



Colorado State Board of Education

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

June 9, 2016, Las Animas and Leg Update, Part 7

BE IT REMEMBERED THAT on June 9, 2016, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board Members:

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



1 CHAIRMAN DURHAM: Mr. Gardener, do you have
2 any comments or --

3 MR. GARDENER: Just confined in here for
4 questions, Mr. Chairman.

5 CHAIRMAN DURHAM: Thank you. Questions from
6 members of the committee? Ms. Mazanec.

7 MS. MAZANEC: Thanks for coming.

8 UNIDENTIFIED VOICE: Yes. Thank you for
9 having me.

10 MS. MAZANEC: Nice to meet you. So one of
11 these schools that's -- AIM Global will be an -- an
12 alternative education campus.

13 UNIDENTIFIED VOICE: That's correct.

14 MS. MAZANEC: But you -- and this is a six
15 through 12 school, both of them? And you're anticipating
16 like 250 students or 125 for one 250 further. How many
17 current students do you have six through 12?

18 UNIDENTIFIED VOICE: At Las Animas?

19 MS. MAZANEC: Yeah.

20 UNIDENTIFIED VOICE: We -- six through 12, we
21 have 200 students. Of those 200 students -- and I put names
22 to 10 yesterday, 17 of them would be what we would consider
23 at-risk. Needing some other option versus a brick and
24 mortar versus a classroom setting.



1 MS. MAZANEC: Do you expect to attract
2 students from other areas?

3 UNIDENTIFIED VOICE: Not necessarily. That's
4 not our goal. Our -- our goal for us is not to what you
5 would call suck kids out of other programs. Our goal is to
6 service the kids that are in our programs. We've had
7 conversations around our neighboring schools too. So we are
8 looking at a very -- but we're also looking at a very
9 targeted population of kids, who in rural communities
10 usually don't have those opportunities.

11 For example, we had a young girl this year,
12 her mother passed away from a drug overdose in July, and
13 knew -- we begged her to come to school because we wanted to
14 know, we're checking on her every day. She threatened to
15 kill a student, and so at that point in time, we had to home
16 bound her. Well, and it's just like what Mr. Mearden was
17 saying. When we home bound the student, we don't have that
18 wrap around, we don't have that -- that ongoing monitoring -
19 - that in that wrap around can be the -- the social
20 emotional development that we're finding that -- that are
21 at-risk kids need.

22 MS. MAZANEC: I understand. I -- I --
23 actually my question though is more about the numbers. I'm
24 wondering about the numbers because two, six through 12



1 schools, and you have currently about 200 student, six
2 through 12 but --

3 (Pause)

4 MS. MAZANEC: Remind me one of those schools
5 you expect like 150 and one you expect --

6 MR. DEHOFF: We anticipate at least five to
7 600 in the alternative education campus.

8 MS. MAZANEC: Five to 600?

9 MR. DEHOFF: That's just from the need and
10 that's without actively recruiting --

11 MS. MAZANEC: So --

12 MR. DEHOFF: -- we know some fact --

13 MS. MAZANEC: Other areas.

14 MR. DEHOFF: Yes, it would be statewide.

15 MS. MAZANEC: All right.

16 MR. DEHOFF: In the immersion schools, we
17 anticipate again 150 to 200, and that's primarily driven by
18 a capacity issue of the sites.

19 MS. MAZANEC: Another question I had was you
20 were talking about Tom -- Randy you were talking about the -
21 - being in the classroom, doing some dance, art, et cetera,
22 and doing online work. And then something about going to
23 the community center, I'm not clear on what they're going
24 from where to where.



1 MR. DEHOFF: These are kids who are serious
2 about dance. And you've heard stories about soccer moms --
3 if you ain't seen nothing yet -- dance mum. These kids are
4 -- they're in school and then -- like I say, they grab a
5 quick bite to eat and then they're at a private dance studio
6 for another three to four hours at night, and literally have
7 no time to even turn around. One student was talking about
8 how without -- it -- we're piloting this program this year.
9 We've got two sites, one in Denver, Colorado, one in
10 Colorado Springs. One student is talking about how without
11 the 3G access on her laptop, she would never be able to get
12 the curriculum done because she did it while she was in the
13 car going from one studio to the other, things like that.

14 MS. MAZANEC: But I'm still not clear on what
15 -- what you were talking about. They're -- they're going to
16 be where and they're going to go where?

17 MR. DEHOFF: The community dance studio is
18 that they go to and strictly just like -- when I was in high
19 school, I'd go to private clarinet lessons.

20 MS. MAZANEC: Those are separate -- they are
21 not part of this.

22 MR. DEHOFF: They're not part of this but --

23 MS. MAZANEC: Okay.

24 MR. DEHOFF: But that's where those kids are,
25 and why they need the flexibility. And they're grateful.



1 MS. MAZANEC: And one other thing, what's the
2 -- is there a 10 percent fee being charged first for Summit.
3 It's a 10 percent per --

4 UNIDENTIFIED VOICE: So there's a 10 percent
5 administrative.

6 MS. MAZANEC: Administrative, yeah.

7 UNIDENTIFIED VOICE: Yes, and that would go
8 to the school district. The other 90 percent is to
9 implement the program.

10 MS. MAZANEC: Okay.

11 CHAIRMAN DURHAM: Yes, Dr. Flores?

12 MS. FLORES: In -- I'm sorry. Randy, is it
13 really a blended program? You said blended. And do you
14 have enough teachers? I find that usually blended is
15 computer and not enough teachers. And if these kids indeed
16 have issues with people usually that's -- that's the issue.
17 And are there enough people that if they haven't bonded,
18 they can bond with, they can speak where they can, I think
19 that's one of my concerns about online schools. And even if
20 they're blended, I -- I think sometimes there's not enough
21 human beings there to help these kids with the issues that a
22 computer can't. And the other question is -- and I'll just
23 -- two questions. Are you -- are you a for-profit or are
24 you a nonprofit?

25 MR. DEHOFF: Mr. Chairman.



1 CHAIRMAN DURHAM: Yes, Mr. Dehoff.

2 MR. DEHOFF: First question, the problem in
3 Colorado is there is no blended learning within the
4 statutory whether a brick and mortar school or an online
5 school, and we struggle with that issue for at least 10
6 years now. I would say we are truly a blended model. The
7 emerging schools clearly -- are there everyday with the life
8 coach, and the teachers will be rotating -- the academic
9 teachers will be rotating from side to side.

10 The life coach is -- we limit that to a one
11 to 30. So each life coach will have no more than 30
12 students. Their job is to, I said, engage with that student
13 every day -- find out what's going on in their life. Are
14 they online? Are they working on a great condition? Do
15 they have issues? And it's not just academic issues, go
16 talk your math teachers, it's -- I got thrown out of my
17 house last night, I need a place to live -- okay, we can
18 connect you with those resources. So that's the key there -
19 - and that's one thing that very few other online programs
20 have. K-12 was starting to do something like that a couple
21 of years ago.

22 I don't know if they have but -- but that
23 really we've discovered over the years is what makes an
24 online program success -- was that face to face. And then
25 you have the academic teachers. Yes, they have a higher



1 than typical student ratios. We're looking at probably one
2 to 150 to one to 200 but the curriculum also takes a lot of
3 the -- the kind of menial task of a teacher, grading and
4 things like that, lesson planning, often teachers they --
5 they don't have to do that, so they can spend more time one
6 on one tutoring.

7 MS. FLORES: And the corporate?

8 MR. DEHOFF: Some -- a public benefit
9 corporation is a for-profit corporation but their primary
10 purpose is not profit, it's the public benefit and in some
11 cases, it's public education or -- or education which means
12 that the shareholders of the company -- with a typical for-
13 profit company -- shareholders can sue the company
14 leadership if they don't maximize profit and return on
15 investment. In a public benefit corporation, they cannot
16 share, they cannot sue for that but they can sue for not
17 pursuing a public benefit, so an occupy occupies space in
18 between a nonprofit and a for-profit.

19 MS. FLORES: Okay. So you went to a for-
20 profit route, why didn't you go the nonprofit route?

21 MR. DEHOFF: There's a trade-off either way,
22 nonprofit tends to open up more opportunities for grants but
23 limit some of the things you can do with -- with the
24 capital. For-profit has negative connotations but it -- it
25 provide some incentives, and with the public benefit piece



1 of it, you can still be out there serving the community and
2 your main goal is not to make a profit.

3 MS. FLORES: Well, for-profit, I do think --
4 one teacher to two -- this is just comment, one teacher,
5 200? I don't like that. And especially with the population
6 vulnerable students, that is a very high, very, very high
7 teacher-pupil ratio for vulnerable students. So it is for-
8 profit, you can get investment -- investors to put in more
9 money, so that you can get more humans in there. That's --
10 it's a big concern and especially, given the research that
11 has just come out on for-profits, I'm not -- I'm sorry.
12 Online schools that are not doing well, and this is
13 nationally, and I know you know the research. So I'm just
14 concerned.

15 CHAIRMAN DURHAM: Ms. (Inaudible)?

16 UNIDENTIFIED VOICE: And if I may speak to
17 that also, that is -- those are some of those things that we
18 are also bringing through the washing machine, as far as
19 what role does Las Animas play in those decisions that are
20 being made and how kids are being served. And that's
21 definitely some of those pieces that were still at work with
22 and playing with, you know, because when we -- when we see
23 those face to face opportunities with those kiddos, and so
24 that's definitely a great conversation that we've been



1 having around. What role does Las Animas play in the
2 decisions around staffing patterns in those types of things.

3 CHAIRMAN DURHAM: Dr. Scheffel.

4 MS. SCHEFFEL: A question about the review
5 rubric. I think I see the rubric but I don't see any data
6 on it. Is that typical that we wouldn't see the review? I
7 don't know. See the review rubric but not the -- how the
8 application was scored based on the criteria.

9 UNIDENTIFIED VOICE: Thank you for the
10 question, Dr. Scheffel. So we can clarify that, that is a
11 rubric -- it's been used for about the last five years, and
12 those criteria are statutory. The response is in the 78
13 pages, we can pull that out, and that's something a
14 conversation we'd like to continue in August,.

15 MS. SCHEFFEL: I just want to read it, I
16 guess. So I'd see the data, and then I had a question about
17 the other districts that have worked in our state with
18 Summit Education. Do they work with Falcon or another
19 district? I mean, do you have a sense of your relationship
20 with them and -- and anticipated success in how Las Animas
21 would work with Summit given some of the other districts?

22 MR. DEHOFF: Those are the only other school
23 currently operators, Rocky Mountain Digital Academy which is
24 through the Colorado Digital BOCES, they decided they could
25 probably operate that school for less money than they were



1 paying Summit to do it. I wish them luck. I'm not sure
2 they can do it, but they voted and not appropriate those
3 funds at the end of this year. So we will no longer be
4 operating it. But while we have been operating it, it is
5 their highest performing online school under the Digital
6 BOCES.

7 MS. FLORES: Okay. And can you talk about
8 the difference between ISSTA and Aim Global?

9 MR. DEHOFF: Yes. AIM Global is the
10 alternative of Ed model, that will focus on the high risk
11 students. The Immersion Schools for Science, Technology,
12 and the Arts is a school designed more for the other end of
13 the Bell Curve. The gifted and talented -- the ones who
14 have a pretty clear idea of where they want to go
15 professionally or in their careers. They will be within the
16 arts track. You've got to dance which we have been
17 pioneering this year and will be continuing. We'll be
18 adding theater track, a film track, and in the Denver site,
19 some circus arts track.

20 Within the science, we'll be offering some
21 anthropology, forensic science, biology and, I forgot the
22 fourth one, and then within the technology, we'll be a, kind
23 of, crossover with the film, graphic arts, things like
24 those. But those will be much more -- the kind of core
25 academics will be -- be the online curriculum but the rest



1 of it will be hands on working with -- and in forensics for
2 example working with police departments, going out to labs
3 and museums, and really doing it hands on.

4 MS. MAZANEC: Okay. Thank you. And Randy
5 what do you do with Summit? I guess, I know --

6 MR. DEHOFF: I'm their Chief Executive
7 Officer.

8 MS. MAZANEC: Okay, great. Thank you.

9 CHAIRMAN DURHAM: Further questions? Do you
10 have something?

11 UNIDENTIFIED VOICE: Dr. Scheffel to, kind
12 of, talk a lot more about that. You know, one of the things
13 -- is that I've discovered that because when you have an
14 EMO, which is what some of it is, Educational Management
15 Organization, when they make a contract with a public
16 school, that looks very different then when they make a
17 contract with a charter school. And so that's why I really
18 hooked my hat on this conversation today around
19 accountability. There are -- there are more elements of
20 accountability with a public school in this form of a
21 contract than it is with a charter school. Thank you.

22 CHAIRMAN DURHAM: Yes, Ms. Mazanec?

23 MS. MAZANEC: I apologize because I haven't
24 looked at all the documents available to me. But I'm still
25 trying to understand. It's a multi-district online program



1 and there was a discussion about going to dance. So where -
2 - is there a learning center such as like Hope Online House
3 where students are housed, where they going to be in Las
4 Animas schools. I'm trying to figure this out logistically.

5 MR. DEHOFF: The dance studios we -- we
6 currently have and -- and we know we'll -- we'll be
7 continuing with the one in Denver, it's the sweat shop on
8 Santa Fe in the arts district. It's also very convenient to
9 some film studio space that metro operates, there's like a
10 block down. So the film students who we would use -- use
11 those facilities. We're also looking at a site in Colorado
12 Springs which is just East of Powers which we put it in a
13 Falcon D49 and possibly, depending on enrollment, another
14 dance studio in Highlands Ranch in Colorado and County Line.

15 MS. MAZANEC: Well, how does this work for
16 Las --

17 UNIDENTIFIED VOICE: Yes -- we will have
18 learning center of use with the -- the district for those
19 three.

20 MS. MAZANEC: What about -- how does that
21 affect Las Animas students though?

22 UNIDENTIFIED VOICE: So as far as the dance -
23 - on the dance side of things, we don't see that impacting
24 Las Animas initially. We know -- we hope that that program
25 will grow. What we see impacting and assisting us will be -



1 - so we talked about those learning centers, but we all have
2 learning areas based on population of students. So we've
3 already identified that Las Animas has had a learning area
4 or a learning center for students that are enrolled in this
5 program.

6 And you'll probably see that spread out
7 throughout the different areas. So based on population,
8 they'll be life coaches and instructors that will have
9 opportunities that have -- to be housed in those areas and -
10 - and I thank you for answering that question -- for asking
11 question because it leads me to this, and I always wanted to
12 sound this with everybody. You know, school districts in
13 small communities, we are economic drivers, and sometimes we
14 forget that, yes, we are in the business of educating kids
15 but we are also economic drivers and with this type of a
16 program, my district accountability already has put the dots
17 together say, this can be an economic driver in some ways,
18 for some of our smaller communities in these rural areas to
19 have opportunities.

20 You know, one of the things that is -- I've
21 already been approached by two staff members from Otero
22 Junior College because they cut their part of their CT
23 program. So those people are looking for opportunities to
24 continue to try to teach. And so on the other side of the



1 spectrum, this still can be an economic driver in some
2 districts.

3 MS. MAZANEC: Okay. But I'm still not
4 understanding. Where are these kids in your schools
5 district? Where are they going to be learning? Are they
6 going to be in buildings in Las Animas or in your school
7 buildings, or are they traveling to Denver? This is what
8 I'm trying ---

9 UNIDENTIFIED VOICE: Yes. So what we foresee
10 in Las Animas is we see two populations of kids. We do have
11 kids that will probably be within our own building that will
12 be servicing, but we have a population of kids who have
13 already dropped out of school. Some of them are in trouble
14 with the law. So we see that that's also going to be kind
15 of a -- an offsite place. We have -- we have some building
16 facilities that have space, and so they'll be places within
17 our community with teachers and where life coaches can meet
18 up with these kids and have those relationship building
19 opportunities.

20 MS. MAZANEC: Okay. That makes a little more
21 clear. My other question is, so Mr. Gardner are you
22 representing Summit or are you representing the school
23 district?

24 MR. GARDNER: I represent Summit Education
25 here.



1 MS. MAZANEC: Okay. And do you have an
2 agreement yet? And how long of a term do you have with
3 Summit?

4 UNIDENTIFIED VOICE: We -- we are still fine
5 tuning that agreement. There -- there are a few pieces that
6 we're continuing to work on because we want to strengthen
7 some areas on that agreement. The current agreement meets
8 statutory requirements that but we want to take a look at
9 strengthening some areas on that. The term is for five
10 years but we have a -- we have a clause that's in that
11 agreement that, you know, if things are not working out from
12 year to year, we still have that ability. And I say, year
13 to year, you -- we wouldn't want to start -- stop a program
14 like this in the middle of a year. And so we definitely
15 have that ability in that clause in our agreement to have
16 that annual review on the effectiveness of the school.
17 There's also the piece on student performance, and so even
18 through the UIP process and through accountability, if
19 students are not performing and that comes out from year to
20 year also. And that's a part of that accountability piece.

21 MS. MAZANEC: All right. Thank you.

22 MR. DEHOFF: The simple fact in Colorado I
23 think is -- is all of you are aware, you can't have a multi-
24 year fiscal obligation under Denver, so each and every one
25 of these contracts is subject to not appropriation by the



1 district. So there's -- there's a off a lot of checking
2 balance as a result of the constitution.

3 CHAIRMAN DURHAM: Yes, Ms. Rankin.

4 MS. RANKIN: So Sammy, is it Sammy? Is this
5 on?

6 MS. GOFF: Yeah.

7 MS. RANKIN: What year are you in school
8 right now? Or what would you be going into?

9 MR. SAM: Graduating.

10 MS. RANKIN: And put that mic right up to
11 your mouth.

12 MR. SAM: I would have graduated -- I would -
13 - this year I was a senior, so I should have been graduated
14 by now.

15 MS. RANKIN: And how much more schooling do
16 you have to go to -- to get that diploma?

17 MR. SAM: I just had to catch up two more
18 credits and then I should be done. But yeah -- but the way
19 it is A Plus Program is, is it don't really explain how to
20 help you. It gives you a study and it tells you just to
21 read it over, but it don't really explain what you're doing.
22 It just says try this and this and this. And so with me,
23 with my whole experience, I've been out of education for
24 about a good three years. So it's kind of hard for me to
25 catch up and when they -- this A Plus Program, it's just



1 doing in there and telling me what I have to do and -- but
2 my mind is I haven't been that far ahead yet, so trying to
3 catch up.

4 MS. RANKIN: When you say they tell you to --
5 here and here and here, do you have choices in them? Or is
6 just a list of things that you must complete?

7 MR. SAM: Yes. It's like a -- all right. So
8 it's a program and it has a class on it, and then you click
9 on the class and it just has the lesson and you have to go
10 through lesson by lesson.

11 MS. RANKIN: Is it -- is it easy for you to
12 use technologically?

13 MR. SAM: Yeah, the computer part is nice.
14 It just be easier for a little bit of help on, because
15 there, you're on your own on that program, really.

16 MS. RANKIN: Do you feel that you're self-
17 directed enough to complete a program like that? And for
18 two units, how long would it take you?

19 MR. SAM: I'm stuck on English right now and
20 I really need help with English. So it'd probably take me
21 about a week or two.

22 MS. RANKIN: And how many units would that
23 complete for you?

24 MR. SAM: Probably, got 50 to do so maybe
25 about 20, 25. About half unit.



1 MS. RANKIN: Half of what your requirements
2 are to graduate? You could have in few weeks, a week?

3 MR. SAM: Yeah.

4 MS. RANKIN: Why aren't you sitting in front
5 of that computer right now? I -- I wish you the best of
6 luck with what you're doing. You're so close. I hope you
7 finish.

8 MR. SAM: Thank you.

9 MS. RANKIN: Thanks for being here.

10 MR. SAM: Thanks for having me.

11 CHAIRMAN DURHAM: Mr. Dehoff.

12 MR. DEHOFF: Yeah, just to clarify, we will
13 not be using A Plus curriculum, as part of either one of the
14 schools. We're working at Edgenuity, Khan Academy classes,
15 a multitude of courses that offer -- first of all they're
16 all prescriptive, so you take a pre-test and if you already
17 know some of the lessons, you don't have to repeat them.
18 And then again to -- to as far as this concern, the teachers
19 will be available pretty much from 9:00 in the morning to
20 9:00 at night. There will be a teacher available online or
21 by phone or whatever. So if you're sitting there working on
22 and -- and you get stuck, you pick up your phone or you type
23 in a chat and you're immediately in contact with a -- an
24 academic teacher of record to help you through that. And --
25 and-



1 MS. RANKIN: Are they Skype -- are they Skype
2 into? I mean do they get the visual?

3 MR. DEHOFF: Yes, we can do that. And again
4 that's -- that's part of that why we can do one to 200. And
5 I was just going to say when my daughter was in Columbine,
6 they staffed it at one to 150 in -- in brick and mortar
7 school. So but again, they're not doing lessons plannings
8 because the curriculum does that. They're not grading a lot
9 of the stuff because the curriculum does that, so they have
10 that time to spend with the students instead.

11 MS. RANKIN: But even so Randy, I do believe
12 that he was basically saying if I had a person next to me --

13 MR. DEHOFF: Right, and we will have a person
14 next to him, in addition to the life coach which is there
15 every day for those -- those students. And that's something
16 that even brick and mortar schools typically don't have
17 somebody there. This sole job is to work with that student.
18 And that's a -- one to 30 ratio because you can't work with
19 more than 30 students at the intensity that it requires. So
20 when -- when you look at the overall staffing ratios between
21 the life coaches and the teachers, it's probably lower than
22 your typical brick and mortar school.

23 MS. RANKIN: Well, may I just make one. The
24 -- the research says that with very vulnerable students,
25 it's -- it's even as low as seven students to one teacher.



1 And I know, I mean Mr. Mearden I -- I -- I know that you
2 care a lot. I mean anybody who keeps up with kids three
3 years after they leave school, I -- I give my you know, my
4 bow down to you and say that's great. But the necessity of
5 having people, having humans and not just any human, I mean
6 the humans that are receptive and -- and are warm. I think
7 is -- is super important.

8 And I hope that somehow, I -- I do wish you,
9 you know the best of luck because of the kids. And -- but I
10 do think that you should consider having more -- more
11 teachers that are there. And I would say even listening to
12 a voice over the phone, have those teachers on the phone
13 directly with as opposed to you know, writing, I think we do
14 better -- we care better, also a phone you hear other things
15 than in the machine. And you may not even -- a machine may
16 not, when you're writing is different than when you're
17 hearing and listening. So --

18 MR. DEHOFF: Like -- like I said those
19 teachers are available by phones. And you says that -- like
20 a phone and say, hey, I've got a question and from -- from
21 9:00 to 9:00 instead of just from 8:00 to 3:00 as in a
22 typical building.

23 CHAIRMAN DURHAM: Dr. Scheffel.

24 MS. SCHEFFEL: I just had a question about
25 the whole data privacy piece. I think you use it as



1 Maestro, is that the name of it? The student information
2 system?

3 MR. DEHOFF: Yes.

4 MS. SCHEFFEL: Can you speak to the privacy,
5 choosing it's compliance with state law and providing you
6 know, elements of data that you're collecting that whole
7 piece on data privacy?

8 MR. DEHOFF: Yeah. Maestro is a BocaVox
9 Product, it's been around for many years. We've been using
10 it through RMDA and through GOAL Academy. Most of us were
11 formerly associated with GOAL Academy for -- for several
12 years. It meets all the -- the federal requirements and --
13 and state requirements, yes.

14 MS. RANKIN: All right, thank you.

15 CHAIRMAN DURHAM: Okay, further questions.
16 Yes, Ms. Goff.

17 MS. GOFF: Very quickly because you might
18 have answered part of it. I was -- and this is for online
19 multi-district in general kinds of questions. You mentioned
20 Edgenuity and -- and then the open source, it's something
21 different. But how -- how -- is there a standard schedule
22 timeline for reviewing of and the doing -- I know --
23 actually, you know the department has some responsibilities
24 now that are around data just as -- as one part of that.
25 But is there a in-district or in-program system of going



1 through the software or the -- or any open resources that
2 you all choose to use, so you're -- you know what, short
3 term enough to be keeping up with everything. I'm just
4 curious about that.

5 UNIDENTIFIED VOICE: Sure. Even in -- in our
6 district we have that review that's having definitely around
7 the UIP planning part of that. Part of the question that
8 may answer that is making sure it's aligned to state
9 standards. And -- and that's the key -- the key component
10 is when you purchase programs, you want to make sure that it
11 has that stamp of approval that it has the Colorado -- that
12 it covers the Colorado State Standards. That's the number
13 one thing that we always look at. And we do have an annual
14 review process for that through our Board and then also
15 through our District Accountability which they would be
16 participating in that process.

17 MS. GOFF: Right. Okay. Just -- just a very
18 quick question.

19 MR. DEHOFF: Yeah, and just briefly, we are
20 constantly reviewing online curriculum because they all
21 change so frequently.

22 MS. GOFF: Yeah, I'm just -- I know we --
23 we've learned a lot of that through our other online --
24 anyone who's doing online. I guess, of interest to us right
25 now and everybody is how are -- how are our state's new data



1 laws, privacy, security use of, how are they being -- it's -
2 - it's not early in the process yet, but how is everybody
3 adjusting to whatever they see as changes to that? And it
4 applies to everybody who's using software. So I'm just -- I
5 just wondered how you have in the past, and how that does
6 impact smaller districts to begin with? And then you have
7 some specialized programs that are -- we're all -- we're all
8 part of the big bath tub of these concerns. But it's
9 interesting.

10 UNIDENTIFIED VOICE: I'll speak on the
11 district side as being a part of -- part of the requirements
12 in the application was that, there is a -- a consistent site
13 on district that will house student records. And so when we
14 talk about student records being kept and maintained. So
15 one of the things that we are very aware of is if let's say,
16 for example if Summit continues to be Summit, we still have
17 the responsibility to house and to maintain those records as
18 we would do our own personal records of the kids that are in
19 our building. So that would be the number one thing first.

20 MS. GOFF: Really would -- at the very
21 beginning of the question then I'll let -- let -- let us go
22 but yeah, just this instructional software that's kind of
23 where I wanted to go first is how -- how difficult is it to
24 keep it up to know that it's being -- that it's -- it's



1 good, it works. It's -- it's coming from a constantly
2 reputable source, you know.

3 MR. DEHOFF: I'd say we -- we reviewed
4 probably a good six to eight different curriculum vendors
5 for making decisions this year and we're -- we're constantly
6 evaluating. Because I say that -- what the best program is
7 this year may not be the best one next year.

8 MS. GOFF: Right, right.

9 MR. DEHOFF: For your interest, one of the
10 things we like about Edgenuity was that extensive foreign
11 language offerings that they provided.

12 MS. GOFF: Thank you. I was going to say if
13 I had a time and energy to do over, I'd be in that Dance
14 Academy Program, so fast. Thank you.

15 CHAIRMAN DURHAM: And I wouldn't. Yes. Dr.
16 Scheffel.

17 MS. SCHEFFEL: I just had one final question.
18 This is more for Misti. I was just thinking in terms of
19 what we usually get for -- since we're going to vote on this
20 today, are we missing -- seems like we're missing the budget
21 for the Alternative Ed campus and the contract with Las
22 Animas. Do we have everything we typically have to vote on
23 this? Because I'm looking at the attachments.

24 MS. RUTHVEN: So my understanding Dr.
25 Scheffel, yes, is that I went over this with staff over the



1 last week and that everything that's on board docs is
2 typically what we have in that. I believe it's included in
3 the application and it should be posted --

4 MR. DEHOFF: The -- the budget and the draft
5 contract are part of the appendices for both applications.

6 MS. RUTHVEN: And I know that there's about
7 16 different documents there and they're bit difficult to
8 navigate. So we'll -- we'll try to compile things a little
9 bit differently maybe in the future, so the appendices are
10 separate from the application as listed in board docs.

11 MS. SCHEFFEL: Thank you.

12 CHAIRMAN DURHAM: Further discussion. Ms.
13 Goines, do you have a- your performance indicators in your
14 contract to -- that you'll evaluate on an annual basis?

15 MS. GOINES: Yes, we do. One of the things
16 that --

17 CHAIRMAN DURHAM: We don't need to know the
18 details. Just you -- you have them there and you think
19 they're adequate to -- to provide a standard for a review.

20 UNIDENTIFIED VOICE: Yes, sir.

21 CHAIRMAN DURHAM: Okay. Thank you. Further
22 discussion. Ms. Burdsall, it's been moved and seconded for
23 the approval. Would you call a roll please?

24 MS. BURDSALL: Board Member Flores.

25 MS. FLORES: I'm going to abstain.



1 UNIDENTIFIED VOICE: You can't -- can't.

2 CHAIRMAN DURHAM: She's gonna abstain?

3 (Pause)

4 MR. DILL: I -- I honestly do not recall what
5 the procedures say about the statute (inaudible).

6 CHAIRMAN DURHAM: I think they're silent if I
7 remember correctly.

8 UNIDENTIFIED VOICE: It says no. Every
9 documentation that we have -- that we have used says no.
10 And that passing doesn't really apply to us either. That's
11 a combination of how statutes interpret it but also our --
12 what we have is operating procedures.

13 CHAIRMAN DURHAM: So well, Dr. Flores can
14 abstain, she so chooses. Please continue the roll call.

15 MS. BURDSALL: Board Member Goff.

16 MS. GOFF: Yes.

17 MS. BURDSALL: Board Member Mazanec.

18 Yes.

19 MS. BURDSALL: Board Member Rankin.

20 MS. RANKIN: Yes.

21 MS. BURDSALL: Board Member Scheffel.

22 MS. SCHEFFEL: Yes.

23 MS. BURDSALL: Board Member Schroeder.

24 MS. SCHROEDER: Yes.

25 MS. BURDSALL: Chairman Durham.



1 CHAIRMAN DURHAM: No. The motion is adopted
2 on a vote of five to one with one abstention. Okay. We'll
3 proceed now to the legislative updates.

4 (Pause)

5 CHAIRMAN DURHAM: Okay. Yeah. I don't -- I
6 don't remember -- well, that's why I -- when I -- as I
7 remember it's -- I don't think there's -- there needs to be
8 taking of the (inaudible). All right. Yes.

9 MS. FLORES: I can't do that.

10 CHAIRMAN DURHAM: You have a nice legislative
11 report and you include the special session for us and all
12 that is coming.

13 MS. MELLO: I have -- well, I didn't bring my
14 crystal ball with me.

15 CHAIRMAN DURHAM: I see. Okay.

16 MS. MELLO: But I will try.

17 CHAIRMAN DURHAM: All right.

18 MS. MELLO: Mr. Chair, Members of the Board,
19 nice to see you all as always. So at this point in the
20 process obviously, we've just finished up a session and the
21 next one seems far away, although as the Chair points out,
22 there's a small possibility in my opinion, of a special
23 session. I think if that gets called, it would primarily
24 deal with some of the -- the beer and liquor selling issues.
25 Again, this is just Jennifer Mello's opinion and prediction.



1 I think that it is unlikely that the hospital
2 provider fee issue would be addressed in this special
3 session. But I could be wrong about that. So we will -- we
4 will see how that turns out. So you know, as we go through
5 the session, we talked about a whole bunch of bills and your
6 alleged contacts do a lot of work reading the bills and
7 looking at all of them on an individual basis.

8 Now we come to the point where it's all said
9 and done. And at this point where it's all said and done,
10 what I can tell you is there are 13 bills that passed that
11 have some sort of impact on the department or the State or
12 to that. Overall, I will tell you, and with the exception
13 of the data privacy bill which of course, you all were -- a
14 really important part of. It is a pretty small modest group
15 of proposals that went into effect this year. In fact
16 there's only -- there's a point five FTE that has been added
17 to the department. And in terms of kind of dollars coming
18 into the department to support the work that the department
19 does, it's only \$44,000.

20 Now, there are a couple of grant programs
21 that are larger than that. There's a million dollar
22 incentive to complete career development courses that was
23 House Bill 1289, that did pass. But those are dollars that
24 will go right back out the door in the form of grants.
25 House Bill 1222 which you all supported, which was the



1 Supplemental Blended Online Learning Bill has a \$480,000
2 fiscal note. Again those dollars don't stay at the
3 department. They kind of head back out to accomplish the
4 work.

5 So that's kind of the -- the big picture
6 overview of what all that hue and cry and fuss and muss,
7 boil down to is 13 bills, point five FTE, and \$44,000. In a
8 way. There's lots of ways you could look at it. And I do
9 want to acknowledge that -- I'm not going to talk in detail
10 about the data privacy bill today because I know those are -
11 - there other conversations happening and -- and other
12 agenda items. But I want to note the significance of that
13 bill. For a variety of reasons, I mean one I think the
14 Board -- I know the Board had a very key leadership role on
15 that, both Representative Lundeen, and Representative
16 Garnett, and Senator Hill have continued to acknowledge the
17 -- the strong role that the Board and the department played
18 in passing that legislation. And you all have been -- have
19 directed your staff to be quite vigorous in this area. They
20 -- they already are doing a lot of work. This adds to that
21 workload in the sense of all the stuff that they're already
22 doing, they're going to keep doing more as directed by this
23 bill.

24 So it is a significant piece of legislation
25 in any number of ways. It is being hailed in some media



1 reports as the strongest data privacy bill in the entire
2 country. And I haven't done the research, but I would bet,
3 I never bet more than a quarter, so I'm not a very fun
4 person to bet with, but I would bet that it is the only data
5 privacy bill in the entire country that passed unanimously
6 at every step of the way. There was not a single no vote
7 against this bill at any point in the process. So to just
8 go into a small bit of detail on a couple --

9 (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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