PARENT SOUNDING BOARD MINUTES
February 1, 2018

**Attendance:** Dr. Hatchell, Doug Lundberg, Anne Krajcovic, Bev Bodman, Alexia Bastiaansen, Morgenstarr Brienza, Linda Buchanan, Angie Clark, Laren Cleary, Cheryl Close, Colleen Conlin, Amanda Corley, Katie Szukas, Leandrea Dean, Diane Eid, April Fields, Mary Ann Hardage, Heather Henneman, Marc Hoffmann, Marita Hollis, Tenzin Jamyangling-Kawaguchi, Kent Johnson, Rose Jones, Shannon LaPierre, Gina Lattanzi, Charlene Marlett, Megan O’Boyle, Katie Pederson, Jennie Rogers, Steve Ruskin, Cyntavia Seney, Diana Smith, Kimberly Taylor-Beer, Karen Zink.

**Board of Education Report:** Mr. Doug Lundberg, Treasurer Board of Education
Reviewed the intent not to rehire (INR) teachers.
Reviewed the first draft of the New Summit Charter School contract.

**Superintendent Comments:** Dr. Mark Hatchell, Superintendent
The shooting involving 4 police officers: 3 of the 4 had ties to D20: 2 were spouses of teachers, and the other a son of a D20 employee.
Six new principals will be hired this year.
Currently creating the budget for the 2018-19 school year.
Legacy Peak choice night 2/10/18.
High school juniors and seniors interested in travelling to China in October 2018, Contact Ruthie Manning-Freeman at the District.

**Cybersecurity and Coding:** Rhonda Spradling, CTE/STEM Coordinator
Handout attached.
The new Cybersecurity Program is part of the Superintendent's Initiative Program. The program will be held at the center for modern learning (ILC).
This is a two-year pathway, which would allow students to step right into a career. Students will still maintain their High School status, and spend part-time at their home school. There are two different pathways to choose from: Coding and Design Thinking 1 or Cybersecurity 1.
Currently the program is only open to High School Juniors and Seniors. One year of coding is a pre-requisite, however if one has not achieved this yet, the program can work with the student. Applications are due March 15th.
This year only 30 slots are available, and applicants will be chosen by the lottery system. There will be 5 slots/school.
If anyone knows someone working in this field, we would love to connect for internship possibilities.
**Q.** Can a student only be in one program?
**A.** Yes, however if they could change after the first year.

**Q.** When will you know how many college credits a student will achieve?
**A.** We will know in March, the cyber security will be through PPCC, while coding will be through CU-Platinum. The program aligns with UCCS’ Bachelor of Innovation.
Q. When will the lottery begin?
A. Applications are due on March 15th.

Q. What math courses will be offered at the ILC?
A. Likely just Algebra 2 as more advanced teachers are at a premium, more advanced math students will take their class at the home school.

**District Improvement Plan** - Susan Fields
Handout attached.
Every school has a Unified Improvement Plan that can be found on the individual school’s website. The District Improvement Plan is a 32-page document that can be found on the District’s website.

3rd grade reading will always be a focus because if students are not at grade level by 3rd grade, they will struggle academically.

**English as a second Language Learners** - we need to increase.

**High School Math** - It is difficult to find good teachers that can teach high-level math. D20 has professional development coaching to teach new math teachers how to be effective in the classroom.

**Focus on Subpopulations** - i.e.- free-reduced lunch, students with disabilities etc.

Q. This all sounds like standards, text....
A. Yes, however teachers can teach the "how"

Q. Collaboration common theme, where do the teachers have the time to do this?
A. Professional Development day are really helpful. Also, schools have found creative ways to allow the specials teachers to work with kids on a project while classroom teachers collaborate.

**Security Update** - Brian Grady, Executive director for Security

When the 2008 mill levy override was passed, D20 was really able to upgrade security and make it a main priority.
Currently there are 3-armed guards at each high school and one officer (armed).
1-armed guard at the middle schools, and 7 patrol divisions for elementary this division is available 24/7. In 2008, Common alarms and cameras were put in place.
In April 2017 the recording /camera system was upgraded. With the passage of the bond issue 2016, all elementary schools will have new security at the front entrances. 2017-18- Rampart, DCC, Pine Creek will get updated cameras.
Timberview and Aspen Valley will have cameras within the next 30 days. All High Schools have the RAPTOR system (security id for visitors)
2019- Chinook Middle School, School in the Woods and Legacy Peak will have new cameras.
All schools have SAFE-TO-TELL: there have been 468 tips this school year for various reasons, #1- suicide ideation #2- drugs (vaping, jewels),

Q. Why do kids not have anonymity when reporting a concern face-to-face?
A. Once a teacher/administrator has been told, they are legally obliged to contact the police/CPCD and let them handle the situation from there. That is why SAFE-TO-TELL is wonderful as it is anonymous.

**D20 Job Fair** - Dr. David Peak, Assistant Supt. for Human Services

This year district 20 will be holding its first job fair for d20 employees/retirees. It is to be held on Feb 28th at the EAC. There will be a meet and greet session. Register on the website. AP principals can interview. This does not replace all the other job fairs that D20 attends; it is only a chance for in house to see jobs firsthand.

Q. How does D20 retain subs?
A. When the economy is good there are fewer subs, when the economy is poor, more subs, as school districts do not have the money to support full-time staff. There is always a need for PARAs.

Q. With needing 6 new principals, where do they come from?
A. 50% are from within D20, the rest are mainly from within the state, some do come from out-of-state though.

**Legislative Update** - Dr. Hatchell

Handout attached.

- HB18-1005 - Notice to Students of Postsecondary Courses: Likely not to pass
- HB18-1014- Social Studies Assessment in High Schools: will die
- HB18-1037- will die
- HB18-1095- Chance to pass
- HB18-1111- will die
- SB18004- Funding full day Kindergarten- will die
- SB18-075- Will die
- SB18-083 Will die
- SB18-085 may/may not
- SB18-099 postponed indefinitely (died)

**Leadership Blueprint Training** - Dr. Hatchell

(VIDEO)
Lyle Wells of the Flippin Group (Capturing Kids Hearts.)
The goal is to make every student and staff feel self- confident and safe through intentional behavior.

Big challenge: Time, compassion, creating clarity with staff and parents.
Capturing Kids Hearts is responsible, respectful learning from all in the classroom. Students create a code of conduct within the classroom. (Accountability matrix)
One thing that has been noticed concerning D20:
Pride in community
Balance of academics and community
Hunger to learn and always be challenged
Gateway to Technology/ Project Lead the Way- Middle and High School respectively. These are Pre- Engineering courses. Middle Schools: Eagleview, DCC. High Schools: Air Academy, DCC, Pine Creek.

Project Based Learning Beginning is the 2018-19 school year; D20 will be offering Cyber Security and coding classes. These will be held at the new Innovation and Learning Center. Students must have had programming 1. There are courses offered in the summer. This program is only open to juniors and seniors.

**Research & Design, Chicago Trip**- Dr. Jim Smith
Presentation attached.
15 people attended, (13 selected and 2 paid their own way) however 21 applied. The team visited schools from the Southside of Chicago all the way to Wisconsin Border.
In the Chicago system, there are 400K students, with over 600 schools (514 district schools and 122 Charter). Some schools had a student population of 4000. 78% of students were on the free and reduced lunch program.

**Focus of the trip:** How to bridge the academic learning gap. The team examined schools with different career pathways (not college), Project Based Learning, and Innovation.
When students are in 8th grade, they take an interest survey so by High School students are aligned with career/college goals. These goals may change, however the survey allows them to start focusing sooner.

**Project Based Learning**-
Collaborative coaching
Chrome books are widely used, but it really comes down to the teacher engagement.

**Innovative and Inspiring Observations**-
Flexible seating
Restorative Justice
Relationships matter
Community Partnerships- Internships etc.
Power of leadership- taking risks
All kids can learn, but not all kids need the same thing.

**Future:**
We would like to more intentional on helping kids create plans for career pathways beginning in 8th grade.
Innovation: Project Based Learning.
Policy Update & Legislative Preview - Tonya Thompson, Director for Legal Relations

It is early, so not much is really happening. The session begins in January and the Legislature will have 120 days to complete their work.

Expected topics:
CASSB - represents all 178 school districts. School finance will be discussed. 4 Democrats believe there is a crisis, and 5 Republicans believe that it can be worked out especially if Medicaid changes.
PERA - funds teacher retirement. The question: Is it self-funding or does the state need to fund it?

Q. 3 keys issues from last year, how were they resolved?
A. Negative Factor: not as bad as thought per pupil
   - SB61 - bond/mill levy for charter schools receiving retroactive funding passed.
   - New D20 charter school was conditionally approved. Must have a certain number of students enrolled by given deadline, and funding/insurance issue must be met.

Question and Answer Session – Dr. Hatchell

Concurrent Enrollment - these are college courses taught at the high school by an approved teacher. The Chancellor at UCCS is a D20 parent, and collaborates with the district to offer many college courses. A teacher must have a master's degree, and be approved through UCCS.

School Choice:
Three key things to know about D20:

It is a choice district (mandated by the state)

It is a site-based district: Each school has its own curriculum, therefore parents and students can find a school that best fits their needs.

D20 strongly enforces Caps size on classrooms. If a family moves in mid-year, there may not be room for their child in a grade at the neighborhood school. They are guaranteed a place the next year. Currently only about 20-30 kids affected and district tries to get them in to the neighborhood school by November.

Q. If a family home schools, do they have priority getting in?
A. Only if the school is not full.

Q. With regards to the Choice dates, is it better to get one’s application in earlier?
A. No, D20 uses the blind draw method.

Q. How did the Research and Design team originate?
A. The best school in the world is Singapore American School. They send a team every year to the U.S. to find good things happening. Dr. Hatchell liked the idea, and created one for D20.

Q. With regards to K-5 recess, why is it so short?
A. Talk with Dr. Susan Field
Q. If Eric Davis wins the school board election; must he step down from his charter school?
   a. No.
   Q. Could D20 give passes to retired teachers?
   A. Good idea, Lifetime passes to sports- site based maybe the district could help with funding.

Q. What will be the name of the new elementary school?
   A. Legacy Peak: it will be Project Based Learning.

Q. Are there current plans to build an overpass at Powers and Research?
   A. Not currently.
Learn to code and protect computer systems by working on real-world projects in a new, high-tech learning environment.

Coding & Design Thinking I
Students build on foundational programming skills and use current coding methodologies for computer problem solving to design and construct innovative, real-world technology solutions.
4 weighted high school core elective credits

Cybersecurity I
Students apply concepts of data security, system administration, network administration, and programming to the study of cybersecurity. Through critical thinking, investigation of real-world issues and practical exercises, students will develop foundational cybersecurity skills. Students will adhere to and demonstrate computer security ethics.
4 weighted high school core elective credits

INFORMATION SESSIONS MARCH 5 & MARCH 8
www.asd20.org/collegeandcareer

WHO?
11th and 12th grade students
On track for graduation
Completed prerequisite or equivalent

WHEN?
3rd and 4th hour (double-block) every other day
Option to add math & English 1st and 2nd hour
Students will be at their home high school all other times

WHERE?
The Center for Modern Learning at Research Parkway and Black Forest Road

HIGH SCHOOL CREDIT & COLLEGE CREDIT (anticipated)
INDUSTRY CERTIFICATIONS
MENTORSHIPS & INTERNSHIPS
PRIORITY ACCESS TO COLLEGE COURSES & EXTRACURRICULARS

Contact Rhonda Spradling at rhonda.spradling@asd20.org
DIP (District Improvement Plan) Template Fall 2017 (Stakeholder Meetings Dec 2017)

Focus Areas for 2017-2018: ELEM Reading, MS ELA, HS Math

✓ **Priority Performance Challenges**

**ELA Achievement and Growth:** ELA performance, including growth and achievement for subgroups is lower than their peers.

**Math Achievement and Growth:** Math performance, including growth and achievement for subgroups is lower than their peers.

**Science Achievement:** Science performance for subgroups is lower than their peers.

**Root Cause MIS 1:**

- Lack of administration involvement
- Lack of time / scheduling
- Lack of protocols
- Fear
- Lack of shared vision (focus on the “why” or purpose)

➢ **Major Improvement Strategy 1: Staff Collaboration:** Improve collaboration among building level administration, special education staff, TAG staff, ESL staff, and general education staff to improve learning outcomes for all students.

**Action Plan:**

1. Develop a shared vision/model for collaboration.
2. Promote/encourage a culture of trust.
3. Facilitate conversations with administrators and instructional leaders regarding protocols and best practices for collaboration in order to maximize student learning.
4. Provide exemplars of schedules that promote collaboration and time for staff collaboration.
5. Provide follow up support for collaboration

**Root Cause MIS 2:**

- Site based leadership expectations vary at the building level.
- Lack of clear understanding of what it means to have a guaranteed and viable curriculum
- Lack of accountability around guaranteed and viable curriculum

➢ **Major Improvement Strategy 2: Alignment of Curriculum and Instruction:** Improve the alignment of curriculum, instruction and assessment to Colorado Academic Standards through curriculum articulation, common assessments and collaborative scoring of student work.
**Action Plan:**

1. Develop criteria for guaranteed and viable curriculum for all students to meet the Absoultes.
2. Provide guidance and protocols to school level teams for the alignment of curriculum, instruction and assessment with CAS.
3. Develop common instructional units, common assessments and provide collaborative scoring opportunities.

**Root Cause MIS 3:**
- Inconsistent curriculum and/or use of aligned curriculum
- Fear of being judged
- Lack of expertise analyzing data
- Inconsistent use of data to inform instruction

- **Major Improvement Strategy 3: Utilize Student Data:** Inform instructional decision making through the effective use of student data by district administration, building administration, and general education staff.

**Action Plan:**

1. Develop data visualizations in Tableau to support data analysis work.
2. Design and implement training modules for data extraction and manipulation.
3. Design and implement training modules for Trend Analysis and Root Cause Analysis.
4. Design and implement training modules focused using student data to inform instructional decision-making.

**Root Cause MIS 4:**
- Insufficient teacher implementation of differentiated instruction.
- Insufficient collaboration among special education staff, TAG staff, ESL staff, and general education staff.
- Diagnostic information for students is not sufficiently linked to daily effective instruction and ongoing progress monitoring.

- **Major Improvement Strategy 4: High Quality Instruction:** Ensure all students receive high quality instruction through use of the right strategy at the right time.

**Action Plan:**

1. Identify high leverage instructional strategies including the criteria as to when to use them.
2. Design and implement professional learning for high quality instruction.
3. Design and deliver professional learning for district and building level administrators focused on best practices for feedback around instruction.
TO: Academy Education Association, Superintendent’s Student Advisory Council, Parent Sounding Board, Teacher Communication Council
FROM: Tonya J. Thompson, Director for Legal Relations
DATE: 2/2/2018
RE: Legislative Update

**State Update:** The Colorado General Assembly began its 2018 session on January 10th and is scheduled to adjourn May 9th. The source of the information below is Chalkbeat 2018 Bill Tracker (https://www.chalkbeat.org/co/2018-colorado-bill-tracker/) and the Colorado General Assembly (www.leg.colorado.gov). This should not be relied on as an official record of legislative action.

This summary is current through 1:46 p.m. on Friday, February 2nd.

<table>
<thead>
<tr>
<th>Bill #</th>
<th>Short Title</th>
<th>Bill Summary</th>
<th>Most Recent Status</th>
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<tbody>
<tr>
<td>HB18-1001</td>
<td>Winter, Gray / Donovan</td>
<td>Concerning the creation of a family and medical leave insurance program.</td>
<td>01/10/2018 Introduced in House - Assigned to Business Affairs and Labor</td>
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<td>FAMLI Family Medical Leave Insurance Program</td>
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<td>HB18-1002</td>
<td>Hamner, Rankin / Todd, Coram</td>
<td>Concerning teaching fellowship programs to assist rural school districts in hiring high-quality teachers, and, in connection therewith, creating the 'Rural Colorado Grow Your Own Educator Act'.</td>
<td>01/29/2018 House Committee on Education Refer Amended to Appropriations</td>
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<td>Rural School District Teaching Fellowship Programs</td>
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<td>HB18-1004</td>
<td>Wilson, Coleman / Kefalas, Tate</td>
<td>Concerning the continuation of the income tax credit for a qualifying contribution to promote child care in the state.</td>
<td>01/29/2018 House Committee on Finance Refer Amended to Appropriations</td>
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<td></td>
<td>Continue Child Care Contribution Tax Credit</td>
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<td>HB18-1005</td>
<td>Becker, Pettersen</td>
<td>Concerning notice of postsecondary course enrollment options available to high school students.</td>
<td>02/02/2018 House Second Reading Laid Over to 02/05/2018 - No Amendments</td>
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<td></td>
<td>Notice to Students of Postsecondary Courses</td>
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<td>HB18-1010</td>
<td>Wilson, Lee</td>
<td>Concerning youth committed to the department of human services, and, in connection therewith, requiring the department to report certain data and adding members to the youth restraint and seclusion working group.</td>
<td>02/02/2018 House Third Reading Passed - No Amendments</td>
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<td></td>
<td>Department of Human Services Report Data and Add Members to Working Group</td>
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<tr>
<td>HB18-1014</td>
<td>Buck</td>
<td>Concerning removing the requirement that the social studies assessment be administered in high school.</td>
<td>01/10/2018 Introduced in House - Assigned to Education</td>
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<td>Social Studies Assessment in High Schools</td>
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<td>HB18-1019</td>
<td>Foote</td>
<td>Concerning criteria applied in determining performance ratings for entities in the elementary and secondary public education system.</td>
<td>01/10/2018 Introduced in House - Assigned to Education</td>
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<td>Kindergarten Through Twelfth Grade Accreditation Weighted Factors</td>
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<td>HB18-1021</td>
<td>Hooton / Kefalas</td>
<td>Concerning addressing the issue of youth who are experiencing homelessness in Colorado.</td>
<td>01/30/2018 House Committee on Public Health Care &amp; Human Services Refer Amended to Appropriations</td>
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<tr>
<td></td>
<td>Task Force for Youth Experiencing Homelessness</td>
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<td>Bill Number</td>
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<tr>
<td>HB18-1034</td>
<td>Covarrubias, McKean / Priola</td>
<td>Career and Technical Education Capital Grant Program</td>
<td>Concerning creation of a grant program for capital costs relating to career and technical education.</td>
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<tr>
<td>HB18-1037</td>
<td>P. Neville / T. Neville</td>
<td>Concealed Handguns on School Grounds</td>
<td>Concerning allowing concealed handgun permit holders to carry concealed handguns on school grounds.</td>
</tr>
<tr>
<td>HB18-1044</td>
<td>Kraft-Tharp / Priola</td>
<td>Colorado Children's Trust Fund Act</td>
<td>Concerning the 'Colorado Children's Trust Fund Act'.</td>
</tr>
<tr>
<td>HB18-1064</td>
<td>Michaelson Jenet</td>
<td>Training Program Prevention Child Sexual Abuse</td>
<td>Concerning a training program to prevent child sexual abuse for persons who work with young children in some capacity as part of their employment.</td>
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<tr>
<td>HB18-1070</td>
<td>Young, Wist / Zenzinger, Scott</td>
<td>Additional Public School Capital Construction Funding</td>
<td>Concerning an increase in the amount of financial assistance that can be provided for public school capital construction under the 'Building Excellent Schools Today Act', and, in connection therewith, increasing the amount of retail marijuana excise tax revenue that is credited to the public school capital construction assistance fund and increasing the maximum total amount of annual lease payments authorized for lease-purchase agreements entered into under the act.</td>
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<td>HB18-1094</td>
<td>Herod, Wist / Moreno, Martinez, Humenik</td>
<td>Children and Youth Mental Health Treatment Act</td>
<td>Concerning the reauthorization of the 'Child Mental Health Treatment Act'.</td>
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<td>HB18-1095</td>
<td>Carver, Arndt / Todd, Gardner</td>
<td>Educator License Requirements Military Spouses</td>
<td>Concerning educator licenses issued to military spouses.</td>
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<td>HB18-1100</td>
<td>Hamner / Lambert</td>
<td>Educator Licensure Cash Fund</td>
<td>Concerning the continuous appropriation of money in the educator licensure cash fund.</td>
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<td>HB18-1101</td>
<td>Hamner / Lambert</td>
<td>Retail Marijuana Sales Tax Appropriations for Schools</td>
<td>Concerning modification of the manner in which gross retail marijuana tax revenue that is transferred from the general fund to the state public school fund as required by current law is appropriated from the state public school fund.</td>
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<tr>
<td>SB18-1111 Everett / Neville</td>
<td>Modifications to PERA Public Employees' Retirement Association Board of Trustees</td>
<td>Concerning the board of trustees of the public employees' retirement association.</td>
<td>01/19/2018</td>
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<td>SB18-1130 Williams</td>
<td>School District - Authorized Instructors</td>
<td>Concerning increasing the availability of qualified personnel to teach in public schools.</td>
<td>01/19/2018</td>
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<td>HB18-1134 Pettersen, Wilson / Martinez, Humenik, Merrifield</td>
<td>Use of Colorado Preschool Program Positions</td>
<td>Concerning eligibility of kindergarten students funded through early childhood at-risk enhancement positions.</td>
<td>01/22/2018</td>
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<tr>
<td>HB18-1141 Hooton / Zenzinger</td>
<td>Modernize Early Childhood Council Language</td>
<td>Concerning the removal of outdated references in statute to &quot;early childhood care and education councils&quot;.</td>
<td>01/25/2018</td>
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<tr>
<td>SB18-004 Kerr</td>
<td>Funding for Full-day Kindergarten</td>
<td>Concerning increasing the funding for preschool through twelfth grade public education, and, in connection therewith, increasing the funding for full-day kindergarten and requiring the secretary of state to submit a ballot question to authorize the state to retain and spend for preschool through twelfth grade public education any state revenues above the excess state revenues cap approved by the voters in 2005.</td>
<td>01/31/2018</td>
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<tr>
<td>SB18-011 Kerr, Holbert / Lundeen, Kraft-Tharp</td>
<td>Students Excused from Taking State Assessments</td>
<td>Concerning treatment of students who are excused by their parents from participating in state assessments.</td>
<td>01/10/2018</td>
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<td>SB18-012 Hill / Pettersen</td>
<td>Military Enlistment School Performance Indicator</td>
<td>Concerning including military enlistment as part of the postsecondary and workforce readiness performance indicator for public schools.</td>
<td>02/01/2018</td>
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<td>SB18-013 Gardner, Fields / Jenet</td>
<td>Expand Child Nutrition School Lunch Protection Act</td>
<td>Concerning expanding the grades eligible for the child nutrition school lunch protection program.</td>
<td>01/25/2018</td>
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<td>SB18-024 Singer / Tate, Jahn</td>
<td>Expand Access Behavioral Health Care Providers</td>
<td>Concerning modifications to the Colorado Health Service Corps program administered by the Department of Public Health and Environment to expand the availability of behavioral health care providers in shortage areas in the state.</td>
<td>01/25/2018</td>
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<td>SB18-058 Fields / Carver</td>
<td>Failure to Report Child Abuse Statute of Limitations</td>
<td>Concerning making failure to report child abuse a crime in which the statute of limitations begins to run upon discovery of the act.</td>
<td>01/11/2018</td>
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<td>SB18-074 Todd / Hansen</td>
<td>Designate Prader-Willi Syndrome Developmental Disability</td>
<td>Concerning adding individuals with Prader-Willi syndrome to the list of persons with intellectual and developmental disabilities who are mandatorily eligible for services and supports.</td>
<td>01/12/2018</td>
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<td>Bill Number</td>
<td>Sponsor(s)</td>
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<td>SB18-075</td>
<td>Merrifield / Arndt</td>
<td>Concerning the establishment of contribution limits under the 'Fair Campaign Practices Act' for candidates for school district director.</td>
<td>01/12/2018 Introduced in Senate - Assigned to State, Veterans &amp; Military Affairs</td>
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<tr>
<td>SB18-083</td>
<td>Lundberg / Ransom</td>
<td>Concerning the creation of income tax credits for nonpublic education.</td>
<td>01/12/2018 Introduced in Senate - Assigned to Finance</td>
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<td>SB18-084</td>
<td>Kefalas / Lundeen, Landgraf</td>
<td>Concerning enhancing protections for minors who are victims of human trafficking.</td>
<td>01/16/2018 Introduced in Senate - Assigned to Health &amp; Human Services</td>
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<tr>
<td>SB18-085</td>
<td>Todd / McLachlan</td>
<td>Concerning providing financial incentives for educators to work in rural areas.</td>
<td>02/01/2018 Senate Committee on Education Refer Amended to Appropriations</td>
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<td>SB18-099</td>
<td>Pettersen, Wilson/ Merrifield, Priola</td>
<td>Concerning the alignment of early childhood quality improvement programs with the Colorado shines quality rating and improvement system.</td>
<td>01/22/2018 Introduced in Senate - Assigned to Education</td>
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<td>SB18-114</td>
<td>Wilson, McLachlan / Todd</td>
<td>Concerning preventing suicide by strengthening life skills in students.</td>
<td>01/29/2018 Introduced in Senate - Assigned to State, Veterans &amp; Military Affairs</td>
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<td>SB18-151</td>
<td>Buckner, Wilson / Priola, Fields</td>
<td>Concerning department of education research to develop bullying policies.</td>
<td>01/29/2018 Introduced in Senate - Assigned to Education</td>
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<tr>
<td>SB18-154</td>
<td>Fields</td>
<td>Concerning a requirement for a local juvenile services planning committee to</td>
<td>01/29/2018 Introduced in Senate - Assigned to Judiciary</td>
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**Bills Postponed Indefinitely:**

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<th>Bill Number</th>
<th>Sponsor(s)</th>
<th>Description</th>
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<td>SB18-008</td>
<td>Merrifield</td>
<td>Concerning measures to reward public education entities that provide student access to arts education programs.</td>
<td>01/25/2018 Senate Committee on Education Postpone Indefinitely</td>
</tr>
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Learning in the Windy City
Research and Design Team - 2017

Research and Design Team Membership

• 13 candidates were selected from 21 applications
• An additional 2 spaces were made available for individuals willing to pay their own way
• Applicants described their interest, best hopes and what they hoped to offer
• Wanted balance of leadership from across the district (EAC, ES, MS, HS)
• The whole group was broken into 3 groups that changed each day, based on team member interests.
2017 Research and Design Team

- **Jim Smith**, Assistant Superintendent - Admin. Services
- **Susan Field**, Assistant Superintendent - Learning Services
- **Shelley Koozer**, Chief Information Officer
- **Maureen Lang**, Director for Professional Learning
- **Nathan Gorsch**, Academy Online HS, Principal
- **Mario Romero**, Discovery Canyon MS, Principal
- **Jeff Sterk**, Mountain Ridge Middle School, Principal
- **Andie Ruskin**, Discovery Canyon ES, Principal
- **Kelly Farmer**, Douglass Valley Elementary, Principal
- **Laura McNally**, Academy International ES, Principal
- **Pat Shumaker**, Chinook Trial ES, Principal
- **Kyle Chamberlain**, Rampart HS, Assistant Principal
- **Mark Wahlstrom**, Air Academy HS, Assistant Principal
- **Levka Craft**, Pine Creek HS, Assistant Principal
- **Julie Bayne**, Foothills ES, Assistant Principal

Travel

- The Research and Design Team traveled from Denver to Chicago (O'Hare) on October 23.
- Using rental vans, the team visited schools from the Southside Chicago to the Wisconsin border.
- The team met every evening to debrief, share findings and discuss their observations from the day.
- The team returned from O'Hare to Denver on the evening of October 27.
Winding our Way Through the Windy City

Schools and School Districts

Day 1:
- Travel (Denver to Chicago)

Day 2:
- John Hersey High School
- Intrinsic Schools (7-12 Charter)
- KIPP Ascend Primary (K-8)
- Lake View High School
- Irving Park International Charter School

Day 3:
- Lake County High Schools Technology Campus
- Innovations Alternative School
- National Teachers Academy (K-8)
- Lane Tech College Prep (4200)
- University of Chicago Lab School

Day 4:
- Adlai Stevenson High School (4000)
- Lindblom Math and Science Academy
- East Leyden High School
- Buffalo Grove High School

Day 5:
- Return Travel (Chicago to Denver)
Chicago Public Schools

- Third largest district in the United States
- More than 600 schools (514 District, 122 Charter)
- 400,000 students
- 78% Economically Disadvantaged
- 18% ELL
- 13.7% Special Education
- Demographic data: 47% Hispanic; 37% African American; 10.2% White
Focus of the trip

• The purpose of this trip was to investigate “best practices” in a variety of contexts.
• Site selections as well as our primary focus was on the following three:
  – Career Pathways – college partnerships, community partnerships, career-based programs/curriculum
  – Project-Based Learning – using real-world challenges, scenarios and problems to teach key concepts
  – Innovation – programs, practices, structures, etc. that could be replicated in Academy District 20

Career Pathways

• Vocational Programs - All of the traditional high schools that we visited had robust vocational programs, including:
  – Automotive
  – Coding
  – Graphic Design
  – Project Lead the Way (biomedical, engineering)
  – Screen-printing
  – Woodshop

• Lake County High Schools Technology Campus
  - 16 districts provided funding
  - 22 high schools participated
  - 1800 students
  - Half-day programs
  - Dual credit, concurrent credits and industry certification
  - Articulation with Industry
  - 5 clusters: Communication, Human Services, Information Technology, Manufacturing, Transportation
  - 20 courses - from game design to welding
  - Programming focused on what local economy needs
Career Pathways

- Focus on career exploration and planning in high school
- Starting with interest inventories in 8th grade
- High school counselors work with the students to design career-specific schedules
- Courses are aligned with career pathway requirements
- Students have flexibility to change and/or move within pathways
- Teachers explicitly tie their curriculum, through real world problems, to the selected career pathway(s)
- Professionals from the field are involved in planning and teaching
- Varied internship and apprenticeship programs are available for high school students (1/3 of students)
- Programs bridge the *academic world* with the *work world*
- Multiple specialized pathways in high schools
- University partnerships that benefit students and staff
- Teacher Grant programs for innovation

Project Based Learning

- Using real-word challenges, scenarios and problems to teach key concepts within and across content areas – PBL is the *how* to get to the *what*.
  - **Forums** (John Hersey HS) – Interdisciplinary discussions, debates, lectures and activities – 2x/quarter.
  - **Collaborative team teaching model** - Within each pod is the Coastline: individual work space; Ocean: leveled soft seating; the Board: direct, small-group instruction space; and the Shade: collaborative learning space.
Project Based

- **Collaborative Coaching** – Based on Jim Knight’s coaching model, teacher coaches support planning, teaching.
- **Lab Classroom** – Used by coaches to model, co-teach and provide feedback to teachers.

**Other Ideas:**
- Chromebooks were widely used as tools to assist in problem-solving.
- Professional development was focused on how to teach in a project-based classrooms and/or school was conducted. (2-3 weeks before school starts).
- Engagement was an explicit focus by teachers when designing, teaching and facilitating learning in the classroom.
- Students were given independence with support; flexibility with stated expectations.
- PBL is about creating more authentic learning opportunities for students to engage and to express their learning.

Innovative and Inspiring Observations

- Innovation was commonly understood as a new solution to an existing problem.
- In most schools, classrooms and libraries did not resemble classrooms and libraries of the past.
- Technology was used, widely, to engage students and to assist with “on the spot” research.
Innovative and Inspiring Observations

• Whether schools utilized flexible seating, laptops, chrome books, or smartboards, the tools did not improve instruction…teachers intentionally using the tools to improve instruction – improved instruction.

• Partnerships with universities, community colleges and local business are essential to sustainable innovation.