



COLORADO
Department of Education

Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
May 15, 2014, Part 2

BE IT REMEMBERED THAT on May 15, 2014, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

Paul Lundeen (R), Chairman
Marcia Neal (R), Vice Chairman
Elaine Gantz Berman (D)
Jane Goff (D)
Pam Mazanec (R)
Debora Scheffel (R)
Angelika Schroeder (D)



1 CHAIRMAN LUNDEEN: Will the State Board
2 come back to order now? The next item on the agenda is a
3 conversation with Ignacio School District 11-JT. I just
4 want to call out to you folks that we proceed this, and
5 we've had, what? Six or eight of these now. As a
6 conversation, a dialogue. It's not a formal proceeding,
7 it's more of an opportunity for us to hear kind of the
8 nuances, the subtleties, the specifics of your situation
9 and -- and some of your perceptions involved in it as
10 well. So we're really grateful for the opportunity,
11 grateful that you're here today, and with that, I will
12 turn it over to the Commissioner.

13 MR. HAMMOND: Thank you much, Mr.
14 Chairman. I'm just going to turn it over to you, Dr.
15 Rocco Fuschetto, and -- I actually called your formal
16 name, didn't I?

17 MR. FUSCHETTO: (indiscernible) call me
18 that name. Thank you, we're glad to be here. We are
19 representing from the Ignacio School District, and I
20 would like to introduce our -- our team. Because at
21 Ignacio, we work as a team. So we begin with Lou Curt
22 (ph) is a newly elected Board Member, and he decided to
23 come at the last minute, basically, to see what this is
24 all about.

25 MS. NEAL: See what we do here.



1 MR. FUSCHETTO: That's great. We do have
2 Laticia Taylor, she's the Director of Southern Ute
3 Education Department. Of course I'm Rocco Fuschetto; I'm
4 the School Superintendent. And we have Toby Roderick
5 (ph) is our Board President. We have Dr. Cathy Percornia
6 (ph), our Curriculum and Data Director. She was a high
7 school principal and she became the new -- in a new
8 position in February. We have Angela Blue (ph), is one
9 of six grade language arts teacher, but also a parent.
10 And that's it.

11 CHAIRMAN LUNDEEN: That's Carrie Markle
12 down at the end of the table, she's our policy analyst
13 and --

14 MR. FUSCHETTO: Oh, and also we have a
15 photographer, and that's my wife, Mary Jane Fuschetto.
16 So I have to introduce her or I'll be in trouble at home.
17 You know? Thank you, Laticia. See, we are a team. We
18 help each other.

19 I would like for Toby to say a few words
20 and then we will do a -- we have a -- and actually, we --
21 we have probably the best technology in the Southwest
22 corner of Colorado, but we decided to go low tech. So we
23 did a booklet for you this time.

24 MR. RODERICK: My name is Toby Roderick,
25 I'm the President of the Board. This is my six and half



1 year on the board. I've been through this process since
2 the beginning. I was on the board, we went through the
3 KD (ph) surveys and all of that stuff, and that was -- it
4 was a good process that started us out really looking at
5 the things that we needed to do. And it was hard. It
6 was a hard line to look at ourselves in that way. And so
7 we -- I think we've made great steps in the last -- the
8 last few years since then to -- to look at ourselves and
9 see the -- the places we need to make changes.

10 I also serve as the Region 12
11 representative for Kasbe at -- at their Board of
12 Directors. I feel that it's important that we get
13 ourselves out into other parts of Colorado and to be
14 involved in the educational system as a whole, not just
15 in our local area. So I get to -- get to -- have to go
16 to four meetings a year and spend a lot of time learning
17 and collaborating with people from other parts of the
18 state that I normally wouldn't get to, and I found that
19 that's helpful in this endeavor.

20 I have students -- I have a 7th grader, a
21 4th grader, and a 1st grader and they run the gamut of one
22 who's probably the best example of an average student
23 there is, to one that is highly GT, and one that is
24 borderline GT. And so I get to have these conversations
25 with other parents that I feel are -- are important,



1 where they know that -- that -- that I don't have just
2 really smart kids or kids that are struggling. And I
3 feel that that gives us kind of a -- that's a good
4 representation of our school. We have a good average, we
5 have good high, and then we have the (indiscernible) that
6 we're helping. So. Other than that, I don't know what
7 else to open with.

8 MR. FUSCHETTO: Thank you. I would like
9 to begin. I guess if you describe the Ignacio School
10 District in the last four years, it's a district of
11 transformation. We begin with the KD report, and I
12 remembered I attended that -- that meeting that they had.
13 I was supposed to start work on January -- July 1st, and
14 the meeting was in June, so I decided to attend that
15 meeting, and after that meeting I asked myself, what did
16 I get myself into? It was very tough meeting, but also
17 like Toby said, things that the community and the
18 teachers and staff needed to hear. What was wrong with
19 our district? So I took that as an opportunity.

20 So my -- my first thing is okay, where do
21 we go from here? What do we do? We know now what the
22 issue are, so take it to the (indiscernible), Chad Auer
23 became our liaison with CDE, and we spent quite a few
24 meetings, so we came up with what were the root causes,
25 what we needed to do. So at the end, we came up with two



1 main goals: Set higher expectations for the school
2 district; not just the students but the parents,
3 superintendent, bus drivers, the whole community. And
4 then the second one: We needed to look at our
5 curriculum. What did we need to do? So that's what
6 we're talking about transformational.

7 We hire a consultant to re-do our
8 curriculum. So we created a (indiscernible) committee,
9 which is the Curriculum Committee. Then we created a
10 (indiscernible) committee, which is the High-Expectation
11 Committee, and Angela Blue is chair of that committee.
12 She's the big (indiscernible) on that committee.

13 MS. NEAL: Is that good?

14 MR. FUSCHETTO: You know, and all the rest
15 are a bunch of (indiscernible) -- but that was our goal.
16 We started with a community dinner, and we gave them
17 three simple questions. We didn't do any presentation,
18 we just put the questions on the placemats, and that's
19 where we started a whole process of parental involvement,
20 what was -- what do we need to do to improve our schools?
21 So that was -- that first community dinner, we had in a
22 town of 700, we had almost -- over 400 people attend.
23 And we've been doing those since then, twice a year, and
24 we still get 300-400. Last November we had over -- we
25 served over 420 dinners. So that's something that brings



1 the community in, talking about parental involvement.

2 And that's how we started the process.

3 So on the first page, I kind of -- and
4 probably Chad will remember this -- that last August he
5 showed up, we were doing a meeting with the teachers, and
6 I went through some of these things with Chad, and Chad
7 said: Man, that sure was a good introduction to -- to my
8 presentation, or something. But we have listed -- these
9 are just the highlights of some of the different
10 activities that the Ignacio School District has done in
11 the last four years. Of course we have the curriculum
12 alignment and revision. We have created rubrics for
13 every benchmark in every subject, K-12. We -- the big
14 thing that probably should -- the other transformation
15 that -- besides the curriculum, the whole district is
16 going through a building and rebuilding. We were lucky
17 to pass a \$50 million bond, probably most of the state
18 heard, we passed it by one vote.

19 So we -- last fall we opened a brand new
20 middle school. This past February we opened a K-5
21 elementary school, and we scheduled to open a brand new
22 high school in the fall of 2015. Also talking about
23 restructuring -- restructuring -- we have four schools,
24 we are going down to three schools. Because we had an
25 intermediate school, we had K-3, 4, 5 and 6, 7, 8, 9-12.



1 But the new restructure is K-5, 6, 7, and 8 middle
2 school, and 9-12 high school. We -- that was one that --
3 and also I will -- on a side note, I would like to invite
4 you, if you are ever in the Southwest Colorado, to come
5 and visit our brand new buildings. The community is
6 really proud of it, and so on.

7 And one project we do want to thank the
8 best (indiscernible) that helped with that. So that was
9 a -- just one, the elementary school. The rest, the
10 community is paying for all of those brand new buildings.
11 And we created a lot of partnerships with the community,
12 especially with the Colorado Children Museum the nature
13 center, tried to bring more science into -- into our
14 curriculum. We did work very, very hard to create a
15 strong collaboration and Laticia Taylor will address that
16 with the Southern Ute Indian Tribe.

17 Our population is over 40 percent Native
18 American students. We like to say we have the highest
19 percentage of Native American students in the state of
20 Colorado. So we -- one of the things that helped us with
21 a curriculum of revision, was that the board was able to
22 give us an early release, one day a week. So every
23 Wednesday the -- all the students are dismissed at 2:00
24 and we go for an hour and 45 minutes of curriculum
25 development, and that's where everybody, beginning with



1 the -- even we involved the Head Start, although we don't
2 run the Head Start. We included those teachers in a part
3 of a conversation, and we developed the curriculum all
4 the way from K through 12. And our district, we like to
5 say that kindergarten teachers dictate what is taught in
6 every other grade. So we -- from K-12 instead of
7 backward design.

8 So we continue work on that. While we
9 were doing that, also we had language arts and math, are
10 working on curriculum, and all the other subjects met in
11 groups and -- and I also included a list of all the books
12 that each staff member read, and they discussed on a
13 weekly basis and so on. And every week they were supposed
14 to send us a report, which my -- I read, if there were
15 any concerns, and I talked to Dr. Percornia or to address
16 their questions.

17 That's -- I would like to stop here. I
18 don't know how much time we have, so that's -- Dr.
19 Percornia?

20 MS. PERCORNIA: Yeah, I would just like to
21 say too, when Dr. Fuschetto was talking about the
22 partnerships that we've formed -- we have a wonderful
23 committee called the Multi-Ethnic Committee. It used to
24 be Tri-Ethnic Committee, now it's Multi -- Multi-Cultural
25 Committee. And this next year we have voted, as a



1 committee of community members, our -- the Southern Ute
2 Public Education, the casino, the SUCAP, which is the
3 Southern Ute Community Action Program. We are going to
4 embark on a full character counts for the whole entire
5 community. And that way, what the youth are seeing at
6 school, they will also be seeing at Boys and Girls Club,
7 they'll be seeing in the stores and the casinos, and then
8 we're also going to take that to the adult population
9 also, so we're pretty excited about that. And that's one
10 of our big plans for next year.

11 MR. FUSCHETTO: Angela, would you like to
12 discuss the curriculum, and --

13 MS. BLUE: Okay. So we started with the
14 curriculum and it was a very arduous task, to say the
15 least. And not everybody was really happy at times at --
16 when we were working on it. But what we were trying to
17 do with Jay Thompson was we were trying to design first
18 to have it vertically aligned, as Rocco said, from K-12.
19 And then to have -- to look at essentially what each
20 grade level was going to be working on teaching, and to
21 come up with between -- I think we have like, somewhere
22 between 16 to 20 benchmarks in each grade level. So we
23 were looking at quality versus the quantity. So we
24 developed rubrics and in those rubrics we had four
25 levels, and each level -- it goes from beginning, and



1 then a developing, and then competent, and then
2 excelling. And we have, with those rubrics, we have what
3 that means -- if it means that they're making 50 percent,
4 75 percent, you know, et cetera, like that. So it's also
5 like on a one, two, three, four, if you're looking at a
6 writing -- kind of a writing prompt.

7 And we have an example of the rubric in
8 the -- in our package. The one that we have there though
9 is pretty simplistic. The rubrics that I have for
10 language arts are - are quite a bit more extensive, and
11 may have like A, B, C, D, E, F in the rubric. Not just
12 one -- not just one objective, but might have several in
13 there. We did want to -- it was very -- we -- we looked
14 at each of the standards, and we were like, which ones do
15 we hit? Which ones are necessary? Which ones could we
16 combine? Which ones have been like a repeated -- and so
17 we took -- that's how we -- we looked at the Colorado
18 standards and then we -- we tried to focus. And that was
19 our whole idea, was to focus, focus, focus. And -- and
20 again, making it more of a quality versus quantity.

21 This rubric is not the rubrics that we've
22 come -- have made for each of the levels and each of the
23 language arts, math, science -- they are not completed,
24 as you would say, they are a living document. We will
25 continue to work on them. We will continue to revise



1 them if we see a gap. Now looking at the -- at the
2 Common Core, you know, we're looking at that too, and
3 we're making sure that we don't have any gaps in there.
4 So -- so this -- pe say this work goes on, and that's
5 what we use our Wednesday afternoons for, is we get
6 together and we look to see how our -- how our rubrics
7 are working. Are we addressing them? You know, looking
8 at post and pre-assessments? Creating post and pre-
9 assessments for ones that maybe still need that to be
10 done.

11 So this again is an arduous process that
12 we are continuing to work in. But I feel pretty -- very
13 confident in it as a parent. I know my boys have -- I
14 have two boys -- one is a junior and one is a senior and
15 my -- I'm kind of like Mr. Roderick -- my senior is,
16 ehhh, you know, he's kind of like that. And my junior is
17 very focused. And so my junior next year will be taking
18 several college courses, you know, within the school
19 district, there at the school. And so I can see the --
20 the focus is there and the focus is helping them to -- to
21 continue and to progress and to be successful in her
22 academics.

23 But I think the rubrics -- one thing it
24 also helped, I feel personally, is it gave me more
25 ownership of what I was teaching, and made me feel -- and



1 I had that -- I had my hands in -- you know, in making
2 it. And really, you know, working it. And so I really
3 feel, again, that ownership to it. And that I'm going to
4 work to make sure that all of students are, you know, are
5 hitting that competent, you know, or -- I'm trying to get
6 them to excelling if I can. But I believe our rubrics
7 are really going to improve our -- our scores, and -- and
8 help our students be successful.

9 I think that the curriculum development
10 piece -- grueling as the word I was thinking, was
11 actually -- and you can see by the schedule here -- the
12 schedule that we have in here -- this just is a sample of
13 a schedule that we used when Dr. Thompson was here. And
14 it was just meeting after meeting, after meeting, after
15 meeting, but that was nothing compared to what teachers
16 were doing after school, during their plan times. In the
17 summertime. And that's how we used a good portion of our
18 TDAP money, was to pay the teachers to actually write the
19 curriculum, as opposed to paying someone to come in and
20 write curriculum for us, or buy it -- purchase a
21 curriculum from someone. And it was interesting how each
22 group that we started with math, and oh, it was jut -- it
23 was grueling. That's all I can say, "grueling".

24 But they were -- by the time the language
25 arts people started, they were like, oh, don't worry,



1 you'll get through this. Oh, don't worry. And then the
2 language arts people were like, you guys, this is crazy.
3 And then when it was time for science and social studies,
4 they are like, oh, don't worry, we'll help you, you'll
5 get through this. So it -- it really brought us together
6 as a district and all of the teachers communicating
7 across the levels, which was really awesome. It's been
8 an awesome process. And -- and still continuing. These
9 feedback sheets in here that you'll see under this
10 curriculum section -- this has been awesome. Teacher
11 send this to their principal, to the superintendent, to
12 the other team members. I know Dr. Fuschetto gives
13 reports to the school board based on the things that are
14 happening here.

15 And the nice thing about it, and
16 especially me as I was curriculum director and principal,
17 but now just as curriculum director, I can read one of
18 these and boom, I know the answer right off the bat and I
19 can shoot an answer back and say, hey, let's try this, or
20 why don't we go with that, or I'll make sure that this
21 happens for you. So just being able to communicate and
22 increase the communication between the buildings, and
23 between administration and staff, I think, has really
24 been really good.

25 And one time I was in a meeting and they



1 said, the administration and the teaching staff in
2 Ignacio has a really very special relationship, better
3 than I've seen in other school districts, so I was really
4 proud of that. So.

5 MR. FUSCHETTO: (indiscernible)

6 MS. BLUE: Sure.

7 MR. FUSCHETTO: On a roll?

8 MS. BLUE: Here I go. Yeah, this is why
9 we don't have a Power Point presentation, because Dr.
10 Fuschetto knew that I would take all the time that you've
11 allotted to us so that I could talk about the data.

12 The first few pages, those -- that's just
13 survey information to teachers on, you know, what do you
14 have available. Some of this telesurveys, some of it is
15 our own survey information. So if you go right past
16 that, what I did is I put in the third grade reading
17 scores, since we just got those back, and those are
18 really very typical of where we start every year. We are
19 just about 10 percent below the state average. And once
20 again, we're still 10 percent below the state average.
21 It always seems to me, when I'm looking at the data, that
22 one of the issues and -- not just to me -- but others --
23 but one of the issues that we do see is we don't have
24 those kids that are scoring in the advanced range. And
25 so often there'll be 62 percent proficient at the state



1 level, but then there will be 10 percent advanced, and we
2 stop at that. At that proficient level. So we're always
3 looking at that.

4 This was our first year to be working with
5 the M Class and all of the new READ Act information and
6 this was their report from the elementary school on all
7 of their testing that they just completed on December 9th,
8 and obviously the goal is to decrease the red, and
9 increase the green and with the -- the (indiscernible)
10 information you can really see that that's actually
11 what's happening, and people are taking a really active
12 role. What was really cool was I had asked the Title I
13 teacher at the elementary school to send me which report
14 she wanted me to present, and not only did she send me a
15 report, but you'll see the very next page, she sent me a
16 detail analyzing the information. And -- and I think
17 that's just really indicative of one of the culture
18 changes that we've made in our district as far as none of
19 us, including the school board president this morning at
20 breakfast, can look at a piece of information start not -
21 - give you 10,000 things that also are coming to mind
22 about what is that data saying, and where are some things
23 that we need to -- to focus. So I thought that was
24 really cool and I wanted to share that with you.

25 We used to do the NWEA and -- for years.



1 I've been in the district for 14 years and one of the
2 things that I'd noticed about the NWEA is we did the NWEA
3 and then that was about it, right? And there was no time
4 to use it, the information. It -- you really had to dig
5 for the information. And we ended up moving to the
6 Renaissance Learning and the Star Enterprise, and that
7 has been awesome for our school district. We have -- all
8 of our teachers are trained in administering and looking
9 at Star Data; the information is instantaneous so that
10 people can zero right in. There's diagnostic reports
11 that teachers can take a look at to help differentiate.
12 And we have a three year partnership with Renaissance
13 Learning, and so we have a coach that also comes and
14 visits with us, and every month she has a phone
15 conversation with each principal at the schools, talking
16 about their data and what next steps people need to make.

17 So we're really focused on how can we
18 really dive into what's happening. And I think that our
19 start early literacy information, which I thought was
20 pretty cool, matches what our (indiscernible) is saying.
21 So we're really, you know, seeing the correlation.
22 That's always really good.

23 Knowing that we're on priority
24 improvement, we are -- we are shooting for the 55
25 percentile growth, because adequate growth is really



1 something that when your -- when your growth scores have
2 been as low as ours, that's just out of reach sometimes,
3 and really frustrating. So that 55 -- and 50 and 55 is
4 really something that teachers can grasp and this is just
5 from our Star Testing and Reading, the next one, is our
6 growth percentiles. That has been correlated to the TCAP
7 testing. This is the first year that they've done the
8 correlation, because it's the second year of the TCAP,
9 correct? But we're moving in that direction and we have
10 more teachers are understanding that, and really
11 understanding the growth model, and we really appreciate
12 that.

13 That -- that is from the Renaissance, but
14 then we also have a data person in our BOCES that was
15 able to create a similar graph by grade level. So the
16 nice thing about grade level information is you can take
17 a look and say: Wow, we really are moving towards that
18 50 percent growth -- 50 percentile growth in each one of
19 our areas. Or if we're not, we're -- which -- which --
20 which grade levels and which areas do we need to take a
21 look? So that's one of the ways that we're using -- that
22 we used the data.

23 The next data sheet I showed you is the
24 WIDA testing. And we really love this new testing -- the
25 Colorado ACCESS. Interestingly enough, we have 24 kids



1 that are identified as ELL in our district. Some people
2 think that that's low; some people think that's high. I
3 think that this is indicative of our population. And the
4 reason is if you take a look at this information right
5 here, you will see that on the speaking section, we are
6 scoring out the highest range as possible, and it is the
7 comprehension, the reading, and the writing sections,
8 where we're in those earlier developing stages. And this
9 is true in all of our -- with all of our -- with our
10 entire population. And I think we see that a lot. We
11 don't necessarily think that our kids are ELL, because
12 they speak English, but in fact, ELL strategies and ELL
13 resources and -- and really making people understand that
14 and working that is really going to make a big change.

15 And that has moved us into a huge focus in
16 writing district-wide. Again, K-12, which is something
17 we haven't done before over the last couple of years with
18 Step-Up to Writing. And this coming year we're going to
19 be focusing on those areas that are not language arts
20 areas, but actually science and social studies, and how
21 can we improve those skills there. So --

22 Moving onto math. Again, you know, it's
23 reading and math that put us on priority improvement and
24 it's going to be reading and math that gets us off
25 priority improvement. So again, we're seeing a lot of



1 growth in that area. Interestingly enough, we had a nice
2 conversation about our grade level information in math,
3 and have a lot of differing ideas about why do we see one
4 or two of our grade levels particularly lower than the
5 others? And as many people at this table, we have that
6 many different interpretations of what that can mean,
7 which is also something that was important for us to see
8 as a group to say, now let's go back and you know, really
9 dig into the data and see what's going on and where can
10 provide some support. So we do think that the seventh
11 grade, given another space and time would have been much
12 higher.

13 We do have this massive curriculum and
14 this is just a sample. The teachers are now trying to
15 figure out how are we going to get information across to
16 -- to the next teacher as to where kids are when it falls
17 into our rubrics. And this is just a sample of an eighth
18 grade math sheet. And from this eighth grade math sheet,
19 we now have an electronic version that we are putting
20 together so that all teachers across the board can use
21 this to indicate where kids are in relationship to the
22 rubric, which is the BDCE across the top. And then the
23 pre-testing and the post-testing. And so from this that
24 a teacher started, they are doing this in mathematics
25 from grades five, all the way through 12, and from this



1 information we've since created a sheet that everybody
2 can use. Even Angela is like, yes, that's what we are
3 going to do, that.

4 High school math has been an area that we
5 have really put a lot of focus into and they -- they
6 weren't included in our Star Data because they have a
7 different set of -- you know, they have semester classes,
8 credit classes. And so they keep track -- and they are
9 math people, so they are kind of different anyway. And
10 they keep track of their student growth percentiles per
11 grade level; so you'll see that they're definitely
12 hitting that 50th percentile growth, which is what we're
13 looking for.

14 They are so excited, because the next page
15 is really our transformation from 2011-12 to our
16 projection of 2014-15 in the number of advanced classes
17 in math that we are now offering, and the number of
18 students that are taking those classes. And we are
19 really pushing our students to get into those higher
20 level math classes and be more prepared for college and
21 understanding. And the math department is really, really
22 excited about the changes that's happening there.

23 ACT is another important factor for us,
24 and our ACT scores have been composite-wise between 16
25 and 17 and we started -- thanks to Dr. Fuschetto, this is



1 something that he brought to us, and then support with --
2 from Laticia from the Southern Ute Public Ed. But we now
3 have an ACT prep class that starts in the 8th grade, and
4 these are 8th grade ACT scores that I included in here.
5 The students that just took the ACT score. So what's
6 really cool is that they can also then click into
7 information that also gives them and their teacher areas
8 where they can improve. So we are definitely focusing on
9 making some changes there.

10 And then this tells the story -- I just
11 love this, I'm so excited about this -- the next one
12 you'll see where it says female/male, male/female? Those
13 are actually student names that I changed. But this last
14 year's post-secondary education sheet. There it is.
15 These are the kids that graduated last year that had
16 post-secondary education plans. And there were six of
17 them.

18 And if you turn the page, the next four
19 pages is this year. And of our 50 students that we have
20 in high school, we have 30 students with post-secondary
21 education plans already -- scholarships -- we've
22 increased the number of scholarships, and this right here
23 to me is -- it just gives me chills to think about this --
24 - this really shows culture change and climate change as
25 far as academics and what we're trying to do with our



1 school district. Thank you.

2 UNIDENTIFIED VOICE: And my son is
3 actually on this list.

4 CHAIRMAN LUNDEEN: I'm guessing he's a
5 male.

6 UNIDENTIFIED VOICE: Yes.

7 MR. FUSCHETTO: I would like to add also,
8 to go -- to follow-up on the ACT class, when we began
9 that class three years ago, Laticia?

10 MS. TAYLOR: Yes.

11 MR. FUSCHETTO: We only had very few
12 students enrolled. Actually, we had to force them to be
13 enrolled in that class. This past year, the 8th grade
14 class has probably about 50 students?

15 UNIDENTIFIED VOICE: ((Indiscernible))

16 MR. FUSCHETTO: Yeah, we have over 30
17 students enrolled in the 8th grade ACT class. Which is
18 another indication that we're beginning to make the
19 cultural change, that high expectation education is
20 important, and the community and the students are
21 beginning to realize that. So -- Laticia?

22 MS. TAYLOR: So I'm Laticia Taylor,
23 Director of Education for the Southern Ute tribe. I am a
24 tribal member and in 2009, the tribe merged our higher
25 education with our public education. I was over Higher



1 Ed for -- since 2000. And when I came in with the Public
2 Ed, we had some conflicts and some struggles working
3 together with the school district, and I had gone to a
4 National Dropout Prevention conference, and learned of an
5 agreement that some of the Confederate Tribes in Oregon
6 made with one of the public schools in -- had been to
7 Oregon.

8 And so the last tab is a reflection of
9 that agreement. We tweaked it to the needs of the
10 Ignacio School District and the Southern Ute Tribe. And
11 we first implemented it in 2010, and then we revised it
12 again and signed it in 2013 at the end. And this has
13 considerably built our relationship and collaboration.
14 We have four teachers that are certified that go into the
15 school district and help the -- the school's teachers.
16 We have an education counselor that also helps the
17 counselors, and we have an education specialist. We all
18 sit on various committees for the school district. And
19 when you look at the agreement, it talks about building
20 the collaboration and working together.

21 And on that second page we have elements
22 of agreement, and we share our information on our
23 students, and we're transparent with each other to
24 understand the good and the bad and to work together to -
25 - to help build a better relationship for our students.



1 We -- we notify each other on different meetings. We
2 have the Indian Policies and Procedures Meeting in
3 October, I think? And we talk about test scores and our
4 Tribal Council meets with the School Board.

5 We have a mill we alternate every other
6 year on the mill, and this past year -- I guess in the
7 past before this was implemented, there was a lot of
8 negative comments. But I think this year was the first
9 year where there was a lot of positive comments from our
10 parents and our students.

11 MR. FUSCHETTO: Can I talk to that real
12 quick?

13 MS. TAYLOR: Uh-huh.

14 UNIDENTIFIED VOICE: So when I first got
15 on the Board, actually before I was elected, I went and -
16 - my race was uncontested, so I knew I was going to be on
17 the Board, and so I went in and sat in the IPP meeting.
18 And it was a scary meeting to sit in. It was not a fun
19 meeting. This last year I had parents come and thank me
20 and say: This is what we had hoped this meeting would
21 always be. We -- we stepped up from just being a dog and
22 pony show, of showing all of these slides, to actually
23 having meaningful conversation. And I feel that that's
24 something directly -- maybe not directly out of this
25 document, but definitely it helped.



1 And we've been able to collaborate not
2 just on this, but the Tribal Council said, we want better
3 attendance. So we needed an attendance officer who could
4 -- who could do that. And they helped us with that.
5 They -- we -- we paid for half the salary, they paid for
6 half the salary, and it -- it worked real good. Now,
7 we're using a social worker who has filled that position.
8 And it's just been a fantastic collaboration between our
9 two entities. And I feel that we've -- we've come to a
10 place in a very short amount of time that nobody on
11 either board would have thought ten years ago, was
12 possible.

13 MS. TAYLOR: And on C; Participating on
14 the Boards, Rocco has allowed me to be a part of their
15 administrative team. So I come to his 7:30 Friday
16 morning meetings and we talk about what's going on, and
17 there's times where maybe the athletic director may not
18 be able to make it to an event, so I'll go on behalf of
19 the school district and -- just more hands that we
20 provide. We're a resource to the school. On Wednesdays
21 when there's early release at 2:00, our high school
22 teacher goes in and helps with the tutoring for students
23 who need -- need that right before the athletic practices
24 start.

25 The curriculum -- this -- we've worked



1 hard at developing a Ute language curriculum and so we're
2 going to be looking at establishing that for the junior
3 high and high school. We'll have a Southern Ute speaker
4 come in and one of Rocco's teachers will be the teacher
5 to certify the course and provide the credit.

6 There's an energy course that the school
7 district is working on with San Juan Community College
8 and the Southern Ute Tribe, because we have our growth
9 fund, and we have several businesses that are energy
10 related within our growth fund. So they're going --
11 we're hoping that -- and I'm sure they will -- help
12 provide some of the materials and equipment so that the
13 kids can receive hands-on experience.

14 There is the Native American Youth
15 Organization within the school and the Title VII teacher
16 runs that program. In the summertime, summer enrichment,
17 we help provide the credit recovery for the high school
18 kids, and that's when my department really picks up, and
19 we provide quite a few STEM type K-12 summer camps and
20 enrichment programs, because learning doesn't stop when
21 the last day of school -- it continues through the
22 summertime, and I think that also helps when school
23 begins again, and the test scores -- to help increase
24 test scores for our Native students.

25 College and career counseling -- we're



1 allowed to come in and provide some training and
2 workshops to our Native students. The Southern Ute Tribe
3 also has a really nice scholarship program that was
4 established in 2000 and we have -- our drop-out rate is
5 about 10 to 15 percent in the past 14 years. And it
6 comes with a really stringent policy, but we have a
7 really nice scholarship that goes along with it. And
8 more and more of our high school students are
9 participating in that. Two years ago we had 100 percent
10 graduation rate for Southern Ute students from Ignacio.
11 Last year we had all but one, and this year again, all
12 but one. And so I think that -- this agreement is really
13 helping us, and I think just trusting and working
14 together.

15 We also have within our department a
16 career fair that we have in April and about 300 students
17 come through. We have colleges and businesses within the
18 area, and also colleges from outside the area that come -
19 - CSU, CU, some New Mexico colleges and some of the local
20 -- Fort Lewis, San Juan, Pueblo Community College. And
21 we also have a back to school barbecue where we invite
22 the school district, our families, and the Southern Ute
23 Tribe. And we provide really nice door prizes and great
24 food and parents and kids can come and talk with teachers
25 and the administrators. This is our second year -- third



1 year -- third year doing it.

2 We also provide a teacher's breakfast at
3 the beginning of the year, and work and get to know
4 teachers and our -- and our employees.

5 UNIDENTIFIED VOICE: I'm just laughing
6 about the teacher's breakfast, because you know,
7 oftentimes you go to school districts and they are having
8 a nice, you know, continental breakfast or whatever, and
9 when the Southern Ute has -- Tribe has that for us, it's
10 order your own made-to-order omelets and everything else
11 catered from the casino, and it's really, really special.
12 And not only that, but they also have people come in and
13 they go around and pick up the dishes from the teachers
14 and you know, the teachers don't have to do anything.
15 It's really, really nice. We usually send those pictures
16 off to our other school district friends and say, what
17 are you guys doing?

18 MS. TAYLOR: In August we're going to be -
19 - we are going to provide some trainers to help the
20 teachers. We have a grant and it's to identify student's
21 different behaviors, and personalities, so that they can
22 diffuse the situation if a student gets out of hand in
23 class, without the student really even knowing that's
24 happening. Her name is Dr. Judith Polly, she's from the
25 east coast, and she's known nationally for -- for her



1 success, and especially with Native kids.

2 We -- you know the Southern -- I don't
3 know if you know too much about the Southern Ute tribe,
4 but we're very blessed. We're the largest employer in
5 the Southwest region of the four states, and they
6 recognize and realize that our kids are a top priority
7 and they -- we have a resolution identifying that. And -
8 - and know that times are tough for -- for the nation and
9 for the state, and like I said, we've been blessed and
10 they economy hasn't hit us as hard as other entities and
11 so they are putting our -- their money into education and
12 to helping the school district. So -- and we're really
13 seeing a turnaround these past four years. It's -- it's
14 awesome. Thank you.

15 Oh, I forgot to mention too -- sorry --
16 there's one other tab --

17 MR. FUSCHETTO: I was going to mention
18 this.

19 MS. TAYLOR: Okay, I'll let you mention
20 it, good.

21 MR. FUSCHETTO: Mr. Curt, any comments?

22 MR. CURT: Well, I would just like to
23 first of all thank you all for coming all the way to
24 Denver to the Western Slope; that doesn't happen too
25 often for a lot of different groups. And -- and I think



1 we are on a good track for a change. I think there's a
2 lot of -- you know, there was a time when our district
3 was -- people would drive their kids to other districts.
4 And now, there's a lot of parents returning to the
5 district. There's a lot of growth.

6 There's a lot of new excitement at the
7 Energy Program. We've a lot of oil and gas in Southwest
8 Colorado. And so that's something else that a lot of
9 parents are interested in. The kids -- that's going back
10 to our local economy and keeping kids local, and
11 (indiscernible) to Montezuma's talk, they were talking
12 about everyone being from that community, or from that
13 local area. That is very much the same for us. That we
14 are multi-generational families that have been there for
15 many years. I believe that's very important to continue.
16 So thank you.

17 MR. FUSCHETTO: If you don't mind, I would
18 like to add a few things. We keep talking about the gas
19 and oil, and the energy, which is a Southwest, and with
20 Southern Ute Tribe. But we are -- have created a
21 partnership with San Juan College in Farmington. They do
22 have a great energy school. So we are going to -- we are
23 offering next year -- and hopefully we have enough
24 students to enroll, but not just students at Ignacio --
25 school district students with any student in that Four



1 Corner region, that they could take the class online and
2 do all the book work online. And then we are going to
3 set up, actually, a lab with our renovation of a new high
4 school. We're going to set up an energy lab, and a
5 VoTech building. We already offer Ag, we already offer
6 Welding with a very successful program. So we are going
7 to add that part of it. And San Juan college is going to
8 send a professor to come to Ignacio every other week, and
9 more kids will have to come for a morning and actually
10 work on hands-on activities. That's one thing.

11 I would like to mention something that --
12 and I was -- I didn't hear all of the Montezuma Cortez
13 presentation, but in the Southwest Colorado, we -- and
14 again, came from a meeting from CDE when Becky Smith was
15 running -- I don't quite remember, that was my first year
16 as superintendent. So we decided to come together and we
17 created what we called a Southwest Native American
18 Education Alliance. That's a collaboration between
19 Montezuma Cortez, the Ute -- Mountain Ute's tribe,
20 Ignacio School District, the Southern Ute Tribe, the
21 Durango School District, and last August we had a parent
22 meeting or conference at Fort Lewis College. And I think
23 -- Dr. Owen, you were present for that, weren't you?
24 Yes, he was there to welcome everybody.

25 So we had about roughly 80 to 100 people



1 at the beginning. So we're going to do that again in
2 September. This time it's going to be at Ignacio. We're
3 going to start rotating them. So that's another thing.

4 Looking forward -- the Board already
5 approved last week for us, thinking of what the state
6 requirements are going to be. We know science is going
7 to be tested, social studies is going to be tested, and
8 we know we're missing some science, especially at the
9 elementary level. So the -- the Board approved last week
10 for me to hire an elementary science teacher. So we are
11 going to start teaching science K -- from K through 12th
12 grade. So this way, when they get to that fifth grade
13 science test, they've been trained that already. So we
14 are getting them that training.

15 Our GT program -- more and more kids are
16 being identified. Again, you hear a lot of districts
17 that keep cutting staff. At Ignacio School District,
18 because we feel -- and thanks to the Board, that these
19 are -- we need these type of teachers to help our kids to
20 get better. They have gave them the authority to hire
21 extra teachers. So we are adding two or three new
22 teachers next year; which, you go around Colorado, that's
23 unheard of. Most people are trying to eliminate teaching
24 positions, because yes, you know, times are tough
25 financially, but the Board will make a decision --



1 academics is important for this community, and when I
2 went to them and I said, I need a science teacher at the
3 elementary -- because we looked at our scores and so --
4 and that's what we're doing. But the collaboration that
5 I just mentioned with some of the colleges, is great.

6 CHAIRMAN LUNDEEN: Thank you.

7 MR. FUSCHETTO: Thank you.

8 CHAIRMAN LUNDEEN: I think we have some
9 questions. We'll start down here, Dr. Scheffel?

10 MS. SCHEFFEL: Thank you so much for your
11 presentation. I wonder if you could just -- and it may
12 be in here, maybe I missed it, but I just wonder, in your
13 mind when you think about the curricular changes that
14 you're making, and the professional development for
15 teachers that you're putting in place so they can
16 implement the curriculum, you know, what is that? Or is
17 that stated somewhere? And are you -- are you still
18 making changes? Or you've already implemented these
19 changes? You mentioned Renaissance Learning, Step-Up to
20 Writing, something regarding math, referencing science --
21 but what I haven't heard is, you know, as we know it's
22 teachers in classrooms with great materials that have the
23 less likelihood of raising achievement. Is there
24 somewhere where you kind of list that? Or in your own
25 mind, you have a matrix that lines that up?



1 MR. FUSCHETTO: We continue doing -- doing
2 our Wednesdays training. A lot of our teachers are
3 participating in LDC and MDC training. A lot of training
4 in that. And they are implementing those into the
5 classrooms. Any opportunity we have for professional
6 development, we have provided to our teachers. And I
7 think we did a list of all of the different --

8 UNIDENTIFIED VOICE: (Indiscernible).

9 MR. FUSCHETTO: -- professional
10 development. We do so many workshops and presentations
11 and the -- and our teachers working together bringing --
12 we don't believe in -- in one shot, bring a consultant.
13 You know, we want them to be there and do it three or
14 four times. So we are consistent in how we implement
15 things. So we mentioned the Step-Up to Writing -- we are
16 providing training for that. All of this Star testing,
17 we provided professional development for all of the
18 teachers so that they could understand that piece. So.

19 MS. SCHEFFEL: Okay, great. Well, thank
20 you.

21 UNIDENTIFIED VOICE: Go ahead.

22 UNIDENTIFIED VOICE: I was just going to -
23 - I'll step in too. So I feel that one thing is that if
24 we make mention to our principals and administrators that
25 we need something that, you know, they all -- they will



1 make sure that we get that. Our LDC training was -- we
2 went through that this year. We are not fully confident,
3 but we are still working, and we're all, you know,
4 pushing forward with that. And so the language arts
5 teachers are taking the lead in that. We do have several
6 K-12, as was mentioned, that go K-12 the -- the Step Up,
7 the Star -- I mean, so we have many of those things. The
8 Renaissance. You know. But we are -- we are often --
9 like, I just went to a -- the -- it was Colorado Legacy,
10 but now it's the Colorado Education Initiative, to look
11 at the surveys and to see how those surveys can help with
12 the teacher instruction in the classroom. So myself and
13 another teacher had went, and now we'll present to the --
14 to our fellow teachers. So we are -- we are looking at
15 all avenues to help too. And it - and it's a continual
16 process.

17 MS. SCHEFFEL: Great, well thank you, we
18 sure do wish you well. Thanks for coming today.

19 CHAIRMAN LUNDEEN: Jane?

20 MS. GOFF: I've been trying this --
21 hopefully it will make sense, and come together.
22 Teachers, professional development, language development,
23 alignment -- I -- are -- are you -- do you teach? Are
24 you actually teaching the Ute language? Do you have
25 certified teachers that are working with the -- with the



1 language?

2 MR. FUSCHETTO: We do have a Native
3 American studies class, and part of that, actually the
4 teacher is Navajo, so she's trying to learn Ute herself
5 and start teaching a few words to the students. And
6 eventually we would like to -- and I know that it was
7 approved by the legislature that if the travel council
8 could certify a person that says that person is
9 proficient to teach the Ute language, that's what we like
10 to incorporate into our curriculum.

11 UNIDENTIFIED VOICE: Thank you. Thank you
12 for filling in. That's kind of where I was going, about
13 how that recent legislation might have impacted your
14 work. We also -- this other new tribe as a Montessori
15 school, birth to 6th grade, and the Ignacio School
16 District has received some of their curriculum and
17 information to help their teacher learn the Ute language.

18 MS. GOFF: Super. Thank you. And really
19 quickly, the teacher attrition rate -- are you holding --
20 are you holding people, are you finding ways to -- maybe
21 the development of your -- professional development and
22 your curriculum grow, then -- and the general coming
23 together of community that is probably a good hold for
24 people, but it's very (indiscernible) status --

25 MR. FUSCHETTO: Being a small, rural



1 district, we struggle with retention and recruitment of
2 teachers. It's very, very difficult for us. Right now
3 we have math, guidance counselor, science teacher -- we
4 are still looking for next year. Overall, I think the
5 retention has been pretty good. There are some teachers
6 that in some way we have asked them to leave because they
7 didn't quite fit where we wanted them to be for that
8 improvement. But overall, I think we -- we are holding
9 our own.

10 UNIDENTIFIED VOICE: Especially
11 elementary.

12 MR. FUSCHETTO: Yeah, the elementary. We
13 see more in the middle school, high school, you know,
14 individual subjects. This year at the high school, I
15 think we have just one retirement, which is great. And
16 another one, we asked him to leave. Which -- for
17 improvement. So --

18 MS. GOFF: Did you all say you were part
19 of the integration --

20 MR. FUSCHETTO: Yes.

21 MS. GOFF: -- pilot program?

22 MR. FUSCHETTO: We are part of the San
23 Juan BOCES, so we have been integration for the last two
24 or three years. So yes, we are.

25 MS. GOFF: Yeah, thanks for participating



1 in that. That's one of the -- I think as a state, a lot
2 of pride for the work that's gone on statewide. Thank
3 you.

4 MR. FUSCHETTO: Actually we've been a
5 critical piece, because -- I mentioned about technology.
6 We went to our computers from third grade to 12th grade,
7 and last year the legacy came up to us to run all the
8 pilot programs. I know that (indiscernible) perception
9 survey and the teacher survey, we were one of the first
10 in the state to do that for -- for the Legacy and work --
11 work out the little bugs and so on. So this year, I
12 think the -- that was another option that they did. So
13 we have done a lot of this -- almost anything that the
14 Legacy asked us to do, we have been doing for them. So.

15 Under "retention", and something -- and I
16 don't know, over my 40 years of -- of being in education,
17 four years ago when I came to Ignacio, all of a sudden,
18 Christmas comes and everybody gets a Christmas bonus.
19 It's unheard of. That's another attribute to our school
20 board, you know? It's just a token of appreciation. You
21 are doing a good job, here's something extra. So that's
22 something we tried to keep our teachers, you know,
23 engaged. Where, hey, this is a nice place to work. We
24 might not pay you very much, but we still appreciate you
25 and here's -- enjoy your Christmas holidays, and so on



1 and so on.

2 MS. GOFF: Thank you all for today, we
3 appreciate you all being here, very much.

4 CHAIRMAN LUNDEEN: Marcia?

5 MS. NEAL: Thank you. And I can testify
6 to the -- the San Juan BOCES and the work they do. I've
7 had a chance to meet with them and we've all been very
8 impressed with that -- that work. I also wanted to
9 comment in -- I've said -- I think this process that
10 we've undergone with interviewing the School Boards has -
11 - is very valuable for both sides. I think we all
12 entered into it with a little hesitation. You all
13 probably felt like you were being called on the carpet,
14 and we were like, what do we do? But we have had the
15 greatest conversations. You know, this is the kind of
16 stuff we don't hear enough of -- what you're doing and --
17 and I don't think you hear from us. And so it's been a
18 great experience. We have -- I -- what this is the
19 eighth, I think? The eighth school district? And every
20 one of them has been very successful.

21 And finally, just to get to your comment
22 about the science teacher in elementary, that's -- that's
23 really exciting. I wondered a couple of things -- if --
24 if you have -- are looking at a STEM curriculum for the
25 science teacher? And as you may know, Meeker has a



1 similar program and they have a science room in their
2 elementary school, which was paid for by one of the
3 energy companies. Do you have any energy companies in
4 your area that might build you a lab in your elementary?

5 MR. FUSCHETTO: Well, we do have -- that
6 was planned in our -- our new elementary school.

7 MS. NEAL: Oh, so you have a room?

8 MR. FUSCHETTO: We do have a science room
9 already, designed by our architects that were thinking
10 ahead for us. And they did put a K-4 science room, fully
11 equipped, so we need to get some minor things.

12 MS. NEAL: What's that?

13 MR. FUSCHETTO: Actually, we -- one of the
14 things we -- prior sales, we decided to buy all goggles
15 and white uniforms, so when the kids go in there, they
16 are going to have to put the goggles on, and the uniform.

17 MS. NEAL: They'll be in the science lab.

18 MR. FUSCHETTO: So the science lab. They
19 are scientists. So -- but that was part of our -- our
20 architects recommended that to us when we were designing
21 the elementary school.

22 MS. NEAL: That's great to -- to have
23 that foresight. Yes, I think that's real exciting on --
24 thank you for coming down here. I was also very happy
25 that they came to the western slope.



1 CHAIRMAN LUNDEEN: You slept in your bed
2 last night, didn't you?

3 MS. NEAL: Yes, they all were out, and I
4 went home. But it -- it was very nice. And -- and thank
5 you. Really enjoyed your presentation and -- I -- just
6 some fantastic work going on, and could be -- take pride
7 in that.

8 MR. FUSCHETTO: Thank you.

9 CHAIRMAN LUNDEEN: Angelika -- we'll just
10 go down the line.

11 MS. SCHROEDER: Go down the line.

12 CHAIRMAN LUNDEEN: If that's appropriate.

13 MS. SCHROEDER: Thank you for coming and
14 thank you for your presentation. I'm curious -- I'm
15 wondering what you think will be your scores coming up.
16 I'm looking at the sheet; I'm a little worried about your
17 growth scores. Because that's what's going to get you to
18 the proficiency.

19 MR. FUSCHETTO: Right. I think --

20 MS. SCHROEDER: What do you anticipate?

21 MR. FUSCHETTO: We -- how can we use it
22 cautiously -- optimistic? I think that's one way we like
23 to describe it. Hopefully this is the year that will get
24 us over. Because we all know it takes time, when you
25 make changes to get them implemented, train teachers,



1 until those -- the fruits of your labor be -- you begin
2 to see some successes. So we hope this is our year, but
3 we are very cautiously optimistic. That's -- Cathy or
4 Toby --?

5 MS. SCHROEDER: Are there indicators in
6 your -- I mean, you have -- you have a number --
7 unfortunately, we couldn't read this in advance. I'm
8 just glancing. So I'm going to have missed something,
9 but I couldn't tell from your interim assessments whether
10 -- are you getting some signals that we're getting there.

11 UNIDENTIFIED VOICE: Yes, and -- and
12 that's what the -- the -- the data pieces that are
13 showing those student growth percentiles are actually
14 showing that we're moving into that 50th percentile growth
15 -- 55 percentile growth. In -- in -- like I said before,
16 some of our growth has been so low, that adequate growth
17 for us is 99th percentile and that is impossible at -- at
18 this stage of the game. I don't think -- eventually it's
19 not, but -- so we really are -- we really are drilling
20 into everybody's heads the -- the 55 percent growth. And
21 I think that teachers are aware of that, and they are
22 much more focused in their instruction and understanding
23 what kids need from where they are, so -- and actually we
24 have pockets of very good growth.

25 Angela Blue is one of our examples of a



1 teacher that always has high growth in her class. And so
2 a lot of teachers are looking to Angela as -- what --
3 what do you do? What does she know that I don't know?
4 Or what does she do that I don't do? And she has -- has
5 become a leader in our district. So I think that -- I
6 think that we're -- just our whole culture and climate is
7 changing, and I think that, you know, we're not probably
8 going to be at that top proficiency level, but I think
9 we're going to see some good, strong growth in a lot of
10 areas where we haven't seen it before.

11 MS. SCHROEDER: Great, thank you.

12 UNIDENTIFIED VOICE: And I just go year to
13 year. I mean, you know, it -- you -- you hope and you
14 look at your data, and the data that I've looked at
15 looks, you know, it looks good. And for most of mine,
16 you know, there's got that little group that, you know,
17 other things are going on in their lives. Other -- you
18 know -- there -- there are things that -- that also
19 contribute to the score. But -- but what I do is I just,
20 you know, try my best and I hope that the kids will
21 perform. And we -- I do a little contract with the --
22 with our -- my students, and talk about their growth in
23 that before. And then I think that helps them to think
24 about what -- that -- to take the tests seriously, and to
25 think about it. And I don't know if that might be one



1 little tweak I do, but all of my children, when I talk to
2 them all said, oh yeah, I think -- I think I did well.
3 So, you know, maybe -- maybe their -- their thoughts are
4 along with mine. So --

5 MS. SCHROEDER: So they are -- you feel
6 they are engaged when they do the assessment?

7 UNIDENTIFIED VOICE: Yes -- I -- I do. I
8 think in our sixth grade, you know, at least I can only
9 speak for myself, but yeah, for our sixth grade students
10 we really, you know, talk -- talk to them about the
11 importance, and talk to them about -- about being
12 successful in all avenues and I do feel that they do take
13 it seriously.

14 MS. SCHROEDER: Great.

15 MR. FUSCHETTO: I may add also, example --
16 having the Star test, the students get immediate results.
17 So they want to see those results. And they take the
18 test, they see -- oh, I could have done better. So in
19 two weeks when they get re-tested, they keep that in
20 mind. They say, hey, I didn't do very well two weeks
21 ago, I want to get better. They keep trying. And that's
22 one advantage. I actually -- our -- our consultant was
23 observing one class and one student raised his hand and
24 asked the teacher and said, "When are we going to take
25 that test again? Because I want to do better than what I



1 did the last time." When was the last time you heard a
2 kid say, I want to take a test again? You know, so
3 these are the things that we see and we hope that they
4 translate into the scores. And -- but it's that cultural
5 mentality change that education is important for us. So
6 --

7 MS. SCHROEDER: I also think I heard you
8 say at the beginning of your presentation that in the
9 areas of technology, you feel you are in a very good
10 position? Tell me just a little bit of what you offer
11 your students. And your teachers.

12 MR. RODERICK: So when I first got on the
13 board, I kind of asked our different directors, what --
14 what is -- what can I help you with? And when I asked
15 our -- our IT guy, he said, you know, it would be really
16 cool to -- to have one-to-one laptops for all of our
17 students. I said, all right. He didn't think anything
18 of it. Two years later, I said, what -- where are we at
19 on it? And he goes, what do you mean, where are we at on
20 it? I said, well, you told me you wanted to do it, let's
21 do it. And so he gave up one whole year of his budget to
22 do high school one-to-one laptops. And then the next
23 year we all went -- you know, I think we can just do
24 this. You keep your budget, and then we'll go ahead and
25 do one-to-one. And with our new building, we -- we went



1 ahead and built that into what it is. So we're one-to-
2 one, second grade through 12th grade.

3 We also, through Renaissance learning,
4 they gave a -- a (indiscernible), basically it's a
5 keyboard with LED display that they can do a similar
6 testing on and from kindergarten, first and second
7 graders. And we had -- last year we had one of our loop
8 teachers, she teaches second grade, and then she follows
9 through with them to third grade. She brought her third
10 graders, with their (indiscernible) and they did a survey
11 test with all of the board, and the kids walked us all
12 through it. And our -- our -- our kids have just been
13 the leaders of this technology piece. They are not the
14 ones -- you know, it's not that we say, oh, you need a
15 certain calculator or you need this. It was, we're going
16 to give you these tools, and other kids are just taking
17 it. And I think the -- the kids are driving it now, as
18 opposed to us. And that's really what I -- I feel has
19 been important.

20 MS. SCHROEDER: And so as a teacher, what
21 are your thoughts about? Has this helped? In what ways
22 has it helped both you and your kids?

23 UNIDENTIFIED VOICE: So it allows them a
24 lot of access. One thing, like with science -- so I
25 helped a science teacher and we do the science research



1 and make the project boards and that. So it's opened up
2 a big avenue there for them that they can get onto the
3 web and they can look for their research. We talk about
4 if it's a credible site, you know, there's a lot of other
5 things we can bring in with the science. As a language
6 arts teacher, I'm using the Google Drive and their -- so
7 they'll write a rough draft and then they'll put it on
8 the Google Drive, we'll share it. We can interact back
9 and forth. We can talk about what, you know, make little
10 comments in that. We can actually just edit it together
11 as -- as they're going. We do email too. I will say,
12 you know, I'm not -- you know, I'm not that tech -- you
13 know, technology is not my forte, so we're learning also,
14 you know? But it's -- but the kids are right there, you
15 know, as Mr. Roderick said, they are tell -- they are
16 teaching us. This is how you do it, you know?

17 One -- one -- last year somebody had a
18 Power Point and I didn't understand about sharing at
19 first. And they said, oh no, look, you just share it
20 like this and then we can -- and I was like, okay. And
21 so I think it's -- it's a valuable tool and we're trying
22 to make the most of it. It is a little daunting, and you
23 know, especially maybe for even -- I'm not that old, but
24 for teachers, older teachers, who you know, may be
25 hesitant, but I think it's a great tool. I mean, that's



1 the direction we're heading, so we can't be left behind.
2 And so we're using it to the best of our ability, and
3 next year I'm sure I'll -- I'll get better at
4 implementing more technology into my classroom.

5 UNIDENTIFIED VOICE: All of our classrooms
6 are also equipped with interactive mimeo boards and our
7 new buildings have the --

8 UNIDENTIFIED VOICE: Sound amplifier.

9 UNIDENTIFIED VOICE: Sound amplifier, so
10 all of our teachers -- and our teachers are finding that
11 the kids -- all the kids -- are sitting up straight and
12 listening and -- and then the kids love to have that too,
13 because they pass the microphone around for kids for
14 question and answer and that kind of thing. So that's
15 happening with our classes. We've done a lot of
16 interactive technology and training. And then we have a
17 technology teacher that is working currently K through 5,
18 but I think we're going to be moving him to grades 3
19 through 8 to expand on some of things that he's teaching
20 kids. But we're actually teaching computer programming
21 in our fourth and fifth grade, so yeah.

22 MR. SCHROEDER: How about your parents?
23 How do they feel about it?

24 UNIDENTIFIED VOICE: The parents?

25 UNIDENTIFIED VOICE: My son has used his -



1 -

2 UNIDENTIFIED VOICE: Go ahead, Laticia.

3 UNIDENTIFIED VOICE: I have a junior, and
4 I really like it. It seems like he's getting his
5 homework done quicker too. And having more time with the
6 family. But he -- and he likes -- he enjoys using it at
7 home. He's a really good student and I think the
8 technology has helped him become a better student.

9 UNIDENTIFIED VOICE: Another thing that we
10 use, is our Infinite Campus. And everybody can get onto
11 that and find out their grades and that, and they even
12 have their -- a little app on their phone too if they
13 need to. And I know that that's another way -- parents,
14 you know, as my -- can go, oh look, Dakota, you're making
15 a C here, you know? So it's really, you know -- yeah,
16 he's got it. So that's really been helpful. And at the
17 junior high level, every Tuesday, we have everybody pull
18 up their Infinite Campus and they look at their grades,
19 and they find what they are down in and then that way if
20 they're on the down -- if they are on a tutoring for that
21 Tuesday and Thursday, they can come in and tutor. And
22 so, I mean -- I -- it is -- it's an essential tool. And
23 as we -- and that's one thing that the (indiscernible)
24 committee next year is going to be working on. Is --
25 that's a communication piece with the parent and being



1 able -- for the parent to go there and if a child is
2 missing this worksheet, well it can be just right into
3 the Infinite Campus, and they can pull it up and they can
4 print it out. And so again, that parent, when the child
5 says, well, I missed that assignment -- well, here it is.
6 You know? And they can print it out. So we're going to
7 be working hard to make full access of that Infinite
8 Campus.

9 UNIDENTIFIED VOICE: You know, I also
10 wanted to say, I have an older son at Fort Lewis, and I
11 watch him and listen to him, how he submits his homework
12 and his tests to his teachers through -- through online.
13 And my younger son, it's similar. He's doing similar
14 things. And so I think it's helping prepare them for
15 college.

16 UNIDENTIFIED VOICE: We -- we have a
17 chance with the Renaissance Learning also being a partner
18 with them, a new product that they purchased called
19 Subtext. And the beta version is coming out for PC,
20 which is what we are, we are not Apple or Mac. And it
21 makes your text interactive. And we're really excited
22 about that, because the teachers can actually post
23 questions in the text, so as the students are reading,
24 they can answer questions, they can post videos to bring
25 up different points of view. So we're -- we're pretty



1 excited about that and we're going to be implementing
2 that next year too. So --

3 MR. FUSCHETTO: My main reason -- one of
4 the reasons -- but I said, you know, we've got to get --
5 we have to get a year ahead of time before we have to do
6 all the testing online. We want to work out all the bugs
7 so next year we are going to concentrate on taking the
8 test, not worrying about the technology. So when we took
9 it this year, yes, we struggled. There were some bugs.
10 But my IT person was there working all those bugs out and
11 I think we all to go 100 percent next year. So that's --

12 (indiscernible - multiple speakers)

13 CHAIRMAN LUNDEEN: Pam?

14 MS. MAZANEC: Well, thank you for your
15 presentation. I'm -- I might have missed this because I
16 was noodling around through documents while you were
17 talking, but what do you consider the greatest barrier to
18 the growth and achievement in your district? What has
19 been the biggest barrier?

20 MR. FUSCHETTO: I can give a stab and then
21 you guys can help me too. You know, so -- I think it's
22 that we had to convince the community that education is
23 important. And appreciate what Laticia said, working
24 with a Tribal Council that had been an integral part
25 there, getting the native students -- hey, who's going to



1 run our tribe in 15-20 years when the elders are gone?
2 So now they are beginning to think, I do need to get some
3 education. And I think we are turning that corner. That
4 we're getting better at it, but I think that was probably
5 one of the -- one of the struggles.

6 Also, we are working really hard to bring
7 parents into the schools. We did the dinners. Yes, we
8 were supposed to do a parent conference last weekend.
9 There was so many conflicts, that we decided to postpone
10 it to the fall. Just again that -- bringing those
11 parents and learn what is going on in our district. You
12 know, we don't care what Durango is doing, or Bayfield,
13 or Montezuma-Cortez. What are we doing at Ignacio for
14 our students? And -- and so that's what we're working
15 on, and it's a -- we would like to have to have 100
16 percent of the parents come to those meetings, but you
17 know, that's impossible. So --

18 UNIDENTIFIED VOICE: I think one of the
19 things that's really helped us is our communication to --
20 to the parents and to the community as a whole. When I
21 first got on the board, we were in the paper once a
22 quarter with something negative. The paper is in the
23 neighboring town, and they never wrote about us unless it
24 was something bad. Now they don't write about us,
25 because there is nothing bad to write about. I won't say



1 it like that, but I mean that's a --

2 UNIDENTIFIED VOICE: You don't have a
3 corner on that.

4 UNIDENTIFIED VOICE: I know. No, I know I
5 don't, but --

6 UNIDENTIFIED VOICE: I'm from Douglas
7 County.

8 UNIDENTIFIED VOICE: Then you understand.
9 But my point is -- the only thing that was going out
10 before was the negative and the bad. And we've changed
11 the culture of -- of the school district to say, we're
12 going to celebrate our successes. And we're going to
13 tell our story. Because if we don't tell our story, who
14 is going to tell it for us? The people who are against
15 us. So we've -- we've come out and we've said -- we've --
16 -- we've done email letters, we do phone calls, we do our
17 Wednesday at home folders. You know, we've done a lot of
18 this communication piece just to help tell our story.
19 And I think that that's probably to me -- that's still a
20 big hinderance, is -- is getting people to -- to realize,
21 we're not just telling only the good things. We do --
22 you know, hey, we're struggling here, we need help. But
23 it's -- it's -- it's -- the credibility that had been
24 lost that we're still building up.

25 UNIDENTIFIED VOICE: Thank you.



1 UNIDENTIFIED VOICE: I -- I believe from
2 the assessment standpoint, that writing is really a big
3 issue for us. And when you really look at the data, and
4 really go down to the item map level, and take a look at
5 constructed response, and those kinds of things, you
6 really see that our kids can answer content questions,
7 but we leave a lot of points on the table when it comes
8 to actually explaining answers and really getting that
9 information from -- from their -- from your head to a
10 piece of paper. And I think that some of that is -- has
11 to do with language background and linguistic background.
12 And -- and I think that that shows in the ELL information
13 that I showed where our speaking scores are really high
14 for our kids that have been determined as ELL kids. But
15 those writing and comprehension and thinking skills are
16 completely different, because their language background
17 is different, even though, you know, they are fluent
18 English speakers, and not necessarily fluent English
19 thinkers and communicators. And so that, I think, has
20 been -- I think that that's one of our biggest road
21 blocks.

22 UNIDENTIFIED VOICE: And I would have to
23 make an agreement with Mr. Roderick that just as a parent
24 -- I wouldn't say it's the greatest barrier, but it is a
25 barrier, is the perception that our students have about



1 themselves and because of negative comments, there is the
2 idea of self-fulfilling prophecy and if you are, you
3 know, Ignacio, the district, you know, sometimes that --
4 I have heard comments from my sons, from children. And
5 so it's breaking down that perception and letting them
6 know that they are intelligent. And just simple things
7 that we have -- little victories here and there, you
8 know, are knowledgeable, going to a middle school last
9 week and winning second place. I mean, you know, we're
10 here and we're -- and we're -- we're coming and, you
11 know, we're -- we're going to be top. And so that's what
12 we have to -- to convince them that they are -- they are
13 smart. They have it. They are with it. So I -- I do
14 personally believe, as a parent, that that is -- and as a
15 teacher, that -- I -- my students need to know that they
16 are capable of doing, you know, top work. And that's
17 what we expect them to do.

18 MS. TAYLOR: I wanted to say, I think
19 there's a couple of things, and I think the school
20 district is working on it, with Native American students.
21 You know, they have different learning styles and the
22 teachers are identifying that, and recognizing that more
23 and more. And I think that will help increase their --
24 their scores.

25 I also, you know, we have a Tribal Truancy



1 Team where we address attendance issues and it's easier
2 for the tribe to hold parents accountable. But when we
3 start talking about the state, it's not so easy, and I
4 think we all should come together and make a change, and
5 change the law, the policy about holding parents
6 accountable for their kids being truant. And, you know,
7 there are some tribes that will hit their parents in the
8 pocketbook, or fine them, and they will -- their truancy,
9 their attendance turns around overnight. And so one
10 tribe, Jicarilla Tribe, and I think the Pequots have done
11 that. And I've asked their tribes if we could get a copy
12 of their -- it's called Tribe Code, but maybe there is
13 something that the state could do to help with -- with
14 the rest of the kids in the state.

15 So I don't know if that's at your level,
16 or it's all of us. Or if there is other groups that we
17 need to talk to, but I would really like to see that
18 happen more often.

19 CHAIRMAN LUNDEEN: Elaine?

20 MS. BERMAN: Can't help but follow up on
21 what you just talked about. So from your perspective,
22 you think there needs to be more pressure put on parents
23 to make sure their students -- their kids -- attend
24 school on a regular basis? Because once they are in the
25 school -- it sounds like getting them to school and



1 staying in school, is the biggest issue. You haven't
2 talked too much about discipline and how much discipline
3 is an issue and so forth.

4 So talk a little bit about discipline, and
5 then I'm curious whether others would agree that holding
6 parents accountable for their student's behavior is
7 something you would want more involvement from others.
8 Whether it's the State Board of Education or the
9 legislature, or whomever. Because that's a -- that has
10 been considered in the past and you know, it's -- it's --
11 it's a -- a lot of people think it's pretty punitive and
12 pretty heavy-handed. But I also hear Laticia saying,
13 maybe that's what's needed.

14 MR. FUSCHETTO: I would like to say --
15 actually, that was the topic of discussion of last
16 night's dinner. The code that Laticia was talking about,
17 parents being held responsible. We talked about the
18 Police Department taking a more active role; how can we
19 get those kids and -- and the parents say, you have to go
20 to school. When we have kids that miss 60 days, you
21 know, (indiscernible) school. They are not going to
22 work. They are not going to improve our scores. So yes,
23 we -- we would like to continue that conversation. And
24 Laticia just mentioned this to us last night, actually,
25 so she's going to look for that -- those codes, and I



1 know we're going to work with Tribal Court. Like Laticia
2 said, it's a lot easier for them to take a parent to
3 Tribal Court than it is for us to take them to La Plata
4 County Court. You know, by the time you report
5 something, you might have to wait a year before the
6 county will do anything about it. So we need to talk to
7 the District Attorney, or judges, to make a -- take a
8 more active role. We do not have a judge in our town, so
9 that might be something that we'll have to work through.
10 And I don't know what -- what it would involve.

11 As discipline, being four years a
12 superintendent, also I'm an expulsion (indiscernible)
13 officer. Our discipline has improved. We -- I think our
14 expulsion rate has decreased. We would like to say in
15 Ignacio, and we -- tri-ethnic -- multiethnic -- Native
16 American, Hispanic, Anglo. And four years that I've been
17 there, I would gladly say I have not had to deal with
18 racial conflicts among -- among family, or among
19 students. Do they argue? Do they have little squabbles?
20 Yes. Just like brothers and sisters, like a big family.
21 You know, but any racial thing, I have not had to deal
22 with in four years. Which is indicative of our
23 community.

24 UNIDENTIFIED VOICE: When you said,
25 discuss discipline a little bit, I instantly think more



1 in terms of classroom management. And we are very big
2 into Harry Wong, and doing a lot of pre-planning to -- to
3 set procedures and expectations. And we just purchased
4 the -- the newest Harry Wong program that also has a link
5 to it that teachers can actually take classes that Dr.
6 Fuschetto and I are identifying some teachers that we
7 feel would benefit from taking an online course on
8 classroom management, and really establishing -- again,
9 going back to that Character Counts, something that is
10 going to be consistent across the -- across the district.

11 UNIDENTIFIED VOICE: As a teacher, I would
12 like to see more parent accountability, because I can't
13 work with a student if the student is not there. And you
14 know, and we do have, as Rocco said, several students --
15 our attendance actually has gone up. We actually have
16 fair -- but we do have a small population of habitually
17 absent students. And of course, when it's K -- about K,
18 you know, K-8, the parent is more involved, versus if
19 it's a high school student. But if I could have that
20 student who is behind two or three years, and who has now
21 missed 30 days, you know, how am I going to move that
22 student up if they are not here? So yes, personally, I
23 think that would -- that would definitely help.

24 So before we let you go -- oh, I'm sorry.

25 UNIDENTIFIED VOICE: Oh, I was going to



1 say, one or two students -- and I think that Mr. Curt
2 brought that up today -- one or two students can make a
3 big difference in -- in the scores. Our scores. Yeah.

4 MS. BERMAN: So one last question: If --
5 if -- if parents were to be held more accountable, how
6 would you do that?

7 UNIDENTIFIED VOICE: That's where we
8 asking -- you know, when I had talked about the Jicarilla
9 Apache, they have a Tribal Code where they will fine the
10 parent, or even put them in jail if they have to. I was
11 speaking to our Chief of Police, the Southern Ute Chief
12 of Police yesterday at a training, and he said when they
13 implemented that, it turned around overnight and now
14 their attendance is -- it ranges from 96 to 99 percent.

15 UNIDENTIFIED VOICE: I know the question
16 you are asking -- the way I'm perceiving it anyway, is
17 how do we set a limit as to what -- what we want. And I
18 think what we want is we want more support in a cultural
19 shift at the state level to know that the -- the parents
20 are responsible for their kids. Whether they are not
21 going to school, or whether they are out doing bad things
22 in the summertime. I think that a lot of times we -- and
23 this is coming from someone who doesn't get to -- the
24 news we get is from Albuquerque, New Mexico. We don't
25 get Denver TV. We don't get -- the communication from --



1 from the -- the -- the centers of our policies are not as
2 fluid as they could be. And I think that's one of the
3 things that might -- might help, for us to say, this is
4 what we want, if we knew what was going on at the state
5 level. Where -- what the conversations were. We don't -
6 - we don't get -- we don't get news, but -- I don't want
7 to say we don't get involved, because we do. I mean, I'm
8 -- I -- I do state level things. Mr. Curt does state
9 level things. But as a whole, as a community, we don't
10 get those understandings of what the conversations are.
11 And so we don't even know where to start when it comes to
12 being punitive with the parents, or being -- holding them
13 more accountable. Is that a fair assessment?

14 MS. BERMAN: Well, it's very informative
15 to all of us, because it's definitely been a theme that
16 we've heard from you, and from Montezuma-Cortez earlier
17 today. So -- thank you.

18 CHAIRMAN LUNDEEN: So I guess I'll lodge
19 this question just with the two of you, Dr. Fuschetto and
20 Mr. Roderick. What -- I will give you an opportunity to
21 essentially summarize -- what is different today that
22 causes the trend to move in the right direction, that
23 gives you hope and expectation, in fact this is an
24 improving situation, than what it was previously? And
25 you can answer (indiscernible).



1 MR. FUSCHETTO: Well, like I say, I opened
2 my remarks with a transformation of the -- of the
3 district, a school district. I think it's not just the
4 school district, but the whole community. Our school
5 building -- brand new buildings -- has brought vitality
6 into that community. Right now the town is looking at
7 building housing development, the tribe is looking at
8 those options too. So we -- we think that the cultural
9 change and where a -- a town -- I hate to use the word --
10 but is almost dying. It's the rebirth of a whole
11 community. So we hope that we are a part of that by
12 emphasizing the high expectation, better education for
13 our students.

14 MR. RODERICK: I guess I would follow that
15 up with our -- our Wednesday early release. We aligned
16 the curriculum, but I think culturally in our staff, we
17 did more than just align the curriculum. We aligned the
18 staff. We had teachers talking to teachers that -- that
19 -- that they both had been employees of the district for
20 -- for decades, and they didn't -- had never talked to
21 each other. And it think that that inner communication
22 between grade levels and staff members has really made,
23 for teachers to be able to go, okay, they are doing
24 something good, I want to do it too. And they are
25 learning from each other, and I think the -- the -- at



1 the staff level, that's really a focus that's allowed our
2 staff to be, you know what, we're going to do better and
3 I think that that's one of the things that I looked
4 forward to showing up on our scores, is our staff just
5 doing better.

6 MS. NEAL: Can I say something to that
7 point? I think you talk about high expectations for
8 students, but you also raised the expectation for staff.

9 MR. RODERICK: Yeah.

10 MS. NEAL: Because of having been a
11 retired teacher, I know this. You know you can sit in a
12 classroom for a long time and do the same thing you've
13 always done. Because nobody comes around and says, we
14 expect you to do better. So I appreciate that.

15 MR. RODERICK: And that is one of the
16 things that we've done. We did tell the staff -- this is
17 what we expect. We're going -- and -- and for a lack of
18 a better term -- we're going to reward people who step
19 up, and we have this coming school year, we've given a
20 two percent raise and a step. And I feel that that's one
21 of the things that we've been able to say, you know what?
22 Education is now the priority of this school. And now
23 academics is where we're going. We're still going to be
24 good at basketball. But academics is going to be our
25 focus.



1 MS. NEAL: I think that's -- comes
2 through. I believe that.

3 MR. FUSCHETTO: I might add, Mr. Lundeen,
4 if you don't mind one more comment? If you don't mind?

5 CHAIRMAN LUNDEEN: Sure, please.

6 MR. FUSCHETTO: I would like to thank the
7 Board of Education and also I would like to thank Chad
8 Auer for being a liaison for the last four years.
9 Without the TDIPs grant, we would never be able to do
10 what we have accomplished, and what we are going to
11 accomplish in the future. You know that -- that helped.
12 We -- we were able to pay our teachers for the
13 curriculum, the development, and they appreciate it. If
14 we did not have that TDIPs grant, I don't think we could
15 have done as much as we have done in the curriculum side.
16 So I really appreciate that. I want to thank you for
17 that, and also show my appreciation to Chad. I know he
18 has to put up with me for four years, but -- so -- what
19 are those things you liked? The (indiscernible) --

20 UNIDENTIFIED VOICE: Train wreck.

21 MR. FUSCHETTO: Oh train wrecks. That's
22 it. No more train wrecks for Mr. Auer.

23 CHAIRMAN LUNDEEN: No more train wrecks.
24 That's good -- we don't -- we don't like train wrecks.
25 Excellent. Well -- well thank you to folks from Ignacio



1 for coming in, this has been a good conversation. We're
2 grateful for that.

3 More broadly I would like to thank the
4 staff that traveled, that made this opportunity for us to
5 be out of Denver and in the community spoken more broadly
6 possible, and to my experience, seamless. I mean, this
7 came off very well. So thank you for doing that. And
8 with that, I think we will stand and recess until our
9 next regularly scheduled meeting, which is June 11th, 9:00
10 a.m. Thank you very much.

11 MS. NEAL: Thank you.

12 (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 April, 2019.

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

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