed each day, based on team member interests.



2016 Research and Design Team

- Jim Smith, Assistant Superintendent for Admin. Services
- Susan Field, Assistant Superintendent for Learning Services
- Maureen Lang, Director for Professional Learning*
- Clark Maxon, Director for Curriculum and Instruction
- Nathan Gorsch, Academy Online HS, Principal*
- Jeff Sterk, Mountain Ridge Middle School, Principal
- Carre Bonilla, Rockrimmon Elementary School, Principal
- Jenny Sterk, Woodmen-Roberts Elementary School, Principal*
- Holly Meacham, Liberty High School, Assistant Principal
- Kyle Chamberlain, Rampart High School, Assistant Principal
- Brian Wright, Mountain Ridge Middle School, Assistant Principal
- Liz Alvarez, Challenger Middle School, Assistant Principal
- BJ Campbell, Chinook Trail Elementary School, Assistant Principal
- Jamie Lester, Discovery Canyon Elementary School, Assistant Principal
- Kristin Driver, Explorer Elementary School, Assistant Principal

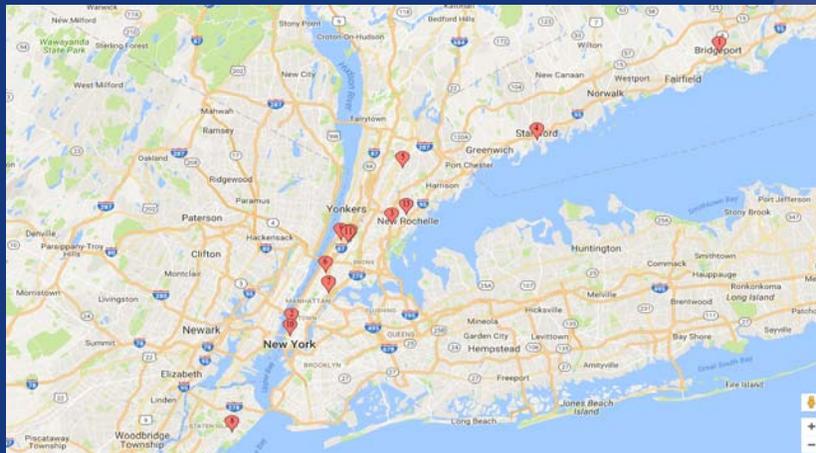


New York City Public Schools

- Total enrollment in NYCPS is 1,133,963 (2015-16)
- Over 1,800 public schools (largest in the US)
- Operating budget – \$27.2 Billion
- Average Free and Reduced Lunch populations is 79%
- Schools are situated in one of 5 boroughs (Brooklyn, Manhattan, Queens, Staten Island, Bronx)
- There are 35 districts/zones within the city
- 8 “Specialized” high schools that have high test score admission requirements (we visited 3).
- Admission to these schools is based on the Specialized High Schools Admissions Test (SHSAT)



Oh the Places That We Went



Schools and School Districts

Day 1:

- Travel (Denver to New York City)

Day 2:

- Bridgeport Public Schools (Connecticut) - 2 groups
- NYC Lab School (New York City)

Day 3:

- Pelham Public Schools (New York)
- Waterside School (Connecticut)
- Center for Innovation and Learning (Scarsdale, NY)
- Thurgood Marshall Academy (Harlem)
- Manhattan Center for Science and Mathematics (Harlem)

Day 4:

- Staten Island Technical High School (Staten Island)
- In-Tech Academy/HS (Bronx)
- High School of American Studies (Bronx)
- NYC iSchool (New York City)
- The Bronx High School of Science (Bronx)

Day 5:

- Daniel Webster Elementary (New Rochelle, NY)
- Return Travel (New York City to Denver)



Focus of the trip



- The purpose of this trip was to investigate “best practices” in a variety of contexts and to explore innovative programs.
- Site selections as well as our primary focus was on the following three:
 - **Career Pathways** – college partnerships, community partnerships, career-based programs/curriculum
 - **Social Emotional Learning** – schools that have implemented RULER, supports for high achieving students, community partnerships to support mental health
 - **Technology Integration/BYOD** – schools that have model programs, community partnerships and transformative instructional practices



Career Pathways

- Professionals from the field involved in planning and teaching
- Programming focused on what local economy needs
- Varied internship programs for high school students
- Programs (Aqua Culture School) that focus on trades/relevance
- University partnerships that benefit students and staff
- In-Tech High School - Cisco Certification / Virtual Enterprise / Marketing
- Teacher Grant programs for innovation (Scarsdale High School)
- I-School: "Adolescents thrive when given choice and voice"



Social Emotional Learning

- **Common Themes**

- RULER Implementation Teams
- Focused on the adults the first year and then students starting the second year
- Administrative support and constant messaging
- School-wide common language
- Integrated into staff meetings, staff and student goals, PBIS, Responsive Classrooms, Restorative Justice
- Communication with families (Family Nights)
- Professional Learning and Training: All Staff
- Resulting in reductions of disruption and discipline issues



Social Emotional Learning

- **Common Themes (cont.)**

- Students are experts in Social Emotional Intelligence
- Part of the School Culture and not just another program
- Balance of Academics and Social Emotional Learning
- Adapting instruction to meet the learning needs of students based on how they enter the classroom
- Professional Learning model: administrators trained first



Technology Integration/BYOD

- Technology is a normal part of the classroom and a tool for teaching and learning, not just “one more thing”
- Reaffirming and validating of D20’s efforts and direction



Innovative and Inspiring Observations

- Programs like Aquaculture provided opportunities for students from across the district to benefit
- Internships and apprenticeships in a variety of industries
- University partnerships and sharing resources that benefit students and staff
- Risk taking that has resulted in innovation like robotic bees used for pollination
- Passion plus permission equals progress



Innovative and Inspiring Observations

- Innovation Center could be utilized as a lab school/hub for all schools in District 20
- High interest electives with relevant culminating activities (ie pop up restaurant, student-led orchestra)
- Creative use of staffing to support innovation and responsible risk-taking



Other Observations

- Regardless of the context, **relationships matter.**
- High achievement did not always equal the highest quality of instruction.
- Community and corporate partnerships were essential to funding and growing innovative programs.
- Centralized coordination of innovative programs provides support across multiple schools



The Future...

- Social Emotional
 - Student RULER Implementation Teams
 - Online RULER Course for new staff members
 - Habits of Learning
 - Connecting with our local mental health partners for support
- Career Pathways
 - Hiring industry experts to plan, teach and develop engaging and relevant classes and programs.
 - Strengthen partnerships with local colleges, agencies and companies.



The Future...

- Innovation
 - Challenge and give permission to staff to take responsible risks and to be intentional about engagement and relevance.
 - Think beyond traditional paradigms to problem-solve and create
- BYOD/Technology Integration
 - While specific preferences with devices varied, we are on track with the model schools visited.
 - Continued work on transforming teaching and learning using technology



Questions?



Research and Design 2017

- Chicago

