



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO

May 10, 2017 Meeting Transcript -- PART 1

BE IT REMEMBERED THAT on May 10, 2017, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board Members:

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



1 MADAM CHAIR: Good morning, ladies and
2 gentlemen. I'd like to call the meeting to order. Miss
3 Cordial, would you please call the roll? Miss Cordial?

4 MS. CORDIAL: Oh, sorry. My fault.

5 MR. DURHAM: She deserted her post.

6 MADAM CHAIR: She probably won't be the only
7 one by the time the day is over, but --

8 MS. CORDIAL: Board Member Durham.

9 MR. DURHAM: Here.

10 MS. CORDIAL: Board Member Flores.

11 MS. FLORES: Here.

12 MS. CORDIAL: Board Member Goff.

13 MS. GOFF: Here.

14 MS. CORDIAL: Board Member Mazanec.

15 MS. MAZANEC: Here.

16 MS. CORDIAL: Board Member McClellan.

17 MS. MCCLELLAN: Here.

18 MS. CORDIAL: Board Member Rankin.

19 MS. RANKIN: Here.

20 MS. CORDIAL: Board Member Schroeder.

21 MADAM CHAIR: Here.

22 MADAM CHAIR: Mr. Durham, would you be kind
23 enough to lead us in the Pledge of Allegiance?

24 MR. DURHAM: Yes, ma'am.



1 MADAM CHAIR: Sorry, I didn't warn you, but -

2 -

3 MR. DURHAM: It's all right.

4 ALL: I pledge allegiance to the Flag of the
5 United States of America and to the Republic for which it
6 stands. One Nation under God, invisible, with liberty and
7 justice for all.

8 MADAM CHAIR: Thank you.

9 MADAM CHAIR: Is there a motion please to
10 approve the agenda? No? Oh. Thank you, Board Member
11 Flores.

12 MS. FLORES: I move to approve the agenda.

13 MADAM CHAIR: Do I have a second?

14 MS. MCCLELLAN: Second.

15 MADAM CHAIR: Thank you. Any objections to
16 the agenda? We'll call that passed. Next, the consent
17 agenda. Board Member Rankin, would you be kind of to read a
18 rather long consent agenda?

19 MS. RANKIN: 13.01, regarding disciplinary
20 proceedings, is that the one? Okay.

21 MADAM CHAIR: Yeah.

22 MS. RANKIN: Concerning a license charge
23 number 2015EC675, issue an order of summary suspension of
24 the Credential Holder's Professional Teacher License by
25 directing the chair of the State Board to sign the order.



1 13.02, regarding disciplinary proceedings
2 concerning a license charge number 2015EC1501, signify its
3 acceptance and approval of the stipulation for the
4 revocation of the Credential Holder's License and adopt by -
5 - the order by directing the chair of the State Board to
6 sign the final agency order.

7 13.03, regarding disciplinary proceedings
8 concerning an application and license charge number
9 2015EC1711, direct department staff to issue a notice of
10 denial and appeal rights to the applicant and direct
11 department staff and State Attorney General's office to
12 prepare the documents necessary to request a formal hearing
13 for the revocation of the Credential Holder's Colorado
14 Professional Principal License pursuant to Section 24-4-104,
15 Colorado Revised Statutes.

16 13.04, regarding disciplinary proceedings and
17 application charge number 2016EC463. Direct department
18 staff to issue a notice of denial and appeal rights to the
19 applicant.

20 13.05, regarding disciplinary proceedings
21 concerning a license, case number 2016EC541, signify its
22 acceptance and approval of the terms and conditions of the
23 stipulation for the revocation of the Credential Holder's
24 License and adopt the order by directing the chair of the
25 State Board to sign the final agency order.



1 13.06, regarding disciplinary proceedings
2 concerning a license case number 2016EC1154, signify
3 acceptance and approval of the terms and conditions of the
4 stipulation for the revocation of Credential Holder's
5 License and adopt the order by directing the chair of the
6 State Board of Education to sign the final agency order.

7 13.07, regarding disciplinary proceedings
8 concerning an application charge 2016EC1428, direct
9 department staff to issue a notice of denial and appeal the
10 rights to the applicant.

11 13.08, regarding disciplinary proceedings
12 concerning a license charge 2015EC1511, signify its
13 acceptance and approval of the terms and conditions of
14 stipulation for the revocation of the Credential Holder's
15 License and adopt the order by directing the chair of the
16 State Board to sign the final agency order.

17 13.09, regarding the disciplinary proceeding
18 concerning a license charge 2017EC63, signify acceptance and
19 approval of the terms and condition of the stipulation of
20 the revocation of the Credential Holder's License and adopt
21 the order by directing the chair of the State Board to sign
22 the final agency order.

23 13.10, approve two initial emergency
24 authorization request as set forth in the published agenda.



1 13.11, approve Naropa University's
2 authorization request to this initial and added endorsement
3 program as set forth in the published agenda.

4 13.12, approve Colorado College's request for
5 reauthorization of its education preparation programs as set
6 forth in the published agenda.

7 13.13, approve Colorado Mesa University's
8 request -- request for reauthorization of its Education --
9 Educator Preparation Programs as set forth in the published
10 agenda.

11 14.01 through 14.25, approve the waiver
12 request to action items.

13 14.01 through 14.25, inclusive as set forth
14 in the published agenda.

15 14.26, approve the recommended 2017-18 Adult
16 Education and Literacy Grant recipients and the amount of
17 grants awarded as set forth in the published agenda.

18 14.27, approve the recommendations for the
19 2017-18 School Counselor Core Grant recipients and amount of
20 grant award set -- as set forth in the published agenda.

21 15.01, continue to support the state school
22 readiness as description as it is currently written.

23 15.02, approve the recommended 2017-18 list
24 of Early Literacy Grant awards and set forth in the
25 published agenda.



1 15.03, approve the payments to administrative
2 units under the Exceptional Children's Educational Act for
3 reimbursement to payments for students in high cost in
4 administrative unit and out-of-district placements or
5 programs, as set forth in the published agenda.

6 16.01, approve the expenditure of up to
7 \$80,000 from the Mary Jones Trust Fund for the Talking Book
8 Library.

9 16.02, reappoint Ken Haptonstall to the
10 Public School Capital Construction Assistance Board for his
11 final two-year term effective July 1st, 2017. This is the
12 end of the consent agenda.

13 MADAM CHAIR: Do I have a second?

14 MS. MCCLELLAN: I Second.

15 MADAM CHAIR: Thank you.

16 MS. FLORES: Can I just --

17 MADAM CHAIR: Board Member Flores.

18 MS. FLORES: To make a make a couple of
19 comments, or I'd like to talk about all those waiver
20 requests.

21 MADAM CHAIR: Sure, go ahead.

22 MS. FLORES: Well, I think that there are --
23 there are too many of them. I think that 25 of them, and
24 they are non-automatic, they're waivers in addition to those



1 automatically branded by the law, and I think these people
2 are getting away with murder. Okay.

3 MADAM CHAIR: Nobody's getting murdered.

4 MS. FLORES: Well, they're getting away with
5 -- with something they shouldn't get away with. And I think
6 that we need to be concerned and look at what they're --
7 they're doing there. For instance, the commissioner's
8 duties there regarding reporting personnel performance
9 evaluation, if they do away with that, this is all the --
10 the charter schools, and I think we need to be more careful.
11 I mean, when we have this many, and then we're not even kind
12 of going over -- over them, I'm -- I'm concerned. And then
13 given that the -- the legislation across the -- the street
14 that's going on when you're going to get mill moneys from
15 these districts and we just look at them kind of like
16 they're there, but we led them kind of along. I -- I think
17 there's something wrong with that. They should follow the
18 same rules as other school districts. That's what I think.

19 MADAM CHAIR: Thank you. Ms. Cordial, do you
20 have a comment or commissioner? I'm trying --

21 MS. ANTHERS: Yes. Thank you, Madam Chair.
22 Dr. Flores, I -- I understand your concern. This does --
23 this is a normal part of the process every year, and I -- I
24 was going to make mention of it in my commissioner remarks
25 that each year, a lot of these waivers come up for renewal.



1 So you are entering the heavy waiver season where these --
2 this is a normal part of the process. These are waivers you
3 have usually granted before, and a part of the procedures
4 are they go on the consent agenda. So you know, I don't
5 know if that helps, but that -- this is a normal operating
6 procedure each year, and each year about this time as
7 they're preparing for next year, you know, these -- these
8 automatic ones come up before you again.

9 MADAM CHAIR: Thank you.

10 MS. FLORES: Well, I think there are just too
11 many of them. Just too many waivers that they do away with,
12 and you know, other public schools -- regular public schools
13 do not. But these non-profit charter schools get away with
14 murder. I'll -- I'll say it again. That's what happens.

15 MADAM CHAIR: Well, I'm confident we're not
16 murdering our children. However, districts -- schools can
17 apply for waivers. Period.

18 MS. FLORES: But this is above -- this is --
19 this is above the waivers that they can. These -- these are
20 non-automatic waivers that we are just kind of not looking.

21 MS. MAZANEC: Dr. Anthes, could you explain
22 whether these are non-automatic and whether -- if so,
23 they're still legal waivers?

24 MS. ANTHERS: Right. Yes. And I'll ask staff
25 to come forward if -- if someone out there can specify which



1 ones on -- on this agenda are the non-automatic. But the
2 non-automatic waivers, which some of these are, must be
3 approved by the State Board each time the contract is
4 renewed with the authorizer. So many of these contracts
5 have been, you know, gone through their local process of
6 renewing with the authorizer. So they have had some level
7 of review already by the -- the local authorizer, and then
8 they come before you. So -- so of course, these are all
9 legal appropriate waivers, and we've reviewed -- we reviewed
10 them in our office and would point anything out to you if
11 anything were out of the ordinary or amiss.

12 MS. FLORES: And I'm sure it is true. I'm
13 sure that's it's true.

14 MS. RANKIN: And many -- and many regular
15 neighborhood public schools can also request these waivers.
16 So they're not unusual, Dr. Flores.

17 MS. FLORES: Well, they're non-automatic.

18 MS. CORDIAL: Board Member Mazanec and Board
19 Member Flores, the non-automatic waivers are what are listed
20 on your memo and in Board docs. So the non -- the automatic
21 waivers are not listed out on here. This is what we pull
22 out and share with you. So you can see right away what the
23 non-automatic -- automatic waivers are that the charter
24 schools are requesting.



1 MADAM CHAIR: Ms. Cordial, can we expect to
2 have a whole lot more of these given that it's at this time
3 of the year that our charters are renewing their contracts?
4 Do you by chance know how many? Or does anybody by chance
5 just know how many Colorado charter schools?

6 MS. CORDIAL: We have 238 charter schools in
7 Colorado.

8 MS. ANTHES: So if you divide that roughly by
9 five, we're going to get a bunch more.

10 MS. CORDIAL: Yeah we --

11 MADAM CHAIR: They can still be renewing, and
12 there may be more than one-fifth each year based on when
13 they were.

14 MS. CORDIAL: Yeah, they are staggered, but
15 you are correct. We will get at least I would say 20 to 30
16 --

17 MADAM CHAIR: More.

18 MS. CORDIAL: -- between, yeah. I would -- I
19 don't think there are as many coming up in June. April and
20 May are usually the more heavier months in terms of the
21 number of charter school waiver requests. But there will
22 probably be a good amount more next month as well.

23 MS. FLORES: That's 's great. Thank you.

24 MADAM CHAIR: Let's see do we have any -- oh.

25 Board Member Durham.



1 MR. DURHAM: Thank you Madam Chair. I'd like
2 to request the removal of item 13.12 from the consent agenda
3 and ask staff if they could find the paperwork on that for
4 me. It's somewhere in this blizzard of paper I have here,
5 but I'm not sure I can find it. So when it comes up, I have
6 chance to go back and --

7 MADAM CHAIR: (Inaudible) Colorado colleges?

8 MR. DURHAM: What?

9 MADAM CHAIR: Colorado colleges?

10 MR. DURHAM: No, 13.12.

11 MS. FLORES: Naropa?

12 MR. DURHAM: Naropa.

13 MADAM CHAIR: Yes, Colorado College request
14 for reauthorization of its education prep program.

15 MR. DURHAM: No.

16 MS. MAZANEC: Are you looking at your old
17 agenda that was sent to you? There's a new one.

18 MR. DURHAM: Oh, well good. So what is the
19 number of Naropa?

20 ALL: 13.11.

21 MR. DURHAM: Good. How about that one?

22 MADAM CHAIR: Sure. So --

23 MR. DURHAM: And when -- when did we get a
24 new agenda, Elizabeth?

25 CORRADO: Last night.



1 MADAM CHAIR: Oh, it's been kind of daily
2 actually. We've been having a lot of changes here and there
3 so --

4 MR. DURHAM: Well, there's nothing on my desk
5 that I can see.

6 MS. CORDIAL: There should be an updated
7 agenda.

8 MADAM CHAIR: So Board Member Durham, did you
9 wish to have staff come forward, or was there something you
10 wanted to look at?

11 MR. DURHAM: Okay. Well, it's -- no, let's
12 leave it in the ordinary course of business, because I wanna
13 review the paperwork. If I can't find my own, maybe I could
14 have another copy, so I know why it percolated to the -- to
15 -- to my note.

16 MADAM CHAIR: Sure. So how about we remove
17 that from the consent agenda --

18 MR. DURHAM: Right.

19 MADAM CHAIR: -- and put it on the end of the
20 day tomorrow?

21 MR. DURHAM: Fine, whenever. Good.

22 MADAM CHAIR: Please. Okay. Perfect.

23 MR. DURHAM: All right.



1 MADAM CHAIR: Would you like us to try to
2 find it in our papers, what was given to us, or was there
3 more that you wanted?

4 MS. MAZANEC: We'll get to it.

5 MR. DURHAM: Yeah.

6 MADAM CHAIR: Okay. Any objections to the
7 consent agenda with the removal of 13.11? I think we're
8 there. Great. Thank you. Ms. Cordial, your report,
9 please.

10 MS. CORDIAL: Good morning, Madam Chair,
11 Members of the Board, and Commissioner Anthes. As a
12 reminder, please speak clearly into your microphones and
13 make sure they're on when you're using them. For those of
14 you needing to connect to CDE's guest wireless, locate the
15 CDE hotspot, and the password is silver, capital S.

16 In your Board packets, you have the following
17 materials: you have your -- your quick glance expense
18 report and your events calendar. A few upcoming events I'd
19 like to remind you of include the NASBE New Member
20 Institute, which is June 9th and 10th in D.C., and the
21 National Forum on Education Policy on June 23rd, I'm sorry,
22 June 28th through 30th in San Diego.

23 Also in your Board packets and/or available
24 on Board docs or the following: Item 10.1, you have a memo
25 regarding the accountability clock hearing for Peakview



1 School. The accompanying PowerPoint from the department and
2 Huerfano School District. The commissioner's
3 recommendation, the district's pathway plan for Peakview,
4 the State Review Panel recommendation and the school
5 performance framework.

6 For item 12.01, you have a memo regarding the
7 written final determination for Aurora Central High School,
8 as well as the proposed final written determination.

9 For item 12.02, you have a memo regarding the
10 proposed written final determination for Hope Online
11 Learning Academy Elementary and Middle Schools, a joint memo
12 from the department and the district regarding the
13 interpretation of the management pathway, and the proposed
14 final written determination.

15 For item 12.03, you have a memo regarding the
16 proposed final written determination for Prairie Heights
17 Middle School and Franklin Middle School, as well as the
18 proposed final written determinations for both of those
19 schools.

20 Item 12, I'm sorry, item 13.10, you have a
21 memo regarding the two initial emergency authorization
22 requests.

23 For item 13.11, you have a memo regarding
24 Naropa's University request for authorization of elementary



1 education and culturally and linguistically diverse
2 education endorsement programs.

3 For item 13.12, you have a memo regarding the
4 Colorado College's request for reauthorization of Educator
5 Preparation Programs.

6 For item 13.13, you have a memo regarding the
7 Colorado Mesa University's request for reauthorization of
8 Educator Preparation programs.

9 For items 14.01 through 14.25, you have memos
10 and supporting materials pertaining to charter school waiver
11 requests.

12 For item 14.26, you have a memo regarding the
13 2017-18 adult education and literacy grant recipients, as
14 well as the accompanying list.

15 For item 14.27, you have a memo regarding
16 recommendations for the School Counselor Corps Grant Program
17 and accompanying list.

18 For item 15.01, you have a memo regarding the
19 school readiness description.

20 For item 15.2, you have a memo regarding the
21 recommendations for Early Literacy Grant -- Early Literacy
22 Grant, the accompanying list, and then the rules for the
23 administration of the Early Literacy Grant program, 1 CCR
24 301-90.



1 For item 15.03, you have a memo regarding the
2 Special Education Fiscal Advisory Committee allocations, the
3 administrative unit high-cost reimbursements, and out-of-
4 district high-cost reimbursements.

5 For item 16.01, you have a memo regarding the
6 Mary Jones Trust Plan.

7 For item 16.02, you have a memo regarding the
8 reappointment of Ken Haptonstall to the Capital Construction
9 Assistance Board, and Dr. Haptonstall's letter of interest.

10 For item 16.03, you have a memo regarding the
11 emergency rules for the operation, maintenance, and
12 inspection of school transportation vehicles, 1 CCR 301-26,
13 a redline and a clean copy of the rules and the rules to
14 statute crosswalk.

15 For Thursday, item 3.01, you have a memo
16 regarding the accountability clock hearing for Adams 14
17 School District in Adams City High School, the accompanying
18 PowerPoint from both the department and the district, the
19 commissioner's recommendation, the district's pathway plan
20 for the district and school, the State Review Panel
21 recommendations from 2015 and '16, and the district and
22 school performance frameworks.

23 For Item 5.01, you have a memo regarding the
24 2016 United States Senate Youth Program Scholarship winners.



1 For item 5.02, you have a memo regarding the
2 2016 Title I distinguished schools.

3 For item 6.01, you have a memo regarding the
4 Kindergarten School Readiness Assessment venue, the
5 accompanying PowerPoint, and the summary document of School
6 Readiness Initiative within CAP4K.

7 For item 7.01, you have a memo regarding the
8 department's -- the department's budget overview and
9 accompanying PowerPoint.

10 And for item 7.02, you have a memo regarding
11 the Title I allocations pilot project for multi-district
12 online schools, their accompanying PowerPoint, and the
13 multi-district online pilot allocations. And that concludes
14 my report.

15 MADAM CHAIR: Thank you very much.

16 MS. CORDIAL: Thank you.

17 MADAM CHAIR: Did you wanna make -- Board
18 Member Rankin, sorry.

19 MS. RANKIN: I'd just like to make a
20 statement for Teacher Appreciation Week. Colorado State
21 Board of Education formally takes this time to recognize and
22 acknowledge the impact of teachers on our lives on this
23 first full week of May that is Teacher Appreciation Week.
24 We are well-aware of their impact. Their guidance continues
25 to influence and inspire us long after our school days are



1 over. Let us say a heartfelt thank you to Colorado's
2 teachers and let them know how much we value their service
3 and recognize how much they do for our children, families,
4 and communities every day.

5 MADAM CHAIR: Thank you. It's from all of
6 us. Next report from Commissioner Anthes.

7 MS. ANTHES: Thank you, Madam Chair, Members
8 of the Board, good to see you all. I hope you all did not
9 have any as -- or as much hail damage as I did a couple days
10 ago. We had quite the -- quite the storm down here. So
11 hopefully, you all escaped that, but.

12 I too wanna add my thanks and -- and just
13 note on Teacher Appreciation Week, all this week. CDE staff
14 and others have been sort of putting together these signs,
15 thank a teacher signs, with our picture and naming a teacher
16 who was important in our lives, and we're posting those on
17 social media and all sorts of things. So we have signs for
18 you too. If you would like to participate, you can fill out
19 a sign sometime today or tomorrow, and our communications
20 department will take your picture if you so choose and we'll
21 make sure that that -- that your personal thanks go out as
22 well.

23 So I -- I have -- in addition to working on
24 our Teacher Appreciation Campaign this week, been to a
25 number of events and meetings since -- actually maybe not



1 since our last meeting since that was last week, but the
2 seventh annual Dropout Prevention Summit that CDE staff
3 host. We had over 300 people coming to that meeting, and we
4 had a theme of engaging in career and technical education
5 and work-based learning to really increase the -- the
6 relevancy of schooling to students that may be at-risk of
7 dropout, and we had a very good meeting and showing there.

8 Participated in multi-state sort of teacher
9 evaluation work, which is thinking about what is the next
10 evolution of supporting our teachers and providing
11 meaningful feedback to them for improvement. Went to the
12 Denver Kids Inc. organization, which supports Denver area
13 students in poverty to be successful in academics and life
14 and also an awards reception for excellent educators --
15 education leaders.

16 So in addition to those sort of visible
17 pieces, are -- one of our main focuses, as you all well
18 know, is continuing our work on the accountability hearings,
19 the recommendations, and the written determination. So
20 we're in quite the cycle as you all know, and I again thank
21 you for the volumes and volumes of materials that you all
22 have had to go through over the past couple of months.
23 We're partially creating those volumes for you, so that's
24 keeping us busy as well, and -- but we're getting -- we're



1 getting towards the end of this phase. So I think we'll all
2 be happy about that.

3 In addition to that, we're, you know, kicking
4 off the standards review process that we have talked about
5 in the past. We'll continue to bring you updates once your
6 agenda opens up a little bit more.

7 I received 170 applications for my teacher
8 cabinet. So there does seem to be some interest in -- in
9 providing ideas and feedback. So we -- we are just -- we
10 just closed that, so we haven't even started to look in --
11 into all of those applications, but we'll make sure that we
12 have a diversity of charter schools, traditional schools,
13 make sure all of your districts are represented, make sure
14 suburban and rural are represented, and urban. And so we'll
15 make sure that there's a nice breadth there.

16 We're -- in addition to sort of our focus on
17 the accountability hearings, we are continuing our efforts
18 on sort of our critical areas of work in terms of literacy.
19 We're gonna be kicking off -- or that work is ongoing but in
20 addition, we're going to be kicking off our next turnaround
21 support network cohort. So you've been hearing about the
22 turnaround network a lot as -- as you've seen the hearings
23 come forth, and that is -- that next cohort, in addition to
24 the previous cohorts, will be kicked off on June 2nd.



1 We're preparing for the ESSA implementation.
2 So though we all wanted to just turn that plan in and say
3 we're done, there -- there is a lot of work to be done to --
4 to prepare for implementation of that ESSA plan.

5 And we've also been doing as a -- at a staff
6 level, which you'll hear about a little bit more tomorrow,
7 just a kind of a budget assessment for us. And -- and I
8 know it may -- it may make you swallow hard when you see
9 some of what we'll talk about, but we wanted to just start
10 that conversation with you and kind of do a -- a health and
11 where we wanna go and what that might take. So that's up
12 for you to decide, but we wanted to put all the information
13 on the table. So we'll just start that discussion to -- or
14 tomorrow.

15 And then of course, we continue to assess all
16 of the new legislation that has passed and how it will
17 impact our work moving forward.

18 And on that last related note, it is the last
19 day of the legislative session today. So I think we're all
20 happy with that. And so our staff I know and -- and Miss
21 Mello will be coming to you as well and giving you an
22 update, but our staff will be working with her on a summary
23 of all the legislation that passed, and then we will
24 continue to build out an implementation plan for what that
25 means for department staff in terms of what -- what role we



1 have to play in any of that passed legislation. So we are -
2 - we will start that work as today ends, and -- and we'll
3 figure out how to move forward.

4 So with that, very busy, a lot going on. We
5 are still working hard to keep an keep a meeting off your
6 agenda for July because I think we could all use a little
7 break in July. So with that, I'm -- my commissioner report
8 is complete.

9 MADAM CHAIR: Thank you, commissioner.

10 MS. ANTHES: Thank you.

11 MADAM CHAIR: I think the one thing I would
12 maybe say is that we told Ms. Mello that we would love to
13 hear from her in June but not today, simply because our
14 agenda is so tight. She may or may not be upright anymore
15 at this point anyway. And then she'll have had time to
16 reflect, her organization will have done their report, and
17 it -- it might be a little more efficient. I have a hunch
18 she would be saying the same thing today that she will be
19 saying in June in terms of her thought of a...

20 MS. ANTHES: Thoughtful presentation.

21 MADAM CHAIR: A presentation, right, thank
22 you. So next Ms. Cordial, would you be kind enough to
23 announce an executive session, please.

24 MS. CORDIAL: Thank you. Thank you, Madam
25 Chair. An executive session has been noticed for today's



1 State Board meeting in conformance with 24-6-402 CRS to
2 receive legal advice on specific legal questions pursuant to
3 24-6-402(3)(a)(II) CRS in matters required to be kept
4 confidential by Federal Law or rules or State statutes
5 pursuant to 24-6-402(3)(a)(III) CRS.

6 MADAM CHAIR: Do I have a motion to convene
7 into exec session?

8 MR. DURHAM: So moved.

9 MADAM CHAIR: Thank you. Second?

10 MS. RANKIN: Second.

11 MADAM CHAIR: All in favor.

12 MR. DURHAM: Aye.

13 UNIDENTIFIED VOICE: Aye.

14 MADAM CHAIR: Thank you.

15 (Pause)

16 MADAM CHAIR: So we now have a couple of
17 people who would like to address us in public comment. Just
18 wanna make sure to remind everyone that Board Members do not
19 engage during public comment. And we also cannot accept
20 public comment on quasi-judicial matters such as charter
21 school appeals, disciplinary matters, accounting clock
22 hearings, and the written file determinations that we're
23 going to be addressing today. First, I'd like to call
24 forward Mark Matthew.



1 MR. MATTHEWS: Thank you. My name is Mark
2 Matthews. I'm from Parker, Colorado. And I always like to
3 start out a brief presentation with something positive. I
4 heard from Fran Herbert this morning, from the CEE. She was
5 extremely professional, and I would hire her in a minute if
6 she worked for my company.

7 MADAM CHAIR: Don't. Don't, don't.

8 MR. MATHEWS: I'm here -- I will make it less
9 than three-minute presentation. I'm here to emphasize to
10 this group and the CDE, that if they don't step up their
11 enforcement of recalcitrant school districts in IDEA Act
12 cases, more Endrew F. cases are gonna pop up.

13 Full disclosure, I have a case right now
14 against Douglas County School District sitting in federal
15 court. I have an injunction against the district, and I
16 also have a move to that's been granted to supplement the
17 record, because the administrative law judge originally
18 heard the case circumscribed the hearing.

19 I don't -- I haven't been here at your Board
20 meeting between the time that I was here last two months
21 ago, and Endrew F. came out. I'm sure you're aware of
22 Endrew F. The CDE wrote an amicus brief against any change
23 in the standard for special needs children.

24 Fortunately, the Supreme Court said otherwise
25 and has now come up with a new legal standard. I'm gonna



1 test that legal standard, and it's before the Court right
2 now. What you probably don't know about Endrew F. case is
3 seven years ago -- I'm sure none of you were here. Maybe
4 one or two were, I don't know -- the impetus of that case
5 was the fact that Douglas County Schools refused to provide
6 the child's parents any progress reporting. The child went
7 a year and a half with no progress reports, even though IDEA
8 emphasizes four a year minimum. That's what triggered off
9 that case, not the legal standard that we see in front of
10 the Court right now.

11 I can tell you from personal experience that
12 Douglas County Schools is doing the same thing now that it
13 did seven years ago. My child didn't get progress reports
14 per year. No school records even existed. The reason why
15 my case is right now in front of this -- of the Federal
16 Court is not for any type of gain to me, or to my child.
17 I'm paying my child's education right now, privately. It's
18 in front of this Court right now, and maybe it'll go to the
19 10th Circuit if I need it to, because children of Colorado
20 and the entire Circuit, need the school districts to follow
21 IDEA's acts. They're not that hard. They're very simply
22 written. And I'm looking right now, to the CDE, to step up
23 that enforcement. You know who the recalcitrant districts
24 are. You know who the good ones are. You know who the poor
25 ones are. You know who the rich ones are. That's why I'm



1 here today, and that's why I'm gonna continue to emphasize
2 they need to be audited and audited often. Thank you.

3 MADAM CHAIR: Thank you Mr. Matthew. Francis
4 Sincere.

5 MR. SINCERE: Ladies and gentlemen of this
6 Board, I'm Francis Sincere, and I represent the Colorado
7 Coalition for Vaccine Choice. My wife, Kathy, and I have
8 four children who attend the Jefferson County Schools. And
9 I have a grandchild who is graduating from Lakewood High
10 School this year.

11 I appreciate being heard today on a critical
12 matter to thousands of Colorado families. Over the last
13 year, numerous CCVC constituents contacted the organization
14 to ask for guidance, because they were routinely being told
15 by their schools that they have to sign a new immunization
16 non-medical exemption form, or their children will be
17 suspended or expelled from school.

18 Under Colorado statute, parents are allowed
19 to submit their statement of vaccine exemptions for personal
20 or religious reasons to their child's school to meet school
21 entry requirements annually. In 2016, the Department of
22 Public Health and Environment attempted to pass legislation
23 mandating parents to complete and sign this new but highly
24 controversial form, but it failed to pass. In spite of that
25 failure, the Health Department practically ordered the



1 Department of Education and all school districts to require
2 families to use this form in order -- this order violated
3 another state law, which requires joint policy between these
4 departments for any school entry requirements to be
5 promulgated.

6 This overreach by CDPHE and the complicit
7 behavior by CDE and the school districts has resulted in
8 hundreds of families being harassed, intimidated, and
9 discriminated against for simply exercising the rights to
10 use their own vaccine exemption statements, or previously
11 issued certificate of immunization, which were always
12 acceptable to these parents for like 10, 15 years.

13 I'm providing a copy of CCVC exemption survey
14 results, which reflect only a sample of comments from
15 frustrated and harassed school parents, who would otherwise
16 be here today to testify. I'm talking about 160-some
17 parents who responded this survey and -- and completed it.
18 These comments reflect confusion, outrage, and objection, to
19 the form itself. The heavy-handed way that has been
20 required by schools along with potential FERPA and Colorado
21 student data privacy act abuses.

22 This campaign of chaos, and I -- I repeat
23 that, a campaign of chaos, continues today in that we now
24 see the Department of Education still requires the use of
25 this form, on its advisory school -- advisory to school



1 nurses on the CDE website. In spite of a joint letter,
2 which was issued April 12th by Dr. Katy Anthes and Dr. Larry
3 Wolk allowing parents to use their own exemption statement
4 instead of the new exemption form.

5 Thank you again for listening. And I urge
6 you to look into this matter and have it corrected. I have
7 a copy of the survey for your information.

8 MADAM CHAIR: Thank you Mr. Sincere. Perfect
9 timing. All right. That is the end of folks signing up for
10 public comment. So we'll now move to the accountability
11 recommendations concerning PPU School. And I'll allow a few
12 minutes for the school members to please come forward, come
13 to our table.

14 (Pause)

15 MADAM CHAIR: Bizzy, you want this? Good
16 morning, and welcome, folks.

17 UNIDENTIFIED VOICE: Good morning.

18 MADAM CHAIR: The State Board of Education
19 will now conduct a hearing in case number 17-AR-09, the
20 accountability recommendations concerning -- yeah, but it's
21 not by my mouth, so I guess that matters. Sorry --
22 recommendation concerning Peakview School, a school within
23 Huerfano School District RE-1. I hope I'm pronouncing that
24 right.

25 UNIDENTIFIED VOICE: You are.



1 MADAM CHAIR: Under the Education
2 Accountability Act of 2009, if a school receives a priority
3 improvement or turnaround rating for more than five
4 consecutive years, the State Board of Education must direct
5 an action to the local Board of Education. Peakview School
6 will enter its sixth year of priority improvement or
7 turnaround on July 1, 2017.

8 During this hearing, the Board is acting in
9 its capacity to hear the recommendations of the Commissioner
10 and the State Review Panel pursuant to 22-11-2105B CRS. The
11 Commissioner and her staff are here today to present their
12 recommendation. The District is also present and will share
13 their report. The State Review Panel, an independent body
14 of education experts, has issued a recommendation regarding
15 Peakview School that is part of the hearing record and is
16 included in the Board packets.

17 In the case of Peakview School, the State
18 Review Panel conducted a site visit and document review in
19 2015 and recommended Innovation School status for the
20 school. The State's Board's consideration of the matter
21 shall be limited to materials submitted by the parties and
22 maintain in the record of proceedings.

23 At the hearing, each party shall have a
24 maximum of 30 minutes to present its report. Board Members
25 may not interrupt with questions during this time. Board



1 Members will have an opportunity to ask questions after both
2 parties have completed their presentation.

3 The hearing shall proceed as follows: the
4 Department shall present its 30-minute report, the District
5 shall present its 30-minute report for Peakview School. Ms.
6 Cordial will let you know when five minutes are remaining in
7 your presentation.

8 Following the presentations of both the
9 Department and the District, State Board Members shall have
10 the opportunity to ask questions of both parties for a time
11 period not to exceed two hours. However, at my discretion,
12 we may extend the time if we feel we need it.

13 The State Board may ask one or both parties
14 to submit proposed written final determination for the State
15 Board's consideration. State Board will consider and adopt
16 a written final determination at a subsequent Board meeting.
17 At this time, I would ask the Department's representatives
18 to introduce themselves for the record and to begin their
19 presentation. Commissioner.

20 MS. ANTHES: Thank you, Madam Chair. Katy
21 Anthes, Commissioner of Education.

22 MS. PEARSON: Alyssa Pearson, Associate
23 Commissioner, Accountability and Support.

24 MS. BOSCH: Brenda Bosch, Accountability
25 Specialist.



1 MR. SHERMAN: I'm Peter Sherman, the
2 Executive Director of School and District Performance.

3 MS. ANTHERS: Thank you. With that, we'll
4 begin our presentation. Thank you, Superintendent Moore,
5 Board Member Sudar, and Principal Duran for being here. We
6 know it's a drive up here. Thank you. And to Neil Oplot
7 (ph) for coming up as well. We appreciate working with the
8 district and the team most recently in 2016 and 2017 but
9 with other CDE staff in the past couple of years.

10 We know that there are a lot of challenges in
11 the -- in the school district of Huerfano and that school
12 educators are tackling them in a lot of different ways. We
13 know that this school district is a critical part of the
14 community in southern Colorado. They are rural district,
15 and the schools again, similar to some of the others we've
16 heard, are -- are the lifeblood of their community.

17 This is a hearing for the school Peakview,
18 but with the size of the district and three schools and the
19 rural nature of the system, what is discussed for Peakview
20 we know will have system implications for the whole
21 district.

22 The Peakview School has had a fair amount of
23 challenges, including high leadership turnover at the
24 principal level over the past six years. One of their main
25 challenges is recruiting and retaining talented educators



1 who stay in the district over a long period of time to see
2 some of the improvements through. Additionally is being
3 prepared and developed in some of the unique turnaround
4 challenges of the school.

5 We know that they are undertaking a number of
6 things to -- to meet those challenges, and we'll hear about
7 some of those today, including one of our most important
8 ones, I think, is the talent challenges, which is core to
9 the work of solving some of the other challenges you'll hear
10 about. So they are engaged in the Talent for Turnaround
11 Leadership Academy, which is a professional development
12 around recruiting, retaining, and developing leaders for
13 turnaround systems. In addition, they'll be using other
14 recent grants and supports to address some of the other
15 issues you'll hear about today.

16 So given the myriad of challenges for the
17 school and at all levels of the system, we know that they
18 could use support to address several of these system-level
19 issues around student engagement, academic rigor, and
20 educator talent. So as a result, I'm recommending a
21 management partnership with Peakview School and Huerfano
22 School District. With that, I'll turn it over to my team to
23 fill in some of the details on the rationale.

24 MS. DURAN: Thank you Commissioner Anthes,
25 Members of the Board. Peakview is a K-8 school located in



1 Walsenburg, which is southern -- in southern Colorado. The
2 school is part of Huerfano School District, which also
3 includes John Mall High School and another K-8 school called
4 Gardner School. Gardner's located about 30 miles to the
5 east of Walsenburg.

6 Peakview entered sixth consecutive year of
7 priority improvement, and as such, the State's Board is
8 required to direct action. The district itself is also on
9 the accountability clock, but it is currently in year one.
10 It was previously on the clock in 2010 and '11 and then was
11 off of the clock in improvement status in 2012 and 2014.
12 Thus, the accountability clock has restarted for the
13 district at year one.

14 The commissioner recommends external
15 management for Peakview based upon the review of all
16 pertinent information, the Commissioner's visit, and staff
17 visits to the school. We took into consideration the State
18 Review Panel's evaluation as well as the district's proposal
19 for management pathway. Lastly, we considered what are the
20 key conditions needed for success at the school and how can
21 those conditions best be met. The State Review Panel
22 recommended Innovation in 2015. The commissioner has
23 recommended management, and the district did submit a
24 proposal for management as part of the record.



1 Enrollment at Peakview School has hovered
2 right around 300 to 340 students, which is below their
3 target enrollment of 500 students. The school does serve a
4 higher proportion of minority and low-income students than
5 similar schools statewide.

6 As I mentioned, the district is back on the
7 accountability clock entering year one. Peakview has
8 consistently been in priority improvement over this period
9 of time, and Gardner School held a performance rating in
10 2010 but has since then -- has since then declined and is
11 now entering year two of the clock on turnaround.

12 In John Mall High School, it was in
13 performance from 2012 to 2014, and then is now about to
14 enter a priority improvement due to low accountability
15 participation rate on the state assessments. So these are
16 absences that were not parent opt outs.

17 Peakview School has had consistent challenges
18 with student growth at the elementary level, in both content
19 areas, receiving does not meet ratings nearly across the
20 board. In 2015, the school -- or in 2016, excuse me, the
21 school received does not meet ratings in achievements in
22 English language arts and math at both elementary and the
23 middle school levels, which was declined from the
24 approaching ratings in earlier years.



1 The middle school growth has historically
2 been a bright spot for the school with meets ratings. They
3 also got an exceeds ratings in 2010. However, in 2016, the
4 school received approaching ratings in middle school growth
5 on both content areas.

6 And digging in a little bit more deeply into
7 the academic achievement at Peakview in 2016, we see that
8 all student groups scored at the -- or performed at the does
9 not meet level, with low-income and minority students
10 performing lower than the all students group, with the
11 exception of elementary math, where every group was in the
12 first percentile.

13 Again, looking at elementary math on this
14 chart, the students also have low growth in that subject
15 area, in the does not meet level. For English language arts
16 and math at the middle school level, they were in the
17 approaching range, but still well below state expectations
18 for all student groups that had data available. There were
19 some groups that did not have data available. Too small in
20 size.

21 CDE has worked with the District during this
22 past school year through a turnaround support manager and
23 the Pathways Grant. So CDE has been closely connected with
24 the District and the school, as well as with the management
25 partner, around exploring the different options that are



1 available under law in preparing for today's hearing.
2 Previously, other staff has also been engaged with the
3 district from CDE through improvement planning and other
4 grants over the years.

5 In addition to the Pathways Grant, other
6 support Peakview has received targeted to its improvement
7 efforts include a turnaround leadership development grant, a
8 diagnostic review grant, and they are participating in the
9 Talent for Turnaround Leadership Academy, which Commissioner
10 Anthes just mentioned, and Peter will speak a little bit
11 more about that program as well.

12 I also wanted to also mention that there is a
13 grant available for -- to help defray some of the costs of
14 the management partner if that were the directed actions.
15 So that is a future grant that the district could be
16 eligible for. And I'm now gonna turn it over to Peter to
17 review their systems and conditions.

18 MR. SHERMAN: Good morning. As you know,
19 research shows around turnaround there are a number of
20 different conditions that are important for improvement and
21 for success. Our turnaround support managers work with
22 schools and districts in these conditions, and I will go run
23 through them now and talk a little bit about the conditions
24 pertaining to Peakview School.



1 Current superintendent of Huerfano School
2 District RE-1 is Michael Moore, that is sitting to my left.
3 Superintendent Moore has been superintendent of the District
4 since 2014 and was previously the superintendent of South
5 Conejos School District.

6 The school leadership, Peakview School's had
7 three principals in six years since entering year one on the
8 accountability clock. Ms. Brenda Duran, just to my left,
9 has served as school principal since the fall of 2015. Ms.
10 Duran has a total of 11 years of administrative experience
11 in the Harrison, Fountain, Fort Carson, and Pueblo 60 School
12 Districts. The Assistant Principal and Dean of Students,
13 Mr. Bobian, joined as member of Peakview staff in the fall
14 of 2016.

15 District began partnering with Generation
16 Schools Network in 2015. They conducted Generation Schools
17 or GSN conducted a -- an extensive diagnostic review,
18 identifying various areas of challenge and of need in the
19 district. And the leadership team at the school and -- have
20 been participating in their Generation Schools Turnaround
21 Leadership Program, which is part of our turnaround
22 leadership development program as well.

23 And then also as Brenda mentioned, since
24 summer of 2016, the district, and leaders, and school
25 leadership teams have been participating in this national



1 program called T for TLA, which is something that we have
2 two different districts participating in Colorado. This is
3 through the, excuse me, the Center on Great Teachers and
4 Leaders and the West Comprehensive Center. And again, it's
5 a -- it's a professional development focused on talent
6 specifically for turnaround schools and districts in terms
7 of recruiting, retaining, and sustaining staff.

8 The school culture is not only -- oops,
9 sorry. This happened. Don't want anyone else to get
10 confused. I apologize. As we all know, the teachers in
11 front of students are a critical factor in school
12 improvement. So this is an especially challenging factor
13 for smaller districts. Peakview School has 12 teachers and
14 11 support staff. This includes a psychologist from the
15 BOCES and paraprofessionals.

16 The teacher turnover rate for the last three
17 years has been between 33 percent and 40 percent, which is
18 significantly higher than the state average of 17 percent.
19 When disaggregated by school level, the average teacher
20 turnover at the elementary and the middle levels have been
21 35 and 75 percent respectively for Peakview School.

22 Under the previous principal, Peakview staff
23 were generally supportive of the work of the school, with 84
24 percent agreeing that my school is a good place to work and
25 learn on the TELL survey in 2015. And on the spring survey



1 from this year, internal staff survey from the T for TLA
2 work, I asked them the same question, 57 percent of staff
3 agreed with that statement. On another GSN survey from the
4 fall of 2016, 67 percent of teachers stated that they needed
5 more support, and 80 percent of teachers stated that student
6 behavior might be a reason why some of the teachers were
7 leaving. So these data represent a need for the district
8 and school to really focus on retaining and working with
9 their qualities -- with quality staff.

10 MS. ANTHERS: Mr. Sherman, just to clarify,
11 you said 12 teachers. The slide 22, just for the record.
12 Which -- which one is it?

13 MR. SHERMAN: Thank you. My apologies. I
14 must have said that wrong.

15 MS. ANTHERS: Yeah. I just -- so it's 22
16 teachers?

17 MR. SHERMAN: Twenty-two teachers.

18 MS. ANTHERS: Yes. Great. I just wanted to
19 be sure we weren't confused.

20 MR. SHERMAN: Thank you. My apologies. The
21 school culture is not only an important factor for students
22 and families, but also for the -- for the retention of
23 staff. While Peakview School's enrollment has increased
24 over the past four years from 311 to 342 students, it's
25 still short of their target enrollment of 500 students.



1 Student attendance has fluctuated over the last five years
2 between 87 and 92 percent. This is below the state average
3 of 93 percent. The average student mobility rates between
4 2010 and 2015 was 22 percent, compared to 15 percent at the
5 state level in 2014.

6 In 20 -- in the 2015-16 school year, there
7 were 48 in-school suspensions and 28 out-of-school
8 suspensions. As of March of this year, there have already
9 been 95 in-school suspensions and 74 out-of-school
10 suspensions and a number of office referrals. This is
11 nearly double the in-school suspension rate and almost
12 triple of the out-of-school suspension rate from previous
13 years. So we know that this -- these represent some
14 challenges.

15 On a parent survey conducted by Peakview
16 administration in March of this year, parents identified
17 bullying and student behavior as some of their top two
18 concerns. On a staff survey conducted in March of this
19 year, also these were some of the concerns as well.

20 Observations by CDE staff have noted that
21 there exists a range of learning conditions throughout the
22 school. Some expectations are explicit, yet many classrooms
23 lack structure or clear expectations for focused student
24 learning.



1 The academic systems at Peakview School also
2 need to be developed further in order to provide the needed
3 learning environment for students. The current school year
4 is the first recent year that there has been a district-wide
5 curriculum for literacy in math in Huerfano School District.
6 Peakview School has begun to use and engage New York for
7 math, core knowledge language arts for K5 reading, and
8 amplify ELA for a sixth through eighth reading, and Peakview
9 uses a number of local assessments: NWEA, Star Reading,
10 Star Math, and DIBELS assessment.

11 CDE staff have also observed mixed
12 instructional practices, ranging from partially effective to
13 poor with low levels of student engagement. Overall, there
14 is an inconsistency around instructional expectations and
15 the delivery. There is evidence that the data from the
16 interim assessments is analyzed at the administrative level,
17 but not necessarily at the classroom level.

18 Generation Schools has conducted a diagnostic
19 survey, as I mentioned earlier, and some of the
20 recommendations were to focus on curriculum development and
21 planning, consistent implementation of that curriculum,
22 educator effectiveness, and teacher retention.

23 The Huerfano School District Board, there are
24 seven members on the school Board who have strong ties in
25 the local community. The Board president, Ms. Sudar, has



1 been on the Board for three terms since 1993 and is also a
2 member of the CASB Board of directors. Both the District
3 and CDE staff have presented to the Board over the past
4 school year regarding the accountability pathway options.

5 The academic systems of Peakview are not
6 functioning as well as needed to meet the needs of the
7 students. The school and district leadership need to
8 support and ensure the development, implementation, and
9 reflection on rigorous systems of curriculum planning,
10 assessment, and effective instruction. These cycles must be
11 consistent, rigorous, and cognitively demanding for
12 students. The professional development of Peakview also
13 must be targeted sequentially and really intended to build
14 capacity to ensure all teachers are able to execute on the
15 academic systems that were just mentioned. These conditions
16 will only be successful and have a desired impact with
17 strong school leadership and ownership by teachers and
18 support by the district. Pardon? Did I miss one? I'm
19 really sorry. Thank you. My apologies again.

20 As we know -- as -- as is indicated, there
21 are some big issues to grapple with in the district. In
22 order to be successful, the school's pathway plan also has
23 to address school culture and develop clear building-wide
24 expectations and strategies around student behavior. And as
25 we've mentioned a few times, talent is a key challenge for



1 this district, whereas recruitment for vacant positions
2 requires different strategies than are currently in place,
3 and we know that it's a challenge in Walsenburg. Retention
4 and supporting the current teachers is really critical to
5 maintaining the staff that they have and building up their
6 capabilities. All right. Up here. Thank you.

7 Finally, although our recommendation is for
8 the school, the district plays a key role in their success
9 given the small size of Huerfano School District. Whereas a
10 lot of authority is delegated to the school leadership and
11 to the management partner, the district should play a role
12 in having regular cycles of reviewing and coaching for data-
13 driven performance and instruction and really to help define
14 parities and strategies. Brenda will now speak about the
15 commissioner's recommendations.

16 MS. DURAN: Based upon the review of systems
17 and conditions Peter just outlined, as well as our
18 conversations with the district and review of student data,
19 the Commissioner has recommended external management. This
20 pathway can address the key conditions needed for success
21 around academic systems, culture, talent management, and
22 professional development. The management plans submitted by
23 the district provide strategies to address those key areas.
24 Given however, the pervasive challenges the district faces,
25 CDE recommends that the management partnership be



1 strengthened such that the external entity has real and
2 robust decision-making authority over each of those key
3 areas of their plan.

4 CDE staff reviewed the management plan using
5 our management rubric and finds that the plan as it is now
6 partially meets expectations. While the plan again does
7 provide an overview of the strategies that the school will
8 use and that the management partner will use to address
9 their key challenges, there's not sufficient detail around
10 the roles and responsibilities of the district and the
11 management partner, nor is there a clear picture of what
12 criteria or data will be used to monitor the progress and
13 ensure successful outcomes.

14 In the plan, there is decision-making
15 authority that is granted to Generation Schools Network.
16 However, the plan needs to more specifically address what,
17 when, and how often decisions will be made jointly between
18 the partner and the District or separately.

19 Given the number of needs and priorities art
20 -- articulated in the plan and the lack of district capacity
21 to take on all of those needs with fidelity, CDE has
22 recommended that PPU School enter into a strong management
23 partnership that provides Generation Schools Network with
24 formal full-system decision-making authority over school
25 climate and culture, academic systems, professional



1 development, and continuous improvement. Further, at a
2 minimum, there should be shared operational decision-making
3 authority over talent management, which includes the ability
4 to hire and fire staff.

5 The management partner being proposed here is
6 the same partner that Aguilar is working with, if you recall
7 from last week. Generation Schools Network works to
8 transform schools through sustainable and scalable
9 strategies. They have particular expertise with rural
10 districts, and they are an improved turnaround leadership
11 development provider. This is an appropriate partner for
12 Huerfano School District and PPU School to be working with,
13 and additional information about Generation Schools can be
14 found in Appendix D of the commissioner's report in your
15 hearing binders.

16 CDE believes that school -- school closure
17 could be a potential pathway in conjunction with management.
18 To be clear, the closure would necessitate a reopening of a
19 K-8 school in Walsenburg, but this could be done
20 strategically and in consolidation with Gardner Schools so
21 that there is one new K-8 school in Huerfano School District
22 with new leadership and staff. This district could
23 consolidate their resources and their staff across the
24 schools. The department would only recommend this action
25 though, if it occurred in conjunction with a management



1 partner given that there is a need for outside support for
2 the school. Whether that school is the current PPU School
3 or another new school, there needs to be outside support to
4 help manage the key functions of the school and the
5 challenges which are great in number and which should be
6 difficult for any district to address that needs some
7 outside support.

8 Conversion to a charter school could be an
9 option if there were a charter operator with proven
10 turnaround experience willing to open a school in
11 Walsenburg.

12 We do not recommend Innovation because there
13 is little evidence that the school has the capacity to
14 effectively implement an Innovation plan at this time.

15 The State Review Panel report, however, did
16 recommend Innovation. They visited the school in spring of
17 2015. At that time, there was a different leadership team
18 in place. There's been a new principal, a new leadership,
19 and a new context, and again, given the number of
20 challenges, which would be difficult for any school or
21 district to handle, we -- we do feel that management would
22 be a more appropriate pathway at this time. I will now turn
23 this over to Commissioner Anthes.

24 DR. ANTHERS: Thank you. So in summary, I
25 recommend an external management partnership for Peakview



1 School. We do recommend to deepen the management
2 partnership with the external management company so that
3 there is authority over what's outlined for the specific
4 challenges and the accountability plan. It's necessary for
5 this external management partner to have a more embedded
6 role at Peakview Elementary or at Peakview with clear and
7 significant decision-making. So the condition -- my
8 recommendation for the management pathway would expect that
9 five conditions and the partnership with the management
10 entity would be focused on unmet continuous improvement,
11 professional development, academic systems, talent
12 management, and school climate and culture.

13 If directed by the State Board of Education,
14 we could work in partnership with the district to develop --
15 to refine that management plan and establish a contract for
16 services. As with others, we would have a progress
17 monitoring role.

18 CDE will remain uninvolved in the monitoring
19 of progress of the school. We'll receive quarterly updates
20 from the district and the management partner regarding the
21 implementation of the agreed upon scope of work, and CDE
22 will continue to support the district through turnaround
23 support managers and the implementation of various grants
24 that they're receiving.



1 The district has agreed to an annual update
2 to the State Board until the school comes off the clock, and
3 the Board as always, may request additional progress
4 monitoring through the written determination. So with that,
5 that concludes our presentation.

6 MADAM CHAIR: Thank you. At this time, I
7 would ask the Huerfano School District RE-1 representatives
8 to introduce themselves and then make your presentation,
9 please.

10 MR. MOORE: Good -- good morning, Madam
11 Chairwoman Schroeder, Members of the State Board of
12 Education, Commissioner Anthes, and colleagues of the
13 District and School Performance Division of CDE, Peter
14 Sherman, Tony Amos, and Brenda Bosch, as well as our deputy
15 commissioner of school of finance and operations, Leanne
16 Emm. She was earlier.

17 Thank you for allowing us this opportunity to
18 present today. Please allow me to introduce our team. Miss
19 Brenda Duran, Peakview Elementary principal. Ms. Jaye
20 Sudar, board president and CASB Board Member, and Mrs.
21 Denille LePlatt, senior director, implementation and
22 coaching, Generation Schools Network, and chief facilitator,
23 by the way, of the Colorado Rural Education Collaborative.

24 I'm Michael Moore, superintendent of Huerfano
25 RE-1 School District. This is my 37th year of service in



1 public education. I know it's hard to believe. Thirteen as
2 an incredible Spanish teacher, 19 as a middle school and/or
3 high school principal, and 5 years as a superintendent.
4 This is my third year as superintendent in Huerfano, and I
5 recently have been rewarded with a two-year contract to
6 continue in this position, rare for Huerfano RE-1 School
7 District.

8 Prior to the beginning of the PowerPoint, I
9 must preface said presentation with some thoughts and
10 concerns of which I am eager to discuss during the question
11 and answer period. And with all due respect to my
12 colleagues at CDE, to be honest, as stated, that we had
13 foregone the Innovation Pathway, we really hadn't elected to
14 forego the Innovation Pathway. We were informed that it
15 most likely would not be compelling enough and nudged toward
16 the external management pathway. Thus, any guidance or help
17 toward determining a compelling change or Innovation was put
18 on the shelf or buried, and I'll go back to the State Review
19 Panel's recommendation of Innovation. And some of the
20 reasoning behind changing from that, it was mentioned about
21 previous administration and what a wonderful job the
22 principal had done prior, and then we had a change of
23 administration. Well, I find that to be a slap in the face
24 of an incredibly good elementary principal.



1 The principal that there -- was there prior
2 was there one year. He came in when I came in. He was a
3 rookie principal. Did he make a great impression? Sure.
4 But it didn't mean he was any better than my current
5 principal because what I have here is as good if not better
6 than this gentleman who left us after a year. So I just
7 wanted to make that point. I'm sure there are other valid
8 reasons, as you have stated too, but -- but I don't find
9 that a very valid reason.

10 I'm not opposed to an external management
11 plan at all. I'm not opposed to that. We relish opinions
12 and ideas and help. However, my Board of Education believes
13 the price tag of the two-year contract is worrisome, and
14 they're very concerned about going into an already depleted
15 reserves in order to pay the first-year cost of what would
16 amount to us of \$29,500, if we are the recipients of a full
17 grant. Without said grant, the cost would be \$89,500 for
18 year one. Now, I don't know about the rural districts you
19 folks represent, but I can certainly tell you that it
20 doesn't make a lot of sense to provide a possible grant that
21 only allows schools to apply for a maximum amount of \$60,000
22 with a 15 percent match by the district, which also would
23 leave a leftover balance for us of \$20,500 to be paid by the
24 district. In other words, the rural districts who already
25 struggle to make ends meet are being hit in their empty



1 pocketbooks for moneys that are scarce in order to comply
2 with an external management pathway.

3 We were relieved when we were told there'd be
4 a grant provided, but we also believed it would cover the
5 expenses of the management plan, never thinking that it
6 would require a 15 percent match initially, until Ms. Amos
7 informed us on one of her latter visits to our school, and
8 having a maximum grant request lower than the cost of the
9 management amount, thus creating a leftover balance.

10 We don't feel like we were informed of the
11 parameters of the grant until it came out in early to mid-
12 April, which we were not, that of it being a \$60,000 maximum
13 request and a 15 percent matching of that grant. We're not
14 even sure at this point if moneys are available for year
15 two. Well, they may be, but year two costs \$59,500.

16 So knowing the above fiscal concerns, some
17 members of my Board and members of the community, feel that
18 Commissioner Anthes' other viable pathway option of closure
19 and consolidation, as seen on page seven and eight of her
20 report, is a viable alternative that would address some of
21 the priority challenges identified in our action plan. As
22 Ms. Anthes states, "'School closure and consolidation could
23 have a profound impact on addressing not only Peakview's
24 core challenges, but also district challenges as well."
25 This option, in lieu of or in conjunction with a pay-to-play



1 management plan, yet staying true to the course of our
2 action plan and monitoring its implementation and fidelity
3 with a team of educators, Board Members, and community
4 members could be a very palatable pathway. I thank you for
5 listening to those concerns, and I would like to begin our
6 presentation.

7 UNIDENTIFIED VOICE: Thank you, sir.

8 MR. MOORE: As you've heard a lot about our
9 location, et cetera, I -- I will go ahead and repeat it. We
10 are located in Huerfano County, specifically the city of
11 Walsenburg. Huerfano County has a population of over 6,000
12 people. As stated here, it says the average median income
13 is \$31,715. Folks, if you knew Walsenburg, it's not at that
14 level. We have 60 percent -- Over 60 percent of our income
15 is through government assistance. And as you saw, the high
16 numbers of free and reduced lunch candidates of over 80
17 percent.

18 We have three schools. Our three schools
19 enroll approximately 563 students. Peakview PK-8 is our
20 largest elementary school with 337 students. Gardner,
21 located approximately 30 miles away, has 78 students. John
22 Mall High School, approximately 148. An incredible
23 accomplishment occurred this November, when we passed a mill
24 levy override. Mill levy overrides don't typically pass in
25 that community. We worked extremely hard. We informed our



1 citizens of our needs. Not just the needs as outlined in a
2 management plan, but how to address those needs with the new
3 moneys, as you shall see in Appendix L in our plan, that had
4 been sent in. And that provides you the perspective of how
5 is this school district going to spend their mill levy
6 override money. And I'd like to discuss that afterwards
7 also to show you the specifics, how we've spent that to
8 address our recruitment, support, and retention of
9 personnel, which is a huge priority challenge for us. Next
10 slide.

11 I bring attention to the top portion of this
12 slide because it is a -- it's a new mission statement for
13 the school itself. Peakview School provides a challenging
14 academic program in a safe environment. And remind me to
15 address that later, because if you -- as you've heard from
16 some of the surveys that perhaps it wasn't considered a safe
17 environment by many faculty members, with a commitment to
18 all content areas and a specific emphasis on literacy and
19 math, because we know that's where our challenges are, as
20 evidenced by state assessments and local assessments.

21 As said before, Peakview supports the
22 learning of 337 students grades PK-8. Our district -- or
23 Peakview has two administrators, a fulltime principal and an
24 assistant principal, one who is going through alternative
25 program, 22 fulltime teachers, and 10 support staff. This



1 is who we are though. And I think it has a profound impact.
2 And I know a lot of people say, "Well, those are excuses."
3 Well, some of these things truly aren't excuses. It's
4 reality. It's reality. We know the children we work with.
5 We know the challenges they have. We know the trauma
6 they've experienced because of their situations.

7 Our student demographics: 58 percent
8 Hispanic, 32 percent white, and 10 as labeled other.
9 However, our economically disadvantaged population is
10 incredibly large in comparison with -- with the state
11 average, 80 percent of our children, if not more. There
12 would be more if the high school kids would actually report
13 that. So 80 percent of our children qualify for free and
14 reduced lunch. Twenty percent of our students do not
15 qualify for free and reduced lunch.

16 And -- and I -- and I mentioned the reality
17 portion of this, and I know Brenda's very well-aware of the
18 mindset and the trauma and the challenges these kids go
19 through every day. That doesn't mean we can't increase
20 their learning. I don't want it to come across as that. We
21 know we can. We know we can make improvements. As you
22 you'll see, we already have. We're making tremendous
23 improvements, we believe, and -- and --which will be
24 presented to you in a moment. So Ms. Duran, if you would
25 like to go over the SPF.



1 MS. DURAN: Before I began reviewing the SPF,
2 Madam Chairwoman, Commissioner Anthes, Members of the Board,
3 I would like to introduce myself. I am Brenda Duran, the
4 principal of Peakview. At the end of this year, I will
5 complete my second year as principal of Peakview, with 11
6 years of experience with school -- in school administration.
7 I thank you for this opportunity for us to be able to
8 present our mission in overcoming the barriers to academic
9 achievement.

10 When I accepted this position, I was very
11 well-aware that the school was in priority improvement
12 status for several years. So I knew that I was going to
13 come into this position and in this building with several
14 academic challenges. I also knew that I needed to implement
15 several key initiatives. I also needed to implement
16 strategies that would move the building in one direction
17 with purpose and focus. And so with that, I brought five
18 best instructional practices, which by the way are research-
19 based. That's an aligned curriculum to state standards.
20 That's data analysis and interpretation. That is aligned
21 objectives and demonstrations of learning. It's effective
22 lesson planning and student engagement strategies. I knew I
23 had to accomplish and move us in the same direction, but I
24 was also very aware, ladies and gentlemen, I could not do it
25 in one year. I knew I needed to remain focused, because



1 I've seen success in some of my other districts in
2 accomplishing these same tasks.

3 So as you will see on our SPF, we're very
4 well-aware we have a long way to go. Out of 100 points,
5 we've only established 37.6, which keeps us at priority
6 improvement status. We know that academically, we are not
7 meeting the targets for academic achievement in either the
8 elementary or the middle school level. We know that we did
9 not meet the performance rate for participation, but I do
10 plead to you to reconsider about allowing parents the opt
11 out. I don't believe that that has helped us much. I think
12 it needs to be a requirement. But we are also hopeful that
13 we are at least approaching in the areas of growth.

14 Part of that I contribute to a couple of
15 things I've established within the last two years. On a
16 weekly basis, my grade-level teams meet with -- meet with me
17 weekly to analyze our three local assessments, which Mr.
18 Sherman stated were DIBELS, STAR reading and math, and of
19 course, and NWEA. With the help of Generation Schools, we
20 identified the three-year trend targets that you will see
21 starting from 2016 to 2018, and actually those 2018 targets
22 that you see, on the slide, should have been met in 2016.
23 Realistically, that wouldn't have been accomplished,
24 especially with the turnover I have had in staff, which I
25 will define later on in the presentation. So we broke those



1 targets into three-year trend data. We analyzed it so that
2 each grade level is very familiar of what they need to
3 attain and achieve by the end of each year. You will see
4 that right now in reading, second grade is the only grade
5 level that has surpassed their 2017 end-of-year target by
6 one point. All other grade levels are between 5 to 14
7 points. They've made 5 to 14 point gains from fall to
8 winter. We're making growth, ladies and gentlemen. I don't
9 know if we're making it as quick as we can, but I will tell
10 you my staff does know how to interpret and analyze data,
11 which was not in place prior to my arrival.

12 If you look at the NWEA math results as well,
13 we know we struggle a little bit more in math. However,
14 again, you will notice that all grade levels are between 2
15 to 16 point gain from fall to winter. They are between 3 to
16 10 points behind the 2017 targets, but we analyze this on a
17 weekly basis. I'm now going to hand this over to Mr. Moore
18 so he can begin to address some of our barriers and how we
19 anticipate to overcome them.

20 MR. MOORE: Thank you. I'm going to address
21 what we believe is the largest priority challenge. We have
22 many, but we believe this is the largest, because it -- we
23 believe this affects our students learning the most, and
24 that is in talent management. And in talent management, I -
25 - I am referring to teacher recruitment, retention, and



1 support. Folks, we average 55 percent turnover every year
2 for the last three years in particular. It had been 75 at
3 the middle school, 75 percent, and about 35 to 40 in the
4 elementary. This creates an inconsistent quality of
5 teachers. We have good teachers, but we don't have the
6 stars. And that's not a put down of our personnel. When we
7 have an open vacancy, folks, we're lucky to have two
8 applicants. Lucky. I feel very fortunate when I see two
9 names come in. And of those two names, perhaps one truly
10 may be qualified, because the other one will be going
11 through an alternative education program. We also know many
12 of the candidates we get are candidates who have been
13 spurned in other districts, perhaps not hired, or perhaps
14 even encouraged not to return. We have a limited talent
15 pool as a result. The inability to attract and retain
16 quality teachers due to lower pay scale than surrounding
17 districts, well, that's just not it. We realize that, but
18 we've done a lot about that as you will see. We've done
19 incredible things with the mill levy override to encourage
20 teachers to come to Huerfano School District.

21 But also, it's a lack of housing. There's
22 nowhere for people to come in and live as far as rental
23 availability, amenities for staff. The young people like to
24 do things. They'd like to go to a mall. They'd actually
25 like to go to a Walmart or something. They're just --



1 they're not there. So we feel that the amenities, the lack
2 of amenities, does not attract potential people, and jobs
3 for spouses. Well, how critical is that? If you're moving
4 to Huerfano, or wanting to teach in our system, if there's
5 no job for your spouse in the field that they -- that they
6 have entered, why move there? So there -- there is a
7 tremendous lack of -- of jobs for personnel, which in the
8 end creates a very pragmatic (ph) -- fragmented, I'm sorry,
9 instructional practice in our building as a result of this.

10 And I'll come back and address this after our
11 presentation, but I think it's very important to note what
12 we've already accomplished with that first priority
13 challenge of talent management. How far we've gotten in
14 less than five months since the November election, and it
15 started even prior to that with our brainstorming, if this
16 passes, this MLO passes, how are we going to address? I
17 didn't want to wait until afterwards. Took a great deal of
18 pride in -- in managing this situation prior to.

19 So with that said, I think it's more
20 appropriate for Brenda to address the curriculum
21 implementation except for the one fact. I made it a point
22 when I came in this district three years ago that the
23 practice of trying to develop their own curriculum stops.
24 For four years, they've been working on trying to develop



1 math and English curriculum. Well, guess what? It wasn't
2 working very well.

3 So my first year, we decided to start
4 searching and looking, and it was well-known that we would
5 purchase a good Math and English curriculum, and through the
6 help of Generation Schools Network and their work with us in
7 the diagnostic review, the two choices came about, and we --
8 we were very happy with our selections. So we have had in
9 place for a year now what we believe is a very viable
10 curriculum if used with the fidelity it needs to be used
11 with. And that's also a problem because of the extreme
12 turnover of personnel. We go back and reteach, and have to
13 reteach, and reteach again what it is we would hope
14 longstanding personnel will have already gained? Brenda.

15 MS. DURAN: Thank you, Mr. Moore. So when I
16 arrived, as Mr. Moore stated, the teachers were in, from
17 what I was led to believe, three years in the making of
18 creating their own curriculum. My prior experience in other
19 districts, there is actually a department of curriculum
20 experts who design and create curriculum. And so I brought
21 along the curriculum pacing maps from Harrison School
22 District to at least align us to state standards. They are
23 sequential, and they're paced by months. And so this is
24 what we currently use in my building to at least make sure



1 that they engage New York and CKLA reading resources are
2 being aligned to the state standards.

3 We know that there was a lack of dedicated
4 literacy instructional time. My teachers are not
5 professional experts in reading or how to teach literacy,
6 which thanks to Mr. Moore and his financial abilities to
7 help us solve this issue, we will receive professional
8 development. We knew there was a lack of expected
9 achievement and growth due to the inconsistent --
10 inconsistency in delivery of instruction, which I praise
11 myself on being able to get into classrooms with frequent
12 and consistent walk-through observations. This excludes
13 formal evaluations of staff. I am sad to say that as of
14 today in the last two years, I've probably only completed
15 200 classroom walk-throughs. It needs to be more frequent,
16 and I hope to accomplish that. However, this process of
17 management has taken me out of my building, probably on an
18 average of 15 days total, which it does interrupt the
19 momentum that I had been building over the last two years.

20 Lesson planning differentiation. Teachers
21 need -- are now going to be using the same format which, of
22 course, was always monitored during my walk-throughs. Go
23 ahead and move to the next one.

24 Professional development. We knew there was
25 targeted need for differentiated instruction. So this year



1 with being that I have 50 percent turnover, it takes some
2 strategy to be able to provide professional development for
3 two groups of teachers, your novice group and of course,
4 your returning staff. I need to be able to implement
5 professional development that provides breadth and depth for
6 a returning staff, yet bringing my novice teachers up to
7 speed on our five best instructional strategies. So that
8 has to be done with balance. It also has to be done with
9 finances, which we didn't have prior to the mill levy
10 override. So you're looking at the professional developer
11 and Mr. Moore.

12 So we know that we've been limited in
13 resources and finances for professional development. We
14 know school culture. We know there's a challenge in turning
15 the behavior expectations of my students at Peakview. Well,
16 they've been through so many different teachers and
17 administrators there's a lack of trust. Well, I'm not going
18 anywhere. And so I know from historical -- being in other
19 buildings historically, it takes two to three years to shift
20 that culture of discipline and expectations. It takes time
21 to earn their trust, yet having high expectations for
22 student achievement and behavior expectations. Yes, we have
23 increased in suspensions. We have increased in out-of-
24 school suspensions, because we are becoming firmer and
25 harsher on our expectations, because there's no excuse for



1 these students to not behave appropriately or perform
2 academically. We also created in-school suspension area
3 where we have that monitored within our staff. So we've
4 done some -- we've done some changes.

5 We also know that several of our brand new
6 teachers who come into the building have a difficult time
7 managing student behaviors. A lot of it is they haven't had
8 proper training and classroom management strategies,
9 something of which needs to be thought of at the educational
10 level in universities. So how do I -- how do I teach? How
11 do I coach? That's by being in classrooms consistently,
12 modeling, providing strategies for that.

13 We don't have a lot of parents who are
14 engaged with their children's education, but that also comes
15 with culture change, and it comes with developing a trust
16 and a partnership with the culture and the community. And
17 so even something as simple as when we say the Pledge of
18 Allegiance, if you enter my building, would you please stop
19 and say the Pledge of Allegiance with us instead of
20 meandering through the hallways? That's taken a year to
21 change the culture of expectation, but has it been
22 accomplished? Yes, absolutely. Will it continue to get
23 better? Absolutely.

24 I have created and started a group leadership
25 of 12 parents that I had met on a regular basis beginning



1 February of last year until May, and it was a core group of
2 parent leaders to be able to explain my expectations and the
3 vision and mission of Peakview. It will continue to grow.
4 The momentum will continue to expand to other community
5 members, but culture is something that takes time to
6 accomplish. I know that. Sure, and I will turn this over
7 to Matt -- to Mike -- to Mac?

8 MR. MOORE: Mac.

9 MS. DURAN: Mike?

10 MR. MOORE: I'll go by Mac. That's okay.
11 You know just a little bit more on the school culture,
12 because I had brought into play before talking about the
13 surveys that have been done and the perception by parents or
14 perception more by faculty. I -- I -- I think that's a
15 misperception, and I'll -- and I'll tell you why. Peakview
16 is a safe place. I've been there three years in the
17 district. The amount of incidents that would be considered
18 major infractions to create an unsafe environment are
19 incredibly minimal -- minimal. Hardly any fights. Hardly
20 any physical kind of situations that -- that would create an
21 unsafe environment.

22 I'll -- I'll tell you where that has come
23 from. That's come more from our parents than any of our
24 children, and that was parents entering the building,
25 bypassing the secretary, going to talk to the teacher during



1 the middle of the day in the class and berating them. You
2 know that's unheard of. So what did I do? I ordered a
3 security and lock system to make sure that all our parents
4 were buzzed in and had to check in at the front office. But
5 that's where a lot of that comes from. I promise you that.
6 It's not because our -- our -- our children are incredibly
7 dangerous, and it's an unsafe environment.

8 The people took the survey also after one of
9 our -- I'll call it a major incident. We had it with a
10 junior high gentleman decided he -- he was going to go in
11 the bathroom and decide to light a paper tissue dispenser
12 that went up in flames, and it burned the wall. We had to
13 evacuate the building, of course, called the fire
14 department. People took that survey right after that. So I
15 think perhaps that might have had a little bit of influence.
16 But I -- I do want you to know Peakview is a safe place. If
17 it wasn't, I'd sit here and tell you today. "Wow. That is
18 an unsafe place. We've got a problem."

19 I just, as far as culture goes, I want to add
20 that in that the safety aspects came more from parents
21 entering the building and belittling and berating those
22 teachers, which she said was mentioned, "Well, that's a
23 reason why they left." Heck, yeah. I'd probably leave,
24 too. So I wanted you to be aware of what we have done to
25 address that also.



1 MADAM CHAIR: So Mr. Moore and --

2 MR. MOORE: Yes, ma'am.

3 MADAM CHAIR: -- Ms. Duran, your 30 minutes
4 are up.

5 MR. MOORE: Uh-oh.

6 MADAM CHAIR: I'm happy to give you some more
7 time, but I hope you'll push yourselves a little bit,
8 please.

9 MR. MOORE: Thank you very much. Well, we're
10 onto the part of, of Peakview Pathway need for management,
11 and the -- there's a lot of pages here. We understand that
12 because I told you earlier that I'm not opposed to that.
13 We're opposed to perhaps a fiscal side of that. So the need
14 for management, we understand. We have challenges. We --
15 we relish the opportunity to professionally develop plans
16 with CDE, with GSN, to make sure that our children achieve
17 at their best. So the need is there. We've -- we've
18 already had an incredible relationship with GSN. We trust,
19 and we value, and respect their level of work and their
20 professionalism, and our ability to get along with them and
21 -- and -- and to make shared decision--making processes. So
22 we -- we understand that. We're not opposed to that.

23 Why Generation Schools? Once again, because
24 of our prior experience with them in diagnostic review,
25 Turnaround Leadership Program, and the third item, it's in



1 there, Diagnostic Review Turnaround Leadership Program, and
2 the UIP, development of the UIP process because when I got
3 there, UIP was being developed by one person. I thought,
4 "Are you kidding me? One person? Where's the teacher and
5 school buy-in? Where's the superintendent buy-in?" We've
6 changed that process with the help of GSN.

7 We think it can transform and help us with
8 what we want to accomplish, what CDE wants to see
9 accomplished, et cetera, and I can't think of a better
10 partner to try to secure than Generation Schools Network. I
11 know of their work. I know of their work nationally and the
12 number of schools and districts they have worked with and
13 had success. So that is a short version of pretty much what
14 we have left since we had expended our time, but I
15 appreciate the extra time because I -- I'd really love to be
16 able to answer questions.

17 MADAM CHAIR: Great. Sure.

18 MR. MOORE: Thank you.

19 MADAM CHAIR: So at this time, the State
20 Board will engage in discussion and ask questions of both
21 parties. As a reminder, based on the Board's 2016
22 procedures for State Board accountability actions, this is
23 our only time for discussion and opportunity to ask
24 clarifying questions of both the Department and the District
25 in the next two hours. We need to be sure that we are clear



1 with the direction and conditions we request to include in
2 the proposed written final determination, as public
3 testimony will not be heard at subsequent meetings. So
4 folks, I'd like to go down the line. Can I -- Board Member
5 Durham, could I start with you?

6 MR. MOORE: And -- and my Board member is
7 very willing to respond to questions. We didn't give her
8 any time today.

9 MADAM CHAIR: We'll get to her.

10 MR. MOORE: All right, good.

11 MADAM CHAIR: I would expect. Thank you.
12 Board Member Durham, do you have some questions?

13 MR. DURHAM: Thank you, Madam Chair, I just
14 wanna, so you're a consolidated district for the entire
15 county -- for all of Huerfano County or not?

16 MR. MOORE: We -- we are -- we are one
17 district in Huerfano County. The other district is La Veta
18 and -- and La Veta, what is it, 20, 20-something miles?

19 UNIDENTIFIED VOICE: It's 17 miles to the
20 southwest, and it has approximately 200 students, I believe.

21 MR. DURHAM: So you're pretty good size
22 district though geographically. How -- how long is your --
23 your bus ride?

24 MR. MOORE: Our -- our bus ride is
25 approximately, for -- for the majority of our kids, we could



1 -- we could have a 30 minute to 40 minute bus ride, but I --
2 I'll tell you what, sir. We -- we just pick up outside of
3 the city limits, as you'll see that's something new we
4 decided this year too because of attendance rate. That by
5 gosh, we are going to make sure that we commit to picking up
6 all our students instead of asking some to walk two to three
7 miles like we did as kids. Yeah, in the snow. Yeah, right.
8 Right. But you know what? That does have a tremendous
9 impact on the number of kids who -- who decide, "I'm not
10 walking in this today." So we are picking up all children
11 next year.

12 MR. DURHAM: All right. What -- what's your
13 total district budget?

14 MR. MOORE: Our total district budget is \$4
15 million. I -- if that's, if -- if you're talking about just
16 state allotment and local share, our total program funding
17 is \$4,319,000 which averages out to a PPR of \$8,171. But
18 Mr. Durham, if we added in some of the other items, as you
19 well know, transportation moneys, small attendance, READ
20 Act, et cetera, and Title 1 and Title II's, I guess the
21 whole big picture, our total revenue is \$5,489,551 at a per
22 pupil revenue of \$10,017.

23 MR. DURHAM: Okay, all right. So the -- the
24 -- the cost of -- if you had to bear the full cost of the
25 management program, I -- I kind of guess that your number, I



1 was pretty close, but it looks like the management program
2 would cost you about 1.8 percent of budget. Did I calculate
3 that correctly?

4 MR. MOORE: I'm not a mathematician, sir. I
5 -- I just know for a fact that it's \$89,500 and with a
6 leftover balance of us paying \$29,500 first year.

7 MR. DURHAM: \$29,000 would have been then
8 about half of one percent give or take, if you had the
9 \$29,000, if presuming my -- I got the decimal points right,
10 so. So it's not -- I know -- I never want to say that a few
11 thousand dollars isn't a lot of money, because it can be a
12 lot of money depending on circumstance. But you know,
13 you're talking about less than a half a percent of budget to
14 be able to allocate to accomplish this management agreement
15 that -- that just -- at that level, it doesn't seem to be
16 unreasonable or an unreasonable burden, and even if the full
17 amount, I mean, you're getting close to two percent of
18 budget, I guess that could be characterized, and you're
19 looking at least one staff person, I guess, so is -- is the
20 reason for your objection to shared control really
21 financial, or is it -- does it represent something else?

22 MR. MOORE: No, it doesn't. For -- for me
23 personally, it doesn't represent anything else, because I
24 had -- I had stated publicly that I relish the opportunity
25 to share ideas, and opinions, and decision-making et cetera,



1 to make sure our students reach their full level of
2 achievement, and we address our priority challenges. So no,
3 for me -- for me it is a fiscal issue. For me it's the
4 fiscal issues that when we apply for grants, most typically
5 our district applies for grants, that we know are self-
6 sufficient, meaning -- meaning the moneys are provided,
7 where it's not a match or there's not a balance leftover.
8 So -- so for me, it is a fiscal and be it a half of a half
9 of a half of A percent, when -- when we have these moneys,
10 these -- these moneys are dedicated to very specific line
11 items, and -- and I feel that we don't have a lot of room to
12 wiggle. So that's -- that's my opinion, Mr. Durham. I
13 don't know if my Board president feels, but I'm sure she
14 feels the same way.

15 MR. DURHAM: All right. Mr. Platt, how
16 comfortable are you with a shared controlled management
17 model? Is that common in -- in your work with districts, or
18 -- or your company's work with districts around the country,
19 or do you just tend to be in an advisory role?

20 MS. LEPLATT: Mr. Durham, I -- I think I --
21 it depends. It's situational. It depends on the type of
22 situation that we're coming in to support. GSN has played a
23 number of roles in various schools and districts. They have
24 served in a full authority capacity, but we've also been a
25 support partner. What we typically do is work alongside the



1 leadership in any case, and so we are very interested in
2 continuing our management partnership with Peakview School.

3 MR. DURHAM: But the -- you know, if you
4 actual had -- actually had some level of control ,that's not
5 an unusual circumstance for your company to either have, I
6 mean, I -- I am concerned about the idea of a shared model,
7 shared control, which means as the general rule nobody's in
8 control, that somebody has to be empowered to make final
9 decisions if you don't reach consensus, which is far and
10 away my favorite word. Yeah. So ultimately, in this model,
11 how would you resolve a dispute?

12 MS. LEPLATT: So within the plan as it states
13 now, there is a provision which states that if there is a
14 dispute that we will come to consensus through continued
15 discussions between the principal, the management partner,
16 and the superintendent, and so there is a model for the
17 final decision maker. However, going back to your comment
18 about the level with which we're comfortable or if it's a
19 common thing for us to be a decision maker, the answer is
20 yes, we're comfortable playing that role, and we are
21 comfortable with authority over the key conditions for
22 success that were stated by Dr. Anthes.

23 MR. MOORE: Mr. -- Mr. Durham, if I may add
24 to that please. If for anybody else other than Denille, I'd
25 have a -- I'd have an issue with that, to be honest. I've



1 known Denille for quite a while. I know the kind of work
2 she does, and I know how well we collaborate and cooperate
3 with each other. But if -- if it were somebody else, I
4 truly would have a problem with a shared decision-making
5 type situation and myself losing the opportunity and -- and
6 ability to make decisions for that district.

7 MR. DURHAM: Okay. I guess one last question
8 for the Board Chair. Do you -- do you believe that this
9 management model would result in -- in presuming that the
10 management partners empowered would result in a bad outcome
11 for students? Is there a -- do you have any reason to
12 believe that things would get worse, not better?

13 MS. SUDAR: Mr. Durham, our Board and I in
14 particular, having been on it for various times, have seen
15 management plans come in. We were part of the TDIP project,
16 and we observed the damage that was done at times by those
17 vendors --

18 MR. DURHAM: I'm talking about this specific
19 management plan.

20 MS. SUDAR: -- and I -- I'm getting there.
21 Because of having had our fingers burned previously, my
22 Board looks at this process with great trepidation. We are
23 concerned. We wanna make sure that what happens benefits
24 the students, because we've seen the damages that were done
25 by previous management systems.



1 MR. DURHAM: Well, that didn't answer the
2 question. The question is --

3 MS. SUDAR I feel --

4 MR. DURHAM: -- do you expect the worst
5 result if you have this management outline?

6 MS. SUDAR: We have trepidation. We have
7 concerns that it may not work.

8 MR. DURHAM: And the reason that is -- is --
9 the reason you don't think it will work is?

10 MS. SUDAR: The reasons we have concerns are
11 because previously, we have had similar people come in, say
12 that they will do this, say that they will do that, and it
13 has not provided what they put forth. For example, the
14 reason the curriculum is such a mess is because during the
15 TDIP process, we had the external management groups come in,
16 state that they had trained our teachers and our staff in
17 the proper ways to do curriculum. They assured the Board
18 that this was possible, that everything would work out fine,
19 that they had given a good process to our staff, to our
20 district, to our superintendent at that time. Then they
21 left, and within weeks, we had our staff and our
22 administrators trying to contact those vendors and say,
23 "Excuse me, we have hit a problem. What do we do now?" And
24 we had them turn their backs on us. So there is a slight



1 level of distrust that this process will work. We have
2 hopes that it will, but we cannot fully say we trust it.

3 MR. DURHAM: So bottom line is, you're
4 opposed to the shared management arrangement.

5 MS. SUDAR: I'm not opposed to it. Neither
6 is my Board, but we do want to be able to have control if we
7 feel the process is going south.

8 MR. DURHAM: And if you have control, then it
9 isn't shared. So now we're back to my point, is to, you
10 know, somebody gets to be in charge and --

11 MS. SUDAR: Right. I think --

12 MR. DURHAM: -- it isn't going to be, so you
13 -- you're going to insist that the -- the Board who's --
14 who's -- I think, has to assume responsibility for this
15 record for the last five years, should continue to be
16 responsible and -- and in charge, is that correct?

17 MS. SUDAR: We are looking at it from the
18 point of views that we will trust our administrators, we
19 will trust Generation Schools to do their job. If there is
20 some arbitration that needs done, then that will come to the
21 Board.

22 MR. DURHAM: Okay. Thank you.

23 MADAM CHAIR: Board Member Flores.

24 MS. FLORES: Yes. So I know that the
25 commissioner has stated that you will have a management --



1 you will have a -- a management kind of overseeing that, but
2 I'm just wondering whether given the concerns that the
3 district has, that there might be some leeway where -- where
4 there might be the other -- consideration for the other
5 model, which is to consolidate those two schools and whether
6 you would be -- I mean, I think I heard that you were kind
7 of -- you would like that, and if that were the case, could
8 they have -- would you be -- and would the commissioner
9 would be opposed to them having them -- having them control
10 with the advisory.

11 MADAM CHAIR: Mr. Moore, do you want to
12 answer first, and then we'll go to the commissioner?

13 MR. MOORE: Certainly, I -- I'd love to
14 answer that question. You heard me state earlier that --
15 thank you Katy, Commissioner Anthes, I think that is a
16 viable alternative. However, here's -- there's a problem
17 that lies within. Gardner is a 78 student body school.
18 Very small, very set in its ways, very proud of their
19 history. It's a very rural -- I don't know if you know
20 where Gardener -- but very proud people et cetera, et
21 cetera. I don't believe -- this -- this would still have to
22 be a local decision, I believe. I -- I don't know the laws
23 necessarily. But Gardner's not in the standing that
24 Peakview is. Peakview is at the end of the clock Gardner's
25 in its second year. I don't know if the State Board of



1 Education -- if everybody said, you know what, that's a good
2 idea -- could ask Gardner or say, this is what you're doing.
3 Gardner, we're sending your children into Peakview.
4 Peakview is gonna close, but it'll reopen. It's going to
5 reopen under a new name. That was part of the innovation I
6 wanted. Peakview School literacy in math. That was good
7 idea, and that's what our focus was on.

8 However, Gardner people won't like it, of
9 course, but you gotta keep -- you don't know these facts.
10 Of the 78 kids that attend Gardner, 42 of those come from
11 within the city of Walsenburg and are bused out to Gardner
12 because their parents had either gone there, or they prefer
13 sending their kids to Gardner. So actually, you only have
14 about 38 students in the residential area or the bustling
15 area of Gardner that attend there.

16 My point being, I don't know because
17 Gardner's not in there at -- at the end of the clock. If
18 the State Board of Education can say, okay consolidation is
19 great. Close Peakview, reopen the school, perhaps with a
20 different focus and a name. Let's bring those Gardener --
21 Gardner children into Peakview, because we know it will
22 resolve many of our issues: personnel issues, fiscal
23 issues. It costs about \$600 and some thousand a year to run
24 a school for only 78 children --

25 DR. FLORES: And you do --



1 MR. MOORE: -- 40 of whom come from within
2 Walsenburg .

3 DR. FLORES: And you have the capacity at --
4 at that Peakview School.

5 MR. MOORE: Oh, absolutely. But of course,
6 we wouldn't have the capacity at Gardner to move 350 some
7 odd children. There -- there -- there's no way they would
8 fit. So that's sort of the dilemma we're in, folks. I came
9 in, and honest -- I -- I had discussed this, but I knew if I
10 had discussed it to a great extent, I'd probably be fired
11 the next day.

12 MADAM CHAIR: Commissioner.

13 MS. ANTHES: Yes.

14 MADAM CHAIR: Thank you.

15 MS. ANTHES: Madam Chair, members of the
16 Board. We -- we do, as noted, think that this can be a
17 viable pathway as well. We have gone quite far down the
18 line on the management plan and then these, you know, we've
19 had these discussions recently. So this is a viable option.
20 We would still recommend a management partner because we do
21 think there are some system-wide challenges and issues that
22 closing a school, reopening, and having, you know,
23 integrating another school does come with some substantial
24 challenges for any district. So we would recommend -- we



1 would still recommend the management support partner for
2 that pathway if you were to decide that.

3 MADAM CHAIR: Board Member Flores, were you
4 finished? Do you want to have some more?

5 DR. FLORES: No.

6 MADAM CHAIR: Okay, go ahead.

7 DR. FLORES: Yes, and since they are on a
8 pathway that -- well, not a pathway yet, Gardner is on
9 priority improvement.

10 MR. MOORE: Their -- their second year into
11 to that. Yes, ma'am.

12 DR. FLORES: Their second year. They could
13 participate in the -- in -- in the training with all the
14 teachers. So I mean, it -- it -- it would be a positive --
15 a positive thing for them to come together. So if it's
16 going to save money, and you guys are for it, and I guess it
17 would be, I mean, I think that's --

18 MS. ANTHES: The commissioner recommendation
19 is just that, a commissioner recommendation, and you guys
20 can decide that, but we did state that that's a viable
21 pathway and --

22 DR. FLORES: With the management.

23 MS. ANTHES: With a management partner.

24 DR. FLORES: And you guys would -- would
25 like that too. And how long -- I mean, I -- don't know. I



1 haven't asked the other Board Members, and maybe they have
2 other ideas.

3 MADAM CHAIR: Well, let's go around.

4 DR. FLORES: Yeah, let's go around and see.

5 MADAM CHAIR: Board Member Rankin.

6 MS. RANKIN: I've got a few questions. First
7 one is for Ms. Sudar.

8 MS. SUDAR: Yes.

9 MS. RANKIN: Are your parents stakeholders?
10 In this report, it says the -- the Board Members have a
11 strong ties to the community. What do you mean by that
12 exactly?

13 MS. SUDAR: One of our Board Members was a
14 former principal, one was a former employee, the other one
15 was a formal special ed teacher to the district. It -- it's
16 meant as a joke, but it's actually reality. You can't throw
17 a rock without hit -- hitting a relative. So therefore,
18 there are strong ties to the community. We have children,
19 grandchildren, great grandchildren of Board Members in the
20 schools. Can't get tight -- tighter than that.

21 MS. RANKIN: Thank you. Are -- are all --
22 are the community members and those on the Board, in your
23 opinion, do they understand the need for the dramatic change
24 that is going to take place, and the reasons for it?



1 MS. SUDAR: I honestly am not sure how many
2 of them totally understand it. I think some of them believe
3 that everything is going fine and nothing needs to change.
4 Others realize there needs to be change but have no concept
5 of how to do so.

6 MS. RANKIN: Have there been any meetings to
7 -- to inform?

8 MS. SUDAR: We've done as much as possible.
9 We have a -- an issue in getting people to engage.
10 Recently, we had an act on drugs presentation, great for the
11 staff, great for our students. When the public's turn came,
12 zero participants. We know that unless we provide food,
13 nobody comes to any event, and that includes eighth grade
14 graduation.

15 MS. RANKIN: I understand.

16 MS. SUDAR: So it's an -- it's an issue. It
17 truly is.

18 MS. RANKIN: In your opinion, who -- who is
19 the ultimate management or decision maker in education in --
20 in your district?

21 MS. SUDAR: It's a combination.

22 MS. RANKIN: Of?

23 MS. SUDAR: It is our superintendent and our
24 Board, because he is our employee, and he is the one that



1 needs to advise us as a Board, and we need to look at his
2 decisions and work to the best for the students.

3 MS. RANKIN: If it comes to a vote, who wins?

4 MS. SUDAR: The students should.

5 MS. RANKIN: I understand. When it comes to
6 a vote, who wins?

7 MS. SUDAR: Good question. It depends on the
8 vote, unfortunately.

9 MS. RANKIN: Sometimes it's a superintendent,
10 sometimes it's the Board overwriting the superintendent?

11 MS. SUDAR: For the -- for the most part it
12 is the superintendent who wins, because he does recommend,
13 and he knows the temper of the Board, and we've had
14 contentious issues and still, for the most part, he has won.
15 I can think of only two instances where things did not go as
16 predicted, and that's in my six years on this Board with two
17 separate superintendents.

18 MS. RANKIN: Okay. Thank you. Mr. Moore.

19 MR. MOORE: Yes, ma'am.

20 MS. RANKIN: Who's going to be the Management
21 in charge next year?

22 MR. MOORE: Ma'am, I'm sorry.

23 MS. RANKIN: Who's going to be the Management
24 in charge next year, if we have a new management?



1 MR. MOORE: Who's gonna be the new management
2 in charge?

3 MS. RANKIN: Mm-hmm.

4 MR. MOORE: Well, I -- I -- I don't
5 necessarily understand your -- your question there Ms.
6 Rankin. I -- I'm, of course, management. This is part of
7 my team. The Board shares in management. But if it is a
8 management plan, I don't know if you're getting at a -- a
9 collaborative effort, dual decision-making effort. I'm --
10 I'm willing to operate under the auspices as far as
11 management goes at what's best for our kids. Truly. What
12 is best for our kids, and what programs are gonna to help us
13 as a school and a district to make the necessary
14 improvements. So I'm not into a power struggle, Ms. Rankin,
15 but I am into doing -- I am into doing what's right for our
16 kids --

17 MS. RANKIN: Thank you.

18 MR. MOORE: -- and our staff.

19 MS. RANKIN: Thank you for that. Thank you
20 for that. I -- I am sitting here looking at five years of
21 really looking at your -- your students and -- and this is
22 very disturbing. But I have to say, Mr. Moore and Ms.
23 Duran, I see some really strong leadership coming to this
24 district that may not have been there before. I -- I find
25 this extremely refreshing and -- and rewarding but --



1 MR. MOORE: May I say thank you, Ms. Rankin,
2 because that -- that doesn't come very often. Thank you.

3 MS. RANKIN: You're welcome. But I am
4 struggling with this term management, because the dictionary
5 says, to exercise executive, administrative, and supervisory
6 direction. And then it has to be -- that definition --
7 dictionary definition -- has to be coupled with a law that
8 states the management must be performed by an entity other
9 than the school district. And this applies to both the
10 district and the schools that are on the clock. So now I'm
11 circling back to just specifically Peakview.

12 But Mr. Moore, as a leader, I can see you
13 benefiting because you'll watch whatever happens at
14 Peakview, and if it goes throughout the district, you'd be
15 more than happy with that. So this is where I am right now,
16 and I would like a clearly articulated definition of the
17 direction -- where you're going with who the management is,
18 and how you're gonna work that way. And right now, from
19 what I hear, it's gonna be Generation Schools.

20 So my question to Ms. LePlatt is are you the
21 person that could work as administrator, overseeing all of
22 these things that you're going to do. And right now, I'm
23 sure your emphasis is just like Mr. Moore -- language, arts,
24 and math. And that's where I feel it should be, but putting



1 you in something other than just curriculum, how is that
2 gonna work?

3 MS. LEPLATT: So within the plan, as it
4 states now, there are the areas that we're working around,
5 talent management, curriculum implementation, professional
6 development, and school culture. And so GSN's role would
7 really be embedded within all of those categories. There's
8 a lot of overlap that does exist, but yes, I have been
9 working with the school now for almost one full year as
10 their turnaround coach through their Turnaround Leadership
11 Program. So I'm familiar with the school -- with the
12 district. I also support Gardner in that same role. And so
13 I'm very, very connected to the school and working with
14 their leadership and working with the staff for the past
15 year.

16 MS. RANKIN: And if those schools, as Dr.
17 Flores said, if the two elementary schools did consolidate,
18 if that's the direction we went, could you step up to that
19 management position of all of the students there?

20 MS. LEPLATT: So yes. And let me address a
21 little more about my personal background. I am coming to
22 GSN -- this will be my first year anniversary at GSN, coming
23 up this summer. And I have successful experience as a
24 principal and superintendent myself. And in fact, Mr. Moore
25 and I worked together in the Southcentral BOCES as



1 superintendents for a couple of years before I joined the
2 GSN team. So I'm very familiar with the context.

3 I've only worked in rural. I may be out on a
4 limb here, but I've always viewed rural as a tremendous
5 opportunity. Rural is different, and rural is also
6 sometimes much better because of the connections that we can
7 form with students and the hands-on that we can have in the
8 classrooms, and the connections that we can have with staff.
9 So yes, I do see myself in that role.

10 I think that if the two schools were to
11 consolidate, it -- it brings about some other types of
12 challenges, but ultimately, both of the schools need to be
13 moving in the same direction to come off the accountability
14 clock. They're both working on very similar strategies, in
15 -- in terms of the turnaround leadership development that
16 align.

17 And so -- and going back to the diagnostic
18 review as well, the findings were basically the same for
19 both of the buildings, because when you look at the
20 challenges of one, it's -- of Peakview, because it's a
21 larger building, the challenges exist at Gardner, though it
22 looks a little bit differently because of their structure.
23 They're more similar to like an Aguilar School District
24 because they do share -- have teachers that teach multiple
25 grades, and they share staff amongst the building, and



1 things like that. So there are a few different challenges,
2 but the work is the same.

3 MS. RANKIN: Thank you very much. Those are
4 my questions. But thank you for the clarity that I -- I
5 see.

6 MADAM CHAIR: Board Member McClellan.

7 MS. MCCLELLAN: I'd like to start by thanking
8 Board President Jaye Sudar for her service. I know that
9 that's a volunteer position and that particularly, if your
10 Board ends up recommending a solution that includes
11 consolidation, that's a demand on your leadership and on the
12 leadership of your entire Board that isn't easy, and I just
13 want to acknowledge that and acknowledge the courage of all
14 of you coming here to let us know that that is worth
15 consideration and worth suggesting.

16 And with that in mind, I have a couple of
17 questions for our staff and for our counsel. And my
18 question is, do I understand correctly that a decision to
19 close a school for the purpose of consolidation when that
20 school is not at the end of the accountability clock, would
21 it be best practice that that decision come from the locally
22 elected Board such that any motion on our part would have to
23 be written in such a way as to accommodate that adjustment,
24 should the local Board choose to assert that adjustment to
25 our external management plan, in the event that that's the



1 direction this Board takes? Do I -- am I -- am I
2 understanding that correctly?

3 MS. DURAN: Yes, thank you Board Member
4 McClellan. Yes, you are understanding that correctly that
5 that was our intention. Our recommendation is focused on
6 Peakview, but knowing that the Board -- local Board could
7 choose to take further action in the best interests of its
8 district.

9 MS. MCCLELLAN: And does our current
10 suggested motion do -- is there any adjustment needed in
11 order to accommodate that latitude on the part of the local
12 Board? And I -- I don't mean to put you on the spot, and I
13 have other questions I can ask while you digest that, if
14 that's preferred.

15 MR. DILL: If you just give me a moment to
16 look at the motion itself.

17 MS. MCCLELLAN: Sure.

18 MR. DILL: I can certainly have some more
19 information to you about the idea of why I think -- what the
20 scope of the Board's power here is and what should be
21 included in the motion, and I'll have that for you in just a
22 moment.

23 MS. MCCLELLAN: That's wonderful. And while
24 you're doing that, I -- I have a couple of other questions.
25 I notice that our staff touched on an issue that I saw in



1 our packet and it -- I think it's on the second or third to
2 last page in the accountability information in the very back
3 of our binders, where it indicates the priority improvement
4 plan, low participation. Do I understand correctly that
5 some of that low participation is due to -- due to non-
6 participation outside of parental opt-outs? And could you
7 speak to that a little bit more in-depth? And then, I
8 wanted to give both parties a chance to speak to that so I
9 can better understand that.

10 MS. DURAN: Sure thing. You just -- yes,
11 I'll clarify just briefly on the ratings with -- so John
12 Mall High School was lowered a category because yes, you are
13 correct, some of those opt -- some of those students who did
14 not take the tests were not parent opt-outs, but they did
15 also have parent opt-outs as well. And so that's why
16 Peakview has a designation of low participation and the
17 district does as well, just to indicate that they were below
18 that 95 percent -- percentage with some parent opt-outs as
19 well. So it was a mixture.

20 MS. MCCLELLAN: Thank you. And -- and do --
21 does the District want to comment on that so I can better
22 understand kind of -- what the picture looks like?

23 MR. MOORE: Well, yeah. Jaye can respond to,
24 but you know, ever -- ever since it came out that -- that
25 parents have the right to opt out, we saw a dramatic, of



1 course, there wasn't any prior, but we -- a -- a dramatic
2 increase in the thought processes about state assessments,
3 Meaning their meaningfulness to many of our parents. That's
4 a high level of opt-outs, especially John Mall. But we also
5 had a number of students who decided, you know what, I'm not
6 gonna go through the procedure, which was outlined, you
7 know, you had a form, you had to go into the principal,
8 speak to them, et cetera, et cetera. But we still had a
9 number decide not to even test. So that -- that hurt their
10 ratings.

11 But we -- we've had a number at -- at
12 Peakview who have decided to opt out. And
13 characteristically, those students that -- that have decided
14 to opt out are typically, and I don't know why, they're --
15 typically are better students. So with the 20 or so that
16 have opted out at Peakview, we -- we really would have loved
17 to have had their scores to be included. But because they
18 didn't take the test or see a -- a value in doing so that --
19 that hurts. But we've gone way down this year. I talked to
20 my principals. They said, "By gosh, you know what? They
21 must talk to you. You must explain why, as an
22 administrator, you would like their children to be a part of
23 the state assessment." So we think it's getting better.
24 It's shown a decrease in the amount. But I don't know if I
25 answered your question. Jaye?



1 MS. SUDAR: To be honest historically,
2 Huerfano County tends to be a little bit pushy, and when it
3 comes to things like home schooling or testing, their --
4 their comments are, "I'll do what I want." We had over 60
5 students legally opt out last year. We had about 12 this
6 year. So it's quite a difference. We also had a lot of
7 mature students that were 18 in their senior year, and they
8 said, "I'm an adult. I don't have to sign, you know, go to
9 my parents and have it signed out."

10 So because of the way it was structured, they
11 didn't have the -- the paperwork that we could turn over to
12 the State and say, "By the way, these 12 kids are 18.
13 Refused to sign the paperwork, have their parents sign the
14 paperwork, but they didn't test." So it's -- it's been an
15 issue.

16 MS. MCCLELLAN: I guess the silver lining on
17 that spirit would be strong sense of ownership.

18 MS. SUDAR: Exactly. And it comes up in
19 other places too, which is why the closure option is such a
20 political hot potato for us in many, many ways.

21 MS. MCCLELLAN: Yeah. Well, I have a couple
22 of other questions, but I feel like I've -- I've taken up a
23 bit of time, so I'll let other Board Members have a pass.

24 MADAM CHAIR: We'll probably have a second
25 round.



1 MR. DILL: I -- I feel I need to answer your
2 question as well. Board Member McClellan, I -- I -- I have
3 an answer, if you'd -- if you'd like to hear it now.

4 MADAM CHAIR: Ms. -- oh. Go ahead. Sure.

5 MR. DILL: So I -- I believe the motion
6 that's currently -- as it's currently written now is
7 sufficient. I think it better to just have the Board motion
8 just deal with the idea of closure and external management
9 and not incorporate additional details, which are outside of
10 the statute itself. That being said, as all the Board
11 Members, as they've looked at the final determinations, they
12 do speak to other details, and they refer to pathway
13 proposals, which contain details which are far beyond the
14 law itself. I think that's fine for that pathway proposal
15 and for reference to this other consolidation to be made
16 reference in the body of the final determination ultimately.
17 But when we're looking at just the motion today, then also
18 the sort of order portion of the final determination, that
19 should just contain terms that are basically within the
20 statute itself and not say consolidation, because I think
21 that would go beyond the scope of the Board's powers to
22 order that themselves.

23 MS. MCCLELLAN: Thank you.

24 UNIDENTIFIED VOICE: Board Member Mazanec.



1 MS. MAZANEC: When you get to the end of the
2 table, most of your questions have been answered.

3 MADAM CHAIR: Is that good or not?

4 MS. MAZANEC: No. One of the first things
5 I'm interested in is your -- your parent leadership group,
6 and -- and along those lines, I appreciate that you're
7 serving a population. You've made clear that it's
8 independent at least, and -- and economically disadvantaged,
9 all -- all of those things. I'm just wondering what -- what
10 about the 20 percent of parents who are not economically
11 disadvantaged? For the 20 percent, was that parents or
12 populations?

13 MR. SHERMAN: That -- that was --

14 MS. MAZANEC: Or not --

15 MR. SHERMAN: Twenty percent was student
16 population at Peakview.

17 MS. MAZANEC: So what about their families?
18 Are they engaged? Are they --

19 MR. SHERMAN: I'll let Ms. Duran --

20 MS. MAZANEC: -- with the school District?

21 MS. DURAN: Sure. So that group of -- of my
22 12 parent leadership, yes, highly engaged, highly focused on
23 the academic achievement of their children. And so that was
24 the group that I wanted to target because I knew I needed to
25 explain the focus and mission in which I was taking the



1 school, and some of the decisions I was making in terms of
2 student discipline procedures. And -- and just very quickly
3 moving the middle school students from upstairs to the
4 bottom level of my building was a huge change for my
5 community to understand because they weren't -- they weren't
6 close to lockers. It was in the middle school environment
7 per say. But I did that because I wanted to get the culture
8 of high expectations and appropriate behaviors under
9 control.

10 And so with this particular group, I wanted
11 to educate them as to my mission and my purpose in the hopes
12 that we would eventually expand and draw more members of the
13 community in. And so I will continue to expand on that
14 because I will tell you that -- that just as similar as it
15 is for colleagues to receive positive feedback, it's more
16 powerful when it comes from their colleagues, more powerful
17 than it is for me. The same comes from the community. It's
18 more powerful when parents stand side-by-side with me and
19 deliver that same mission and vision to the rest of the
20 community. So that's the focus of the group of 12. But
21 yes, in answer to your question, they are very concerned and
22 -- and will participate. All you have to do is ask,
23 wonderful group.

24 MS. MAZANEC: So -- so I guess my -- my
25 question is, because I'm wondering how this group of leaders



1 could help you expand into the community and change the
2 culture perhaps in the community.

3 MS. DURAN: Sure.

4 MS. MAZANEC: Not just the culture in your
5 school but --

6 MS. DURAN: Sure. Well, as -- as you're
7 principal, you know that doesn't come with popularity. And
8 I would say I'm not doing my job if everybody's happy with
9 me. And so I know some of the constituents of our community
10 are not happy with the decisions that I have done at
11 Peakview because I won't back down. I won't allow any of
12 the excuses of poverty or whatever issues you come from home
13 to enter into my building. There's a certain behavior
14 expectation I uphold, and I expect all children to uphold as
15 well as academic achievement. So I know some of the parents
16 in my community are not happy with that. How dare you come
17 and tell me how my child should behave? Well, I'm going to.
18 I'm sorry, that's -- that's just the bottom line.

19 And so in developing this parent leadership
20 group when we come together with a big community, they help
21 me explain the purpose and the process of what I'm
22 accomplishing at Peakview. And I do believe we're going to
23 see turnaround. We're going to see our building turn
24 around. I -- I firmly believe that. I would love to come
25 back once we get our PARK (ph) results to tell you, "I told



1 you so." But I know my mission has to be strategic, it
2 needs to be purpose -- purposely planned, and I need to make
3 sure that I surround myself with those community members
4 that are going to help change the culture of Peakview and
5 the culture of Walsenburg. But it's going to take time.

6 MS. MAZANEC: And did you -- did you say that
7 you did pass an MLO, or you were working to pass one?

8 MR. MOORE: Oh, yes, ma'am. We passed it in
9 November this past year.

10 MS. MAZANEC: Okay.

11 MR. MOORE: \$322,000 for five years, sunshine
12 period. \$322,000, but I knew we had it at that limit, that
13 it could possibly be successful. And Jaye, you can probably
14 -- I don't think before, except for the building of a
15 school, has an MLO passed, right?

16 MS. SUDAR: Never. We -- we've never --

17 MR. MOORE: Resoundingly defeated, as a
18 matter of fact, in most cases. We are very proud of this
19 and very proud we had the support and the community knowing.
20 And I think a lot of it was making sure we had very valid,
21 accurate, bullet points as to where was that money going,
22 and thus we made sure with these expenditures it's going
23 exactly where we said it was going to go. So we are very
24 proud of that.



1 MS. SUDAR: When we passed the MLO, we did
2 have specific targets. Since the passage, we have had
3 numerous meetings where the public has come in and say --
4 said, "Show us where the money is being spent. We want
5 accountability now." And as best we have been able to, we
6 have done so. And one of the things that came forth very
7 strongly from the community and from our Board when we
8 realized some of the stuff that was going to be happening in
9 the next few months, this meeting, et cetera, it came
10 through very clearly that if we were to spend the MLO money
11 on anything besides those bullet points, we would lose all
12 support in the community.

13 MS. MAZANEC: I think that's it for this
14 round.

15 MADAM CHAIR: Board Member Goff?

16 MS. GOFF: Thank you. Thank you. A lot of
17 it's been discussed, and -- and mentioned. I'm hoping that
18 if I can, I put some tie up, some kind of bring it all
19 together questions for you, just thought questions mostly.
20 You -- you all are part of which BOCES? Are you in --

21 MS. DURAN: Southcentral.

22 MR. MOORE: Southcentral BOCES in Pueblo.

23 MS. GOFF: Okay. So has there been some
24 BOCES? Have you -- I don't know. I know you're a big part
25 of it. I -- I know that there's been -- there's been --



1 BOCES itself has a history of lots of incredible activity
2 going on all the time and conversations, combined with other
3 councils around the state, and I appreciate that very much.
4 On this particular -- your situation, not all the details
5 and all of that sort of thing, but has there been
6 conversation? Let's start with just the BOCES members, of
7 opportunities. You know, what -- what can this present for
8 the betterment of the whole unit, the whole body of school
9 districts? How do you -- do you guys get a chance to talk
10 about how one school district who have maybe a member of a
11 BOCES? And any other school district who happens to be a
12 member of a BOCES, and you -- and you happen to be in the
13 same unit, do you talk together about these kinds of things,
14 about management plans, about consolidation, about charters?
15 I -- I just -- I just kind of want to know if there's a -- a
16 steady green -- a steady thread of new talk going on, change
17 talk? And you maybe you don't -- you don't really need to
18 answer that. I -- I trust there is. I just would like some
19 -- some impression of that. How it feels to go into work to
20 walk away from those conversations, among your peer, truly
21 peer districts.

22 The other one tied in with that a little bit
23 is the high school, and you -- you did just mention it. Is
24 there -- is there a thread of long-term thinking here? Is
25 there conversation in your community about it, if -- if we



1 can move some of these things that are needed at the
2 Peakview Elementary or at the elementary K -- the K-8 level
3 in particular? How do you talk to parents about, "Here's
4 what this looks like down the road and beyond," and is that
5 part of your conversation around mill levy elections? Is
6 that part of, you know, does -- are you focused on one or
7 more of the four big pillar areas that you have here, or are
8 you bringing all of it together and starting to present a
9 real cohesive picture to your community about beyond middle
10 school?

11 And then -- then lastly, and -- and you can
12 draw of all -- all of it together if you'd like to, what is
13 -- what's your definition of fidelity? I mean, we hear that
14 word a lot, where something is going to be implemented with
15 fidelity. I'm just interested in hearing another district's
16 perspective of that word. Is it school specific? Is it
17 grade level specific to you? Is it district fidelity? It -
18 - it's kind of a revisit to the whole cohesion question.

19 MR. MOORE: I'll answer the fidelity
20 question, or -- or what does it mean to me in our district.
21 I'm a married man. And -- and I -- and I see fidelity as
22 far in a marriage as being absolutely fidelity, in being
23 honest and -- and not straying et cetera. Well, to me,
24 that's the same point with fidelity in the use of
25 curriculum. You're being true to it. You're -- and that --



1 that is -- that's -- that's fidelity. You're being true to
2 that process. You're being, if in marriage, you're being
3 true to that person. So yes. We want to make sure that
4 everybody uses the process. Everybody learns about the
5 process, and everybody's engaged in making sure that that
6 process is used.

7 MS. GOFF: Thank you.

8 MR. MOORE: And I know is not a great
9 definition of fidelity, but you know what, if -- if we're
10 asked to do this, and we know it will bring about positive
11 change, then you have to remain true to the cause.

12 MS. GOFF: And Ms. Duran, have you -- well,
13 have you talked directly, one on one or a group, small group
14 or larger group, to all of the classroom teachers about
15 this? And do you feel like there's a -- there's an
16 understanding and an awareness with individual personal
17 flexibility and creativity, what their -- what their
18 definition of fidelity is, and what is the commitment that
19 has to come at some point, and be faithful with fidelity to
20 a -- an overall goal?

21 You know, I could -- I'm not going to do it,
22 but I could talk about my own -- my own take on fidelity
23 with creativity, fidelity that's not one size fits all, but
24 there's you know, the overall menu of the vision that we
25 would all share. Probably not atypical of other people.



1 But I -- you know, I just -- some quick -- a quick summary
2 of where your classroom teachers are, about what this
3 undertaking is going to -- to mean. It's -- it's important
4 to have your students get better kind of quickly --

5 MS. DURAN: Absolutely.

6 MS. GOFF: -- on math and in --

7 MS. DURAN: Absolutely.

8 MS. GOFF: -- language arts. And that's --
9 I'm concerned and I'm -- I'd cheer you on, I encourage you
10 to take it away.

11 MS. DURAN: Yes. So when I first entered
12 Peakview, I think they had a very hard time understanding
13 the sense of urgency. And they had a hard time
14 understanding what fidelity means to a curriculum, what it
15 means to programs and resources. And the only way I can
16 tell you that you ensure fidelity of what students should
17 know and be able to do, as defined by our state standards,
18 is that that's follow through on my part through classroom
19 observations. I need to go in. I need to observe if it's
20 being done with fidelity, and I need to provide feedback. I
21 also need to follow through immediately to see if those
22 implementations and suggestions are being done immediately.
23 If not, then you know it's not being done with fidelity,
24 which means you're cheating our kids. You are not giving in
25 our kids what they need to have in order to succeed to the



1 next grade level. So all of my teachers know. Are they in
2 agreement? Probably not. But that -- that's not my
3 concern. Do they have flexibility to be able to do what
4 they need to do with the curriculum? Yes, if we get
5 results. If not, then we have a different discussion, and
6 I'm not afraid to have those.

7 MS. SUDAR: And sort of answer your question
8 about community and whether or not we're looking from K-8 to
9 the high school, yes we are working on this. The Peakview
10 school building and the high school are approximately 500
11 feet apart. So in every day, in every way, what happens at
12 Peakview is thought about, reflected upon at the high
13 school. And we have parents that literally pick up their
14 littles in Peakview, and then go get their -- their older
15 kids at the high school. So we have to, as a community, sit
16 there, and look, and see to make sure what we're doing at
17 this end reflects what goes on and into that other end.
18 We've got to make sure that we're looking at the whole
19 situation.

20 As for BOCES, I often think that sometimes we
21 don't take as good advantage of services as we could have.
22 There may be something we miss sometimes. And I don't know
23 whether that's just because we are who we are, or if it --
24 if it's the system, but I think there are a lot of good



1 things out there, and I think we probably could do better in
2 communication.

3 MS. GOFF: Some -- some exchange shared with
4 the whole set of words we're using.

5 MS. SUDAR: Exactly.

6 MR. MOORE: Well, of course, I had the
7 opportunity to sit at BOCES meetings, superintendent
8 meetings, and have with Miss LePlatt for two years, and she
9 could -- she could probably agree. We -- southcentral BOCES
10 has an incredible leader at this point. Most of you are
11 familiar probably with Dr. Henry Roman. I -- I really
12 appreciate his leadership. But very rarely do we have the
13 opportunity to talk about some of the challenges you
14 mentioned. We'll start our meetings off with superintendent
15 discussions, but this being so new in this process, very
16 rarely has much of that been talked about. But I can assure
17 you it will be upon my return to the district and Aguilar's,
18 who's also in the same BOCES, that these type of things will
19 be discussed and -- and -- and promoted within finding
20 solutions, et cetera, et cetera. Yeah. But rarely at this
21 point.

22 MS. GOFF: Yeah.

23 MADAM CHAIR: Well, before we go through one
24 more round, allow me to make just a couple of maybe
25 observations. I also served on a school board, and I found



1 the discussion about school closure -- I don't know.

2 There's just something that --

3 UNIDENTIFIED VOICE: It's painful.

4 MADAM CHAIR: It's very painful. I did it
5 twice. I think the reasons have to be very, very good.
6 You'll never get your whole community behind you, which you
7 definitely need your whole Board behind you. And so I
8 certainly hesitate our doing anything in that direction or
9 us suggesting anything other than to certainly keep that
10 conversation over if you have 40 kids that are leaving your
11 school and going to that one, maybe that's your challenge,
12 is to get those folks to stay in Walsenburg as opposed to...

13 MS. SUDAR: It's one we have been working on.

14 MADAM CHAIR: I'm sure.

15 MS. SUDAR: And unfortunately, it's --

16 MADAM CHAIR: Culture.

17 MS. SUDAR: -- ingrained culture and habit.

18 Grandma, grandpa, aunt, and uncle, nephew, niece all went to
19 the same, they have to.

20 MADAM CHAIR: Right.

21 MS. SUDAR: But it's changed as a school. It
22 isn't the same school it was even ten years ago.

23 MADAM CHAIR: Right. Yeah. We had one-room
24 schoolhouses. There's a -- an infatuation with them that's

25 --



1 MS. SUDAR: Yes.

2 MADAM CHAIR: And they can be wonderful, but
3 still, I recognize the challenge. So I just wanna make sure
4 that I'm not gonna push that one. The other thing I want to
5 say real quickly is that I'm so pleased that you were able
6 to pass an override in which you talked about helping --
7 supporting your teachers. Those are actually pretty tough
8 overrides in some communities to pass as opposed to other
9 articulating, where you're gonna spend your money. So I
10 wanna congratulate your community --

11 MS. DURAN: Thank you.

12 MADAM CHAIR: -- for stepping up to the plate
13 for your -- for your teachers. Now, if you could provide
14 them with some housing, you'd be in even better shape. I
15 read about that in districts that are trying to figure out
16 some ways, but that's no easy fix either.

17 So my question that's bothering me, before we
18 go through here again is, I don't have a very good sense of
19 the difference between the discussion that we heard from the
20 commissioner and staff and where you are in this management
21 plan. How far apart are you? Or are you in agreement with
22 what the commissioner had suggested? I'm a little confused
23 because as I read yours, I can't say that I understood
24 everything, but it did seem that you gave a fair amount of
25 control to your management company. So I'm unsure what



1 additional work would be necessary in order to support where
2 the staff is. And I don't know who of you -- I guess I
3 wanna hear from all of you on that one. Do you have
4 anything to say?

5 MS. ANTHES: Do you wanna hear from Ms. Duran
6 first? Okay. I'll turn it over to Brenda, since --

7 MS. DURAN: Yes.

8 MS. ANTHES: -- we did the management rubric
9 to look at the plan.

10 MS. DURAN: Yes. Thank you, Chairwoman
11 Schroeder. We are just seeking -- you are correct that
12 their plan does give decision-making authority. In fact,
13 their plan, as referenced on page 11 in their scope of work
14 and in their contract, states that Generation Schools will
15 have final decision-making authority over and monitoring of
16 all the partnership categories, which include a pretty
17 fairly broad scope of work. What we are unclear is that we
18 haven't necessarily heard the districts or the Board fully
19 agree to those terms, and we wanna just ensure that
20 everyone's on the same page. The Generation Schools allow
21 final decision-making authority if there are situations of
22 disputes. This came just a little bit earlier, but in the
23 cases of dispute and how they work through that, who will
24 have the final say, and is that Generation Schools, and
25 under what cases. So we just wanted a little bit more



1 detail around what that process would look like. We do
2 believe that they have a lot of the right content in the
3 plan, but it's a matter of making sure that all parties are
4 in agreement, and that's the path forward. And that's our
5 perspective.

6 MADAM CHAIR: Okay. And Board Member Sudar,
7 where are you on this? Because I -- I think you're the
8 person who has made -- give me -- give me the sense that
9 you're most uncomfortable.

10 MS. SUDAR: I have to admit, the majority of
11 my Board is very uncomfortable with this plan. In fact, a
12 few of them stated that we could tell you to pound sand
13 about that.

14 MADAM CHAIR: I've done that, but...

15 MS. SUDAR: But it has to be stated that, you
16 know, they are unhappy. They do not like some of the
17 strictures and the rules that have been put in place for
18 this type of a plan. The general consensus, though, is if
19 this should be the decision, we will work with it. It
20 doesn't mean we'll be happy, but we will work with it. And
21 as I stated to Mr. Durham, there should be a process by
22 which if there is a disagreement, it comes up to and only at
23 the final point where there is no agreement, and there must
24 be arbitration that the Board would work on it, because we
25 have to trust our one employee to do his job. We have to



1 trust that the vendors will hopefully do the job they say
2 they have done. And so our best way to make sure that
3 happens is to let them work through the processes and come
4 to us for arbitration. And I know that there will be those
5 Board Members who will be contrary. Two of them were at our
6 meeting on Monday night.

7 MADAM CHAIR: Contrary to what you just said
8 or --

9 MS. SUDAR: No, contrary period. As in their
10 demeanor is contrary. One of them is rather vocal. But in
11 the final end decision, what we have to look for is
12 regardless of whatever disagreements come down the line
13 towards us, it isn't so much what's best for Gen Schools.
14 It isn't so much what's best for the superintendent or even
15 Ms. Duran, the best possible outcome has to be visioned for
16 those 500 and some odd students because otherwise, without
17 taking into consideration those students, we aren't doing
18 our job.

19 MADAM CHAIR: Right. That is your job. I --
20 I agree with that. I just need a -- Ms. LePlatt what -- in
21 this conversation, what are your thoughts?

22 MS. LEPLATT: The -- the plan that we've
23 worked through was actually initiated back in December. We
24 started working on putting together all of the pieces to
25 make this come together, and we did it in collaboration of



1 course with the district. Ms. Sudar was available at a
2 couple of our meetings, and so we have met many, many times
3 to iron out the details and to come up with a solid plan to
4 bring forward to you. I have always felt that Generation
5 Schools has been on the same page with the district or with
6 the school in general. Superintendent Moore has been more
7 than happy to work with us and to provide input and feedback
8 as far as the creation of the plan.

9 As far as Generation Schools goes, we are
10 available to help support in the capacity that is directed
11 by the State Board and that the district feels comfortable
12 with. So we are happy to provide our leadership, to provide
13 authority, to provide boots on the ground and more hands to
14 actually do the work, and to get in there and create that
15 sense of urgency, and make sure that there's action, follow
16 through, and accountability throughout the plan's contents.
17 So we are prepared to do what is directed by you. But
18 throughout this whole process, I feel that we have been
19 working together very closely with the administration, with
20 the staff, and that we have been on the same page throughout
21 the process.

22 MADAM CHAIR: Thank you. So it just kinda
23 feels to me that if the Board were coming forward with this
24 particular plan, it would be fine, but because it feels as
25 though the State Board instead of your Board is coming



1 forward there's a philosophical get out of my knickers' kind
2 of an approach that I would say all the school Boards, they
3 actually -- having been in your shoes.

4 MS. SUDAR: I think most School Boards see
5 this process as having been the boogeyman for far too long.
6 I know that many in my community as well as my Board,
7 because there is nothing stopping them from walking up in
8 the middle of Safeway, grabbing them, and saying, "I wanna
9 talk to you," so they get heard. For many of them, they
10 view this process as a denial of local control. I
11 understand that. It's one of those that I keep having to go
12 back to the same thing. I may not be comfortable with it
13 personally. I may not be comfortable with any of the
14 decisions as a Board, because part of me is screaming that
15 we haven't had enough time to do things because we've had
16 too much change, and too much turnover, and too many fingers
17 in the pot, but I've gotta do what -- what's right for kids.
18 That's gotta be my drive.

19 MADAM CHAIR: Well, I hope you can believe
20 that that's what we believe in.

21 MS. SUDAR: That's what --

22 MADAM CHAIR: Our kids are 900,000. Yours
23 are -- it's a lot. You can be a whole lot more nimble,
24 because you don't have as many, but philosophically, the



1 caring, I think, is equal on both sides. I'm not sure that
2 Board -- School Board Members get that.

3 MS. SUDAR: Sometimes they don't. The other
4 thing that is rather rampant throughout the community at the
5 moment is they figure you're gonna do whatever you're gonna
6 do, and it doesn't matter what we said. We had people say,
7 you know, don't bother to go up because it's not gonna make
8 a damn bit of difference.

9 MADAM CHAIR: I hope our staff convinced you
10 otherwise.

11 MS. SUDAR: Well, we figured regardless of
12 what gets said -- with -- what gets decided, we needed to
13 come up, and give our point of view.

14 MADAM CHAIR: Right.

15 MS. SUDAR: I would like to prove the
16 naysayers wrong. That coming up here did make a difference,
17 but perception is what it is, and when you don't have the
18 community buy-in that we have --

19 MADAM CHAIR: You don't have.

20 MS. SUDAR: -- it makes an issue. You know, I
21 -- I have to admit regardless of what happens today, the
22 elections in November are going to be very interesting, and
23 I will probably have three brand new Board Members who are
24 rather fiery and revolutionary because they're going to get
25 in there with the idea that we screwed up, and we're gonna



1 make the changes, and to heck with what happened before.
2 All I can do is hope to make sure they understand their
3 role.

4 MADAM CHAIR: Thank you. Board Member
5 Durham, do you have some more questions or comments?

6 MR. DURHAM: No. Thank you.

7 MADAM CHAIR: Flores. Board Member Flores.

8 MS. FLORES: Well, I mean, if you're thinking
9 that the idea about your school came from the Board, I mean,
10 I think it that I surmised with I heard from you about the -
11 - the other school, and combining the school I -- I just
12 think that -- that's a very smart school, and that working
13 together would be easier, and --but -- but again, that's
14 your decision.

15 UNIDENTIFIED VOICE: Yes.

16 MS. FLORES: Not our decision. That -- that
17 was -- and so again, I'll ask. Is that something that you
18 will think about, and that the commissioner will think
19 about, because it is in the plan, to say that -- that is an
20 option aside from the charter school, if one company would
21 be available, and would you continue on that plan if -- if
22 all parties are...

23 MS. DURAN: So Board Member Flores, if -- if
24 I may. Right now, I currently have eight open teaching
25 positions available. I'm not sure I'm gonna fill those, and



1 so combining with Gardner would actually help solve that
2 particular issue. And again, I'm -- I'm engaging in a
3 philosophical battle. Right? So I need to be very cautious
4 because I understand the pride that -- that community feels
5 of having their one school house, and -- and so I don't
6 wanna take that away. But I also, at the end of the day, I
7 look at the dilemma and the issues that I have in even
8 filling the current positions that I have, and that worries
9 me because that's gonna keep us in the same dilemma that
10 I've been in this year, and -- and that's an issue. And I -
11 - it's -- it's gonna -- it's gonna stagger my ability to
12 move that building forward, and so I -- I see a lot of
13 positives that it would bring, and with the help of
14 Generation Schools, and I'm not opposed to the management
15 plan. I would love to have Ms. LePlatte's expertise in
16 guiding me, and holding me accountable for those decisions,
17 and coming back, and giving you evidence. Evidence of the
18 implementation strategies we are saying we are committing to
19 'cause I would do them anyway, but I do see this as a viable
20 option, but again that's a philosophical battle.

21 MS. SUDAR: And to be honest, hubris and
22 pride is getting in the way. For a number of years people
23 have said the thing you probably should do is close Gardner
24 School, and it's amazing. You can have meeting, after



1 meeting, after meeting, discussing finances and such, and
2 there will be no one in the audience.

3 MS. FLORES: But now, remember we're not
4 saying that you do.

5 MS. SUDAR: No, no, no, no, I'm -- I'm I
6 understand. I'm just -- let me finish this.

7 UNIDENTIFIED VOICE: You'd like us to.

8 MS. FLORES: You'd like us to. Well, no.

9 MS. SUDAR: No. What I'm saying though is
10 that the minute we have mentioned this, all of a sudden
11 everybody comes out of the woodwork, but they're not looking
12 at it from the point of view that we have to look at it, or
13 from you as Board Members have to look at it, or Generation
14 Schools, or anyone else. They're looking at it from a point
15 of pride and hubris, not the financial issues, not what's
16 best for students, because I'm sorry. When you bus kids to
17 Gardner school, they're on the bus for 45 minutes a day, one
18 way. That means they're on the bus for 90 minutes, all
19 total, every single day, on top of an eight-hour school day,
20 which means by the time they get home, and do chores, and do
21 homework, it's 10:00, for them to get up at 6:00 in the
22 morning to get back on the bus to school.

23 So what I'm looking at, because I have to
24 financially -- that's part of my responsibility as a Board
25 Member -- is that the \$600,000 plus that we have to spend on



1 78 students is illogical when we could use that to help pay
2 for a management plan for the whole district. Because in
3 all honesty, if we don't close that school, if we don't
4 figure out some way to help them pass that point of hubris,
5 we're gonna be back here again in four years, and we're
6 gonna be here arguing about what should be done about
7 Gardener School, because at this point, it does not have,
8 from some of our Board Members' point of view, enough to get
9 past that barrier that is turnaround or priority improvement
10 status. So we as a Board don't object to the one option,
11 and we understand it's our responsibility, and I'm willing
12 to have some very long nights, but it's one of those that
13 you have to understand from our point of view, too. We have
14 a very few vocal parents that let pride get in the way.

15 MADAM CHAIR: Board Member Rankin?

16 MS. RANKIN: Ms. Bosch, thank you for
17 pointing out page 11 that says, Generation Schools will
18 exercise final decision-making authority or monitoring of
19 all -- of the partnership, and the page before it also says,
20 provide Generation Schools Network with final decision-
21 making authority. These are the things that I'm looking at.
22 These are the things I am looking at in relationship to the
23 law, and what it tells us to do, but first, and foremost for
24 the students -- the students in -- in Peakview, and we've
25 gotta bring them to the surface all the time. I -- I felt



1 today there been more mention of students, parents,
2 community than I've ever heard before. Deemphasizing the
3 process, and looking at the human factor there, but we also
4 as a State Board have a job to do, and that is enacting the
5 law. But I think, I think that we're moving forward on all
6 of it, and -- and I appreciate you all being here today.
7 Jaye, it's good to see you again.

8 MS. SUDAR: Good to see you, dear.

9 MADAM CHAIR: Board Member McClellan? Board
10 Member Mazanec?

11 MS. MAZANEC: So you have seven members of
12 your local school Board. Are you the only one that attended
13 today?

14 MS. SUDAR: Yes. I am the only one who
15 usually attends anything.

16 MS. MAZANEC: Gold star.

17 MS. GOFF: Thank you. Thank you for that and
18 for other things. All -- all of you. Your honesty and your
19 -- this has been conversation-like, and I mean that in a
20 really sincere sort of --

21 MR. MOORE: Thank you.

22 MS. SUDAR: Thank you.

23 MS. GOFF: -- raised up human being level sort
24 of way. I think that's -- I think it's been fabulous, and I
25 appreciate it. And I don't really have any questions. I --



1 I -- I believe that you heard me when I was talking about
2 the community's sense of heightened awareness, whatever it
3 might be called. Down the road and the -- the importance of
4 understanding time passes very quickly. Things are put in
5 young peoples' laps and on their shoulders a lot quicker
6 pace it feels like these days, and it is highly joint
7 concern about what's going on with our young people. And
8 because time goes so fast it's -- these are decisions that
9 can't be made lightly and they can't be -- we can't be pokey
10 about it. None of us can be, but with good reason, so. But
11 again, thank you very much. Thank you.

12 UNIDENTIFIED VOICE: Yes.

13 MADAM CHAIR: Board Member Rankin?

14 MS. RANKIN: No, McClellan.

15 MADAM CHAIR: McClellan. Oh, I'm sorry. I
16 meant you.

17 MS. MCCLELLAN: Thank you, Madam Chair. I
18 just wanted to reiterate again there's such a strong sense
19 of ownership from everyone here, and I think that's such an
20 important part of the solution. And it sounds like that is
21 something that's permeated throughout the community, and it
22 probably won't make your -- some of your future decisions
23 necessarily easier. But it's such an important ingredient.
24 Your public obviously cares about what's happening in your
25 district. So -- and I just wanted to lend my encouragement



1 as you go forward, having a discussion with your Board and
2 with the community regarding your decision regarding
3 consolidation.

4 I know that when I was a liaison to public
5 schools as a city councilwoman, we saw a school closure in
6 Littleton Public Schools due to an aging population, and it
7 was one of the most emotional issues that the communities
8 surrounding that school that was closing had to face in a
9 very long time. So you have my sympathy there and my kudos
10 for your courage in facing the decisions that you need to
11 and my thanks for your service. And thank you for your
12 candor today. We really do appreciate it.

13 MR. MOORE: Well Miss McClellan, if and when
14 that discussion comes up, I'd be happy to have you down.

15 MS. SUDAR: To be honest, it would help if -
16 - I know at least in our community if people actually saw
17 you as face -- more than just a name, if they saw the faces,
18 if they saw the people, because too often it's -- it's --
19 it's oh, them up in Denver, and it doesn't matter. And it -
20 - sometimes, it's very frustrating. And also know that no
21 matter what the outcomes of this decision, whatever comes to
22 our plate, we'll get back to you and let you know how it
23 goes.

24 MADAM CHAIR: Are you ready? You choose it,
25 you're making a motion.



1 MS. RANKIN: Based on today's hearing, I move
2 that the department and district work together to submit a
3 proposed written final determination regarding management of
4 Peakview Elementary School by a --

5 MADAM CHAIR: Middle school.

6 MS. RANKIN: I'm sorry?

7 MADAM CHAIR: That's a K-8.

8 UNIDENTIFIED VOICE: Peakview School.

9 MS. RANKIN: Peak -- Peakview School by a
10 private or public entity other than the school district for
11 the State Board's consideration at the June State Board
12 meeting.

13 MADAM CHAIR: Do I have a second?

14 UNIDENTIFIED VOICE: Second.

15 UNIDENTIFIED VOICE: I second.

16 MADAM CHAIR: Thank you. Any more comments?
17 Let's call a vote. Oh, I'm sorry. Just a minute. Who was
18 it to?

19 MS. FLORES: I -- I just wanted to note a
20 problem here. Would you like the consolidation to go in
21 there?

22 MR. DURHAM: I don't know.

23 MS. FLORES: This is our motion. This is not
24 their motion.

25 UNIDENTIFIED VOICE: It can't.



1 MS. SUDAR: Although if there's anyway to do
2 a recommendation, that would be nice.

3 UNIDENTIFIED VOICE: No, we can't.

4 MADAM CHAIR: I'm so -- unfortunately, based
5 on --

6 MS. SUDAR: I -- I understand.

7 MADAM CHAIR: -- based on the law -- we need
8 to wait four years, and we truly hope that is not the case.

9 MS. SUDAR: I know. I know. Like I said, I
10 -- I suspect that if -- unless we can push through the
11 consolidation we will be back in four years.

12 MR. MOORE: Is there any way to say with your
13 recommendation also while perhaps you're investigating --

14 MADAM CHAIR: You've already told us how much
15 you wish we didn't -- your community wishes we didn't exist.

16 MR. MOORE: That what now?

17 MADAM CHAIR: Yeah. So therefore --

18 MR. MOORE: I told -- I -- I'm sorry.

19 MADAM CHAIR: As I said, your community would
20 like us out of their knickers. We care about your students
21 so much. Our legislators care about your students. They
22 also care about the tax dollars that are killing us. And so
23 I hope you understand the position from which -- I hope your
24 community can understand the position from which we stand.



1 MR. DURHAM: I'm not sure. Maybe -- maybe if
2 we were to recommend that it stay open, it would be helpful.

3 (Laughter)

4 MADAM CHAIR: That's -- now there's a
5 strategy. You can -- you can interpret that.

6 UNIDENTIFIED VOICE: It's a good point.

7 UNIDENTIFIED VOICE: It's a good point. It's
8 a good point.

9 MADAM CHAIR: Oh, no. One moment, please.
10 We have a rephraser.

11 MS. RANKIN: I -- I need to rephrase my
12 motion, so let me start it again. And nothing is a major
13 change here.

14 MADAM CHAIR: Okay.

15 MS. RANKIN: Based on today's hearing, I move
16 that the department and district work together to submit a
17 proposed written final determination regarding external
18 management for Peakview School, as described in the
19 commissioner's recommendation for the State Board's
20 consideration at the June State Board meeting.

21 MADAM CHAIR: Would the seconder -- who was
22 seconder?

23 MR. DURHAM: Val was.

24 MADAM CHAIR: Is that fine?

25 MS. FLORES: Yeah.



1 MADAM CHAIR: Okay. Now may -- Ms. Cordial,
2 would you please call the vote?

3 MS. CORDIAL: Board Member Durham.

4 MR. DURHAM: Yes.

5 MS. CORDIAL: Board Member Flores.

6 MS. FLORES: Yes.

7 MS. CORDIAL: Board Member Goff.

8 MS. GOFF: Yes.

9 MS. CORDIAL: Board Member Mazanec.

10 MS. Mazanec: Yes.

11 MS. CORDIAL: Board Member McClellan.

12 MS. MCCLELLAN: Yes.

13 MS. CORDIAL: Board Member Rankin.

14 MS. RANKIN: Yes.

15 MS. CORDIAL: Board Member Schroeder.

16 MADAM CHAIR: Yes. Thank you, folks. This
17 concludes our hearing for today. The Board will vote on
18 this matter at the next regularly scheduled Board meeting in
19 June we hope. But as a reminder, we are still acting in a
20 quasi-judicial manner and may not engage in conversations
21 with the Department or the District with regard -- with
22 regard to the final determination. Thank you so much for
23 coming.

24 ALL: Thank you.

25 MADAM CHAIR: Best wishes.



1 MS. SUDAR: Thank you very much.

2 MADAM CHAIR: Break.

3 (Pause)

4 MADAM CHAIR: So colleagues, we need a motion
5 to go into executive session please. Mr. Durham?

6 MR. DURHAM: Yes. She has to read first.

7 UNIDENTIFIED VOICE: Okay. Sounds good.

8 MS. CORDIAL: An executive session has been
9 noticed for today's State Board meeting in conformance with
10 24-6-402 CRS to receive legal advice on specific legal
11 questions pursuant to 24-6-402(3)(a)(II) CRS in matters
12 required to be kept confidential by Federal Law or rules or
13 State statutes pursuant to 24-6-402(3)(a)(III) CRS.

14 MADAM CHAIR: It's a proper motion. Do I
15 have a second?

16 UNIDENTIFIED VOICE: Second.

17 MADAM CHAIR: Anyone opposed?

18 (Meeting adjourned)



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C E R T I F I C A T E

I, Kimberly C. McCright, Certified Vendor and Notary, do hereby certify that the above-mentioned matter occurred as hereinbefore set out.

I FURTHER CERTIFY THAT the proceedings of such were reported by me or under my supervision, later reduced to typewritten form under my supervision and control and that the foregoing pages are a full, true and correct transcription of the original notes.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of October, 2018.

/s/ Kimberly C. McCright
Kimberly C. McCright
Certified Vendor and Notary Public

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