

MINUTES OF THE REGULAR MEETING OF THE BOARD OF
EDUCATION, ADAMS 12 FIVE STAR SCHOOLS, HELD AT
1500 E. 128TH AVENUE, THORNTON, CO 80241, SEPTEMBER 3, 2014.

PRESENT:

Board of Education

M. Clark

E. Figueroa

N. Jennings

K. Plomer

M. Willsey

C. Gdowski,
Superintendent

WORK STUDY SESSION

Call to Order (Item A-1)

Mr. Clark called the meeting to order at 5:34 p.m.

Dinner (Item A-2)

Superintendent Update (Item A-3)

Superintendent Gdowski updated the Board on new developments, the status of ongoing operational issues, and political and legislative matters consistent with Board Policy 2.7 Communication and Support to the Board.

Adjournment

The work study session adjourned at 6:21 p.m.

REGULAR MEETING

Call to Order (Item A-1)

Mr. Clark called the meeting to order at 7:03 p.m.

Roll Call (Item A-2)

All Board Members were present.

Approval of Agenda (Item A-3)

Motion by Mr. Figueroa, second by Ms. Plomer, to approve the agenda as stated.

Ayes: Clark; Figueroa; Jennings; Plomer; Willsey.

Nays: None. Motion carried 5-0.

Pledge of Allegiance

COMMUNITY ENGAGEMENT

Law Enforcement and Fire Protection (Item B-1)

The Board met with law enforcement and fire protection leadership to obtain input regarding priorities for students and the District.

Community Engagement Planning (Item B-2)

This item was not addressed.

RECESSED 8:13 P.M.
RECONVENED 8:34 P.M.

MINUTES

Minutes (Item C-1)

Motion by Mr. Jennings, second by Mr. Figueroa, to approve the minutes of the regular Board meeting of August 20, 2014 and the special Board meeting of August 27, 2014 as presented in Enclosures C-1(a) and C-1(b).

Ayes: Clark; Figueroa; Jennings; Plomer; Willsey.
Nays: None. Motion carried 5-0.

BOARD BUSINESS

Resolution: Delaying Use of Student Achievement Data in Teacher Evaluations until the 2015-2016 School Year (Item D-1)

Motion by Mr. Jennings, second by Mr. Figueroa, to adopt the resolution presented in Enclosure D-1 as amended.

RESOLUTION

PURSUANT TO SENATE BILL 14-165 CONCERNING EVALUATIONS OF TEACHERS, PRINCIPALS, AND SPECIALIZED SERVICE PROVIDERS IN THE 2014-2015 SCHOOL YEAR

WHEREAS, Senate Bill 10-191 was passed by the Colorado General Assembly in 2010 changing the way educators in Colorado are evaluated, and;

WHEREAS, Senate Bill 10-191 established that the new evaluation system for principals, teachers and specialized service providers would include consideration of both professional practices and student learning or student outcomes and a final evaluation rating of highly effective, effective, partially effective or ineffective would be determined by weighting professional practices 50% and student learning/ outcomes 50% , and;

WHEREAS, Senate Bill 14-165 amended the provisions of Senate Bill 10-191 to allow local boards of education to determine, for the 2014-2015 school year only, a weighting between 0% and 50% that would apply to the consideration of student learning/ outcomes when determining an evaluation rating for principals, teachers and specialized service providers, and;

WHEREAS, Adams 12 Five Star Schools convened the Educator Effectiveness Committee that has been meeting since February 24, 2012, and;

WHEREAS, the purpose of the Committee is to recommend to the Superintendent and the negotiating teams the direction for implementation of the Educator Effectiveness evaluation system and to facilitate a seamless transition to and implementation of the new evaluation system throughout the District, and;

WHEREAS, the recommendation of the Committee is that for the 2014-2015 school year, student learning/outcomes will be weighted at 0% of a principal, teacher or specialized service provider's evaluation and that the weight increase to 50% in the 2015-2016 school year based upon the following rationale:

- During the 2013-2014 school year, the District has worked on implementing the five Professional Practices Standards of the educator effectiveness rubric. In 2014-2015 principals, teachers and specialized service providers will be evaluated on these five standards. The only standard not ready for implementation next year is the use of student learning/outcomes in the evaluation process.
- The complete compilation of data from new assessments for the 2014-2015 school year (i.e. CMAS and PARCC) and from the ensuing school performance frameworks, all of which will be used in the student growth measures portion of the system, will not be available to the District until December of 2015 – at least 6 months *after* the school year ends. If the District were to utilize student growth on CMAS and PARCC in evaluating teachers, the District would be unable to complete teacher evaluations for the 2014-2015 school year until January 2016 at the earliest. Such lengthy delays in completing performance evaluations are undesirable.
- The District will use the 2014-2015 school year to “ready the system” for student growth measures.
- The 2014-2015 school year will be focused on the following steps to ensure readiness for implementation of student growth measures in 2015-2016:
 - Professional learning focused on data literacy in reading and writing, aligned to the literacy focus district-wide. This will support teachers in writing meaningful student learning objectives as part of educator effectiveness in 2015-2016.

- o Specific professional development sessions and piloting by teacher-type to support shared understanding of the measures that will be used and how those measures will be used in the educator effectiveness system in the 2015-2016 school year.
- o The pilot will consist of approximately 200 teachers across all schools in the district, to provide representative sampling of teachers. This representative group will serve as teacher leaders to facilitate at-scale implementation of measures of student learning in the 2015-2016 school year.

NOW THEREFORE, the Board of Education having considered the foregoing, determines that for the 2014-2015 school year, the five Professional Practices Standards will be accorded 100% weight in the evaluation of teachers, principals, and specialized service providers and 0% weight will be directly attributable to student learning/outcomes data. For the 2015-2016 evaluations pursuant to the District's educator effectiveness system, 50% weight will be given to the Professional Practices Standards and 50% weight will be based on student learning/ outcomes data.

Dated this 3rd day of September, 2014.

Ayes: Clark; Figueroa; Jennings; Plomer; Willsey.

Nays: None. Motion carried 5-0.

74th Annual Fall Conference and Delegate Assembly and Resolutions (Item D-2)

The Board discussed participation in the CASB 74th Annual Delegate Assembly and determined Ms. Plomer would attend and participate as the delegate from Adams 12.

FUTURE AGENDA ITEMS

Calendar (Item E-1)

The September 17, 2014 regular meeting and a special meeting with principals on September 24, 2014 were acknowledged.

Adjournment (Item E-2)

The Board meeting was adjourned at 8:51 p.m.

Approved by the Board of Education at its regular meeting of September 17, 2014.

**Community Engagement
Law Enforcement and Fire Protection
September 3, 2014**

1. What values/traits have you observed to be beneficial in guiding students to be academically successful and become productive members of society?

- positive parent involvement, critical engagement with child
- non-parent adult in child's life, mentor
- safe environment, hard to educate in environment that isn't safe
- working with police department is critical
- Safe to Tell, a big plus to ensure the district gets best advantages of program
- trust, respect from students, respect for each other
- educate parents/primary care provider how to help kids
- help in transporting kids so they get to school
- foster opportunities of enthusiasm of the student
- Adams County Education Consortium 9 to 5 Program creates relationships with authority figures
- enthusiasm/commitment to the job/whatever you're doing
- athletics, some can't afford it, charitable programs to help access
- testing doesn't help "critical thinking", skills to make good decisions, learn consequences from your actions
- STEM at NHS has engaged students and they are taking ownership in their training, need to reach more students
- get freshman engaged in athletics and other programs early in school year to give the kids something to latch onto; culinary, business, restaurant
- attendance
- achievement, responsibility, respect, leadership, honesty, accountability, trust
- opportunity/ability to get to know students and become an advocate for them
- setting good examples, mentoring and showing students you care and respect them as young men and women
- holding students accountable for their actions but showing them that they are not alone in the recovery of their actions, a positive role model and advocate they can trust that will be with them

2. How do we best keep kids from going down the path that will lead them to trouble with the law? What values/traits are useful in deterring delinquent behavior?

- chronic absenteeism a big problem in Adams 12
- students feel entitled
- encourage students working together toward a common goal
- walk alongside, give a chance to develop their interests, to expand
- tap into kids interests, when they are idle they look for anything but vision for their life
- how to treat people well
- it's a struggle to help kids live in this world with its problems
- too many individual opinions on how at risk kids learn, grow, etc. and it should be focused through one lens to come up with one plan, driving families nuts and it's not solving the problem

How do we best keep kids from going down the path that will lead them to trouble with the law? What values/traits are useful in deterring delinquent behavior? (Continued)

- utilize information from police to provide early intervention with students
- police and fire fighters here to get involved in the assessment of these kids, address what is the best strategy
- collaborative approach to get kids graduated
- positive parental involvement
- positive adult non-parent involvement
- RJ/consequences that make sense for wrongs done, learning about the criminal justice system, alternatives to arrest – COT – Adams county Diversion Program
- figure out the underlying causes of problem students
- students make mistakes and need someone to help them navigate difficult situations and use systems in place instead of going it alone
- further preventative education in subjects like internet safety, drug education, etc.
- teachers, parents community members and law enforcement work together to reinforce positive values in kids
- education of positive thinking will lead to positive decision making
- intervention when necessary to make a positive difference in a life
- education and mentoring
- gain the trust and respect of the student by allowing them to be who they are but not accepting anything but their personal best
- setting the example of how to “become” then allowing them to make their own choices
- allow mistakes to happen / mentor youth on their decision making process
- youth need to feel safe while at school

What should Board be doing to make an impact? (Question from Mark Clark)

- need to evaluate and assess behavior in elementary school, by high school its ingrained and doesn't change
- good at teaching skills; need more value based curriculum to in order to learn values, respect, stand up to peer pressure
- understand the importance of being on time, promises
- self discipline
- adults need to model good behavior
- teach good character
- talk about being a good productive person

How do we respect the parents' role, i.e. parents who don't want the school to teach morals? (Question from Kathy Plomer – no response/discussion.)

How do we hold the kids accountable? (Question from Kathy Plomer.)

- structure, modeling and instruction
- instructor/coach for values, character
- a challenge for staff

3. What are the biggest trends/problems that you see in your work that you think the District can impact, and how?

- open campuses at lunch cause all kinds of problems, high crime rate, structure is needed
- need to get a handle on marijuana, law enforcement operations is exploding with managing legalized marijuana
- THS – police and fire dept. training has led to a lot of improvements but they still hear a lot of challenges
- does the district have the resources to help kids with alcohol/pot, can we recognize and get early on help?
- Adams County needs a substance abuse program
- information sharing: suspensions/expulsions
- need a comprehensive system in place on how to combat what students are being exposed to at school and at home
- bring back middle school sports, another outlet for students, another tool and motivator for both students and teachers
- social media: bullying and sexting
- attendance/truancy
- biggest problem among young adults, interaction between young men and women has become destructive, they have no respect for each other in the way they talk and treat each other, staff, family and friends
- self-respect and interpersonal skills need to be taught, starting with staff and mentoring youth. Staff need to show respect even when it is not given, understand there is an underlying cause to disrespectful behavior, get to know kid and become an advocate for them.

4. How do we work in partnership with law enforcement for safe schools and positive interactions with law enforcement?

- Thanks you for making SROs a part of staff.
- need to communicate and be on the same page regarding what is best for youth
- encourage staff, parents and law enforcement to commit to making every school year safe and productive
- current collaborative efforts:
 - SRO Program
 - Cops’N’ Kids lunch program
 - Hooked on Fishing
 - Pumpkin Run/Walk – Bike to school days
 - school lockdown drills
 - police at after school events (dances, sports, conferences, etc.)
 - Thornton Police Dept. Youth Academies
 - Thornton Police Explorer Program
 - The Link Programs
 - collaborative training (currently in development)
 - interactive collaborative Training with different programs (Position of Trust Training, Gang Training, Kid Power, Restorative Justice etc....)