

# RECORD OF PROCEEDINGS

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## ARAPAHOE COUNTY SCHOOL DISTRICT NUMBER SIX

### Littleton, Colorado BOARD OF EDUCATION Minutes of Regular Meeting

June 21, 2007

#### *Call to Order*

President Diana Holland called the meeting to order at 5:30 p.m. in the Boardroom of the Education Services Center, 5776 South Crocker Street.

#### **Present**

Diana Holland, President

John Dunn, Vice President

Sue Chandler, Secretary

Bob Colwell, Treasurer

Renée Howell, Assistant Secretary

#### **Others in Attendance**

Connie Bouwman, Assistant Superintendent of Learning Services

Lucinda Hundley, Assistant Superintendent of Student Support Services

Scott Murphy, Superintendent

Mike Owens, Assistant Superintendent of Human Resources

#### ***Board Workshop: Board Transition Needs and Goals***

The Board of Education discussed the transition of Board members following the November election.

The regular meeting began at 6:39 p.m.

#### **Approval of Minutes**

Ms. Holland asked if there were any corrections to the minutes of the May 31, 2007, regular meeting. There were none.

MOTION: Ms. Chandler moved that the Board of Education approve the May 31, 2007, regular meeting minutes as presented this evening. SECOND: Mr. Colwell. AYE: Chandler, Colwell, Dunn, Holland, Howell. MOTION CARRIED: 5-0.

#### **Superintendent's Report**

Mr. Murphy announced that teacher Brett Boyles received a scholarship from the Honeywell Corporation to attend the Honeywell Educators at Space Academy program this summer at the U.S. Space and Rocket Center in Huntsville, Alabama. Brett taught at Euclid last year and will be teaching at Options this fall.

He also reported that Guy Grace, director of security and emergency planning, was one of three featured panelists in a national "webinar" that took place today on various public education security issues.

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Mr. Murphy announced that Lucinda Hundley, assistant superintendent of student support services, has been appointed to Governor Ritter's P-20 Education Coordinating Council. This panel has been charged with overseeing education reform.

## **Board Reports/Requests**

Mr. Colwell attended the end-of-the year administrative picnic. Ms. Howell also attended the picnic, the Special Services Advisory Council (SSAC) meeting, the announcement of Governor Ritter's P-20 Education Coordinating Council, and listened online to the Higher Education Summit in Colorado Springs. She also indicated that the Science, Technology, Engineering, and Mathematics Education Coalition (STEM-EC) conversation will occur on July 18.

Ms. Chandler reported that the LPS Foundation golf classic is on July 23 and their retreat on July 11. Ms. Chandler also attended a meeting on the leadership retreat. Ms. Holland attended the administrative picnic, the Region 5 Colorado Association of School Boards (CASB) meeting for Board Presidents, and has been invited to speak to the summer school graduates at Arapahoe Community College on June 29.

## **Citizens' Requests to Speak to the Board**

Sam Drury spoke about accountability and complimented the Board on its strategic plan and praised the ten day late start.

## **Action**

### **Consent Agenda**

Ms. Holland asked if there were items to be pulled for further discussion. It was noted that consent agenda item 1.2 Adult Education and Family Literacy Act Budget is a grant that the district is applying for to continue the \$22,500 funds from the Colorado Department of Education that supports adult English as a Second Language and literacy classes in cooperation with Bemis Library. This grant will be used to cover the salary and benefits of the instructor and will serve approximately 50 parents of English Language Learner students in LPS schools.

In addition, consent agenda item 1.3 Migrant Education (Title I-C) Funding Application is to continue program support for eligible migratory children. Littleton Public Schools participates in a regional coordinated effort that is led by Jefferson County Schools. The grant in the amount of \$3,194 will provide partial funding for a bilingual Spanish speaking paraprofessional at Field Elementary who works under the direction of the Spanish language teacher and supports Spanish literacy.

Mr. Owens indicated that 52 new teachers have been hired, 26 elementary, 11 middle, and 15 at the high school level.

Ms. Bowman introduced the new principal at The Village, Melissa Radulovich.

Mr. Colwell asked how parents find out about the adult education and family literacy program. Ms. Hundley said this is a continuing program the district has had for about five years with Bemis Library. It serves adults that are non-English speakers. Parents learn about the program through East and Field elementary schools predominantly but also at Goddard Middle School and Littleton High School.

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MOTION: Mr. Dunn moved that the Board of Education approve the recommended consent agenda numbered 1.1 concerning Personnel Recommendations with the additions made this evening, 1.2 Adult Education and Family Literacy Act (AEFLA) Budget, and 1.3 Migrant Education (Title 1-C) Funding Application. SECOND: Mr. Colwell. AYE: Chandler, Colwell, Dunn, Holland, Howell. MOTION CARRIED: 5-0.

## **Board Policy IJJA and IJJA-R—Approval of Sources of Electronic Instructional Materials**

Mr. Dan Maas, chief information officer, indicated the Board of Education had an opportunity to review a new policy and regulation, Board Policy IJJA and IJJA-R—Approval of Sources of Electronic Instructional Materials at its May 31, 2007, meeting. Based on the discussions, a small word change was made on the regulation to read “the committee shall consist of nine members including three teachers from different levels who regularly use Electronic Instructional Materials, three administrators, and three additional members that *shall* include parents and students.”

MOTION: Mr. Colwell moved that the Board of Education approve Board Policy IJJA and IJJA-R—Approval of Sources of Electronic Instructional Materials as presented. SECOND: Ms. Howell. AYE: Chandler, Colwell, Dunn, Holland, Howell. MOTION CARRIED: 5-0.

Mr. Dunn made a friendly amendment to say this is a regular action item, not a consent item. The amendment was unanimously accepted.

## *Discussion*

### **Truancy Intervention Program Update**

Ms. Lucinda Hundley indicated that in the past two years, administration has developed interventions to address truancy issues prior to referral to truancy court. These interventions include a community based School Attendance Review Board (SARB) initiated in 2005 and the addition of Truancy Intervention Specialists (TIS) through grant funding which began in 2006. Chairperson, Rick Rufner, presented an overview of the truancy intervention efforts to date.

Mr. Rufner said prior to 2005, there were school site efforts and then truancy court. In 2005, SARB was created as a go-between. In 2006 the school site efforts continued with the addition of the TIS (1.5 FTE). Mr. Rufner noted SARB membership remained the same this year with the addition of one new member from the Binning Family Foundation and a representative from the faith-based community.

Mr. Rufner indicated the SARB role includes voluntary participation by student and parent, signed release for information sharing, development of a contract, a balance of incentives and consequences, and follow up by the TIS. Mr. Rufner reported the specialists have ongoing student and family interventions prior to and/or subsequent to SARB referral with individualized response and ongoing case management/coaching monitoring.

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Mr. Rufner said students are considered truant after twenty-four-plus hours of absences. Mr. Rufner went on to say there is no slide rule as to when a school should refer the student to SARB.

Mr. Rufner went over the lessons they have learned so far: truancy is an indicator of larger issues; developing a SARB contract is only the beginning; families often need active case management; larger issues are often complex and not easily resolved; internal family dynamics are key to success or failure of intervention efforts; high school intervention can be difficult due to established patterns.

Ms. Holland asked for an example of family dynamics. Mr. Rufner said an example would be when parents are unwilling to recognize there is an issue or are overprotective parents covering up the issue.

Ms. Hundley presented some statistics on the program's success. For example, in January 2007 there were 46 new students with attendance issues. By June, 11 students still had problems, but 76 percent of the students had improved attendance. With respect to discipline referrals, there were 43 students with a 67 percent success rate; four students had to go on to truancy court for an overall 91 percent success rate.

It was noted that success also includes participation in sports and other extracurricular activities, meeting and maintaining new friendships, attending individual and/or group counseling, improved relation with parent, and improved communication with school. Some current observations include one size does not fit all, ongoing case management is critical, school sites need to use truancy intervention sooner with unexcused absences, ongoing interventions and resources are critical, and there is a need for accurate and timely data collection.

Mr. Rufner said one thing that comes up time and again is that traditional programs do not work for students. This year there are waiting lists for Pathways, Options, and there is a need for more alternative programs in the district.

He reported that next steps include: a request for full funding for 2007–2008 with a grant (\$242,800); an increase of full-time equivalent (FTE) to 3.0 for the truancy intervention specialist; implement data collection tools, including truancy court outcomes; work with schools for earlier referrals; sort available data by identified sub groups; and track student progress over time. Ms. Howell asked if other districts do this, and the response was there are a number of school districts that have similar programs.

One student and his parent reported on how the program has worked for them.

Ms. Holland thanked Ms. Hundley and Mr. Rufner for their vision and commitment to students. Mr. Dunn thanked Mr. Rufner for his leadership. He also asked how the program is funded. Ms. Hundley responded it is a state grant for expelled and at-risk students and the district will need to look for alternative ways to fund this once the five-year grant expires. Mr. Dunn asked if Infinite Campus (IC) helps raise a red flag to this problem, and the response was data entry is key to identifying students at-risk.

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## **Student Code of Conduct Policy Revisions**

Ms. Hundley reported that annually administration brings forward revisions to the Board policies and regulations contained in the Student Code of Conduct. The following policies and regulations were presented with the proposed revisions and additions:

Board Policy JF and JF-R—Student Admission to/Withdrawals from School.

Proposed revisions will bring this policy into alignment with legal requirements with regard to homeless students, and clarify language regarding the ages of students permitted to attend public schools. The regulation is new and contains required language related to preventing student dropouts.

Board Policy JH—Student Absences

Proposed revisions to this policy reduce duplication, reflect current legal requirements, and clarify requirements regarding make-up work for suspended students.

Board Policy JIH—Student Interrogations and Searches

Proposed revisions include a new paragraph titled “Objects in the Student’s Possession” which adds electronic devices that may be in the student’s possession. Ms. Hundley said it was the belief that there was not sufficient language in the policy to cover this.

Mr. Dunn asked if these policies were reviewed by legal counsel, and the response was yes. Ms. Howell asked if there will be a special way to inform people of the changes. Ms. Hundley responded that communication will go out to administrators who can put the information in school newsletters and other school publications. Ms. Holland said this information is also highlighted in the superintendent’s letter in the Student Code of Conduct.

## **Board Policy JLCD and JLCD-R—Administering Medicines to Students**

Ms. Hundley indicated that proposed revisions to this policy and regulation reflect current practice and legal guidelines related to authorization for administration of medication, student self-carrying and self-administering medication, requirements related to delegation by the school nurse of medication administration to school personnel, as well as storage and handling of medications.

She said there are many students that are self-carrying and self-administering medications in the district. She also noted this policy was crafted with the assistance of Children’s Hospital and legal counsel.

Mr. Colwell asked about middle school students. Ms. Hundley responded that middle school students must have a doctor’s order and be responsible for where the medication is kept.

Mr. Dunn suggested Board Policy JLCD include an addition to the first paragraph to clarify who can administer the medication. Ms. Howell asked how much burden is placed on bus drivers by this policy. Ms. Hundley responded that bus drivers must be trained to know which child has a health care plan. Additionally, when a

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student goes on a field trip, there must be someone that is responsible to administer the medication, such as a classified employee or a volunteer trained by the nurse.

This item will return for action on June 28.

### **Ninety Percent Student Achievement Goal—Baseline Data: Progress Report**

Ms. Connie Bouwman, assistant superintendent of learning services, presented some of the technical aspects relative to figuring the district calculation for the 90 percent goal. The data presented was for demonstration purposes only and contained a mix of data from the past two years. She noted that baseline data for Grades K–3 are actual because the district has received the Colorado Student Assessment Program (CSAP) reading data for third grade. She noted, however, the district does not have the Grade 3 CSAP writing results. She went on to say that actual data for other grade levels will become part of the data set in September.

Ms. Bouwman said a student is on grade level if he/she is meeting the expectations for his/her age group on the defined essential learning objectives as measured by performance on state tests (CSAP); performance on district determined measures, such as, Measures of Academic Performance (MAP), Colorado Basic Literacy Act (CBLA), 2<sup>nd</sup> Grade Writing; and classroom performance. She also went over the timeline and next steps.

Ms. Bouwman explained that in determining the baseline data, a range was developed as to where the students were perceived to fall by reviewing the data and coming up with a 10-point range.

Ms. Bouwman said from the LPS aggregate data for K–3 language arts, the results showed all students did fall within the established 10-point range. At kindergarten, there are 57 percent kindergarteners above grade level, 27 percent at grade level, 14 percent below grade level, and two percent significantly below grade level. At first grade, 33.5 percent are above grade level, 44.88 percent at grade level, 21 percent below grade level, with two percent significantly below grade level. For second grade, language arts, 35 percent were above grade level, 49 percent at grade level, 15.47 percent below grade level, and one percent significantly below grade. For third grade level, 19.78 percent were above grade level, 67 percent at grade level, 13 percent below grade level, and three percent significantly below grade level. Ms. Bouwman said one item that needs to be monitored is why so many students are at grade level in the 3<sup>rd</sup> grade.

The following conclusions were made: actual results fall within the range of expected results; mathematical integrity of the formula is likely to be good; if there were significant errors, the result would most likely fall outside the range.

Mr. Colwell asked when there would be data for the remaining grade levels.

Ms. Bouwman responded that CSAP results will arrive in late July or early August.

Ms. Howell asked how we will know if the system is weighted properly. Mr. Maas said teachers will evaluate this data, but the measure created is a district wide aggregation and there is no statistical analysis to show if the system is correctly weighted. He went on to say that being able to track a specific program will be the work of the assessment department reviewing MAP and/or other test scores.

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Ms. Bouwman went on to say there was some concern that student grades might be skewed or inflated, but there is no evidence that supports this and each piece of data is a valid measure. Mr. Colwell asked for an example of weighting. Ms. Bouwman responded the Colorado Basic Literacy Act (CBLA) was weighted twice in the lower grades. At the higher grade level, more pieces of data are added and weighted.

### *Future Agenda/Adjournment*

Mr. Murphy presented a draft agenda for the June 28, 2007, Board meeting. Action items included the 2007–2008 Budget Adoption. Discussion items included Language Arts Curriculum Revisions and Textbook Adoption: Marketing.

MOTION: Mr. Colwell moved that the Board of Education meeting adjourn.

SECOND: Ms. Howell. AYE: Chandler, Colwell, Dunn, Holland, Howell. MOTION CARRIED: 5-0.

The meeting adjourned at 9 p.m.

Respectfully submitted,

Diana Holland  
President

Sue Chandler  
Secretary

mcB006-21-07 (8/10/2007)