



The Mission of the Norwood Public Schools is to Foster Success in All Students by Educating Them in a Safe and Respectful Environment.

**MINUTES
BOARD OF EDUCATION**

January 15, 2019

Work session at 6:30 p.m.

Topic of Discussion – Staff Survey

I. CALL TO ORDER

The regular meeting was called to order at 7:09 p.m. by school board president Mr. Morlang.

A. Pledge of Allegiance

The pledge of allegiance was said by those present.

B. Request for Additional Items

Ms. Barkemeyer made a request to add Action Item F. Approve Randy Harris as Middle School Assistant Wrestling Coach. Action Item G. Approve the purchase of Infinite Campus Information System.

II. OPPORTUNITY FOR CITIZENS TO ADDRESS THE BOARD

None

III. FINANCIAL AUDIT PRESENTATION – Mr. Mike Nelson

Mr. Mike Nelson of CSD & Co. presented the Norwood School District Financial Audit for the 2017-2018 school year. Mr. Nelson thanked the board for the opportunity to present the audit and stated he would be giving highlights of the audit tonight. He also thanked the administrative staff for all their hard work and help with the audit. He stated there were no surprises in his audit work. Mr. Nelson explained the fund balances and the shortage in the food service fund. Overall the district is in good shape.

I V. COMMUNITY REPORTS

None

V. STUDENT REPORTS

None

VI. STAFF REPORTS

Mr. Ken Lawrence explained the Infinite Campus Information System to the board. A committee was put together to research three different systems for teachers to use. It was a 100% consensus to select Infinite Campus. Infinite campus is user friendly and easier for teachers to use daily. State reporting will also be easier to complete in a timely fashion.

VII. CELEBRATIONS

Mr. Crews reported we received the Safe School Grant Award. This award will be used to purchase radios to communicate with first responders.

We are waiting to hear on the School Safety Grant to possibly help with continuing to help the security of the district and students.

Mr. Crews presented the school board members with a card and Starbucks Certificate for board appreciation month.

The Fish Pond Officially opened last Thursday, January 10 and the students love it.

The first Radio Broadcast on KOTO 105.3 will be this Friday, January 25.

VIII. APPROVE CONSENT ITEMS

- A.** Approve December 11, 2018 Minutes.
- B.** Approve December/January General Fund bills
- C.** Approval of 2018-2019 Revised Budget
- D.** Approval of Custodian, Mr. Frank Golaszewski
- E.** Approval of Minimum Wage Change from \$10.20 to \$11.10.
- F.** Approval of Randy Harris as MS Assistant Wrestling Coach
- G.** Approval of Purchase of Infinite Campus

Ms. Barkemeyer made a motion to approve consent items: **A.** December 11, 2018 Minutes. **B.** December/January General Fund Bills. **G.** Approval of the Purchase of Infinite Campus. Seconded by Mr. Ordean. Roll call vote: “aye’s” 5, “no’s” 0. Motion Carried.

IX. ACTION ITEMS

C. Approve 2018-2019 Revised Budget.

Ms. Barkemeyer made a motion to approve the 2018-2019 Revised Budget. Seconded by Mr. Ordean. A short discussion and explanation of the changes with Mr. Crews and Mrs. Epright and the board of education. Roll call vote: “aye’s” 5, “no’s” 0. Motion Carried.

E. Approval of Mr. Frank Golaszewski, Custodian.

Ms. Barkemeyer made a motion to approve Mr. Golaszewski as custodian. Seconded by Ms. McCluer. Mr. Crews informed the board of his experience and stated he will be a great asset for the district. Roll call vote: “aye’s” 5, “no’s” 0. Motion Carried.

F. Approval of Randy Harris for Assistant MS Wrestling Coach

Ms. Barkemeyer made a motion to approve Randy Harris as Assistant MS Wrestling Coach. Seconded by Ms. McCluer. Roll call vote: “aye’s” 5, “no’s” 0. Motion Carried.

X. MISCELLANEOUS REPORTS

A. DAAC – Met January 14 and continued discussion on the UIP and the staff perception survey.

B. UNBOCES – Mr. Morlang stated the BOCES has seen an increase students who need special services and staff is spread thin and working hard.

C. WSCF – None

D. PTA – Winter Dance is Saturday, January 19 and the next meeting is in February.

E. OTHER BOARD REPORTS - None

XI. NEW BUSINESS – None

XII. OLD BUSINESS

Community Communications

A date for Coffee with the Community will be set in February

Inside/Out

Always, work in progress.

XIII. ADMINISTRATION REPORTS

A. Superintendent Report – (see attached)

B. Principal Report – (see attached)

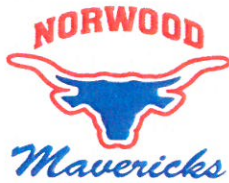
XIV. ADDITIONAL ACTION ITEMS – None

XV. ADJOURNMENT

Mr. Ordean made a motion to adjourn the meeting at 9:10 p.m. Seconded by Mr. Sanchez. Roll call vote: “aye’s” 5, “no’s” 0. Motion carried.

Respectfully submitted,

Susan Epright



January 2019 Superintendent Report

Budget Revenue Attached in your board packet is our revised final general fund budget. Our beginning fund balance today is higher than our beginning fund balance we set in May. There are a few things that caused the change, one is a conservative budget approach when we develop the first budget, getting final numbers once our independent audit has been completed, and the reduction in personnel. With the extra surplus in reserves we would like to move forward in purchasing a vehicle and purchase our new learning management system to replace Go Edustar. We put the vehicle line item on hold when we saw our numbers were down, however, we are at a point where we need to get another vehicle and replace one of our expeditions. 1a,b,c 6a,b

Infinite Campus Infinite Campus is a learning management system (LMS), notification, data warehouse export, food service, finance, human resources etc. It will allow us to have everything in a single solution to provide more functionality. Go Edustar is just our student information system whereas Infinite Campus consolidates all of our programs. 6c

Safer Grant Awarded The State of Colorado's Legislature allocated \$4,857,354 for the SFY 2019 School Access For Emergency Response (SAFER) Grant Program. The SAFER Program enacted by SB18-158 provides funding for interoperable communication hardware, software, equipment maintenance, and training to allow for seamless communications between existing school communications systems and first responder communications systems. Norwood School District was awarded \$3,536.00 to purchase 12 VHF radios and frequency to talk with law enforcement and to be used daily between office and other staff members. We were one of twelve districts that were awarded. 39 school districts applied. 6c, 6d

School Security Disbursement Grant Ken has put in for another grant that would allow us (if awarded) to receive funding to install electronic key locks on ten doors, be able to re-key the rest of the doors, and we will be able to make our own id cards which become our key. 6c, 6d

West End School District Bus Purchase Ernie would like me to run something by you. He would like to purchase the old activity bus for \$5500 for the West End School District. The value of the bus is more, however, what we can get for it will be less. Ernie also said after a bus is over twenty years it cannot be

sold to another school district. Our bus has a few more years before it hits twenty. I am fine with selling the bus to the West End, instead of it sitting here. 6c

Potential Funding Legislation I spoke with Michelle Murphy who updated me on potential legislative funding increases for next year. She said they are looking at funding full day kindergarten a 1.05 FTE. It could generate an additional \$70,000 - \$75,000 of sustainable money. If this happens we could look at salary increases for next year. Another funding resource is a decrease on the budget stabilization factor of \$77 million. Our piece of the pie will be determined on our student count numbers. She also stated that the rural factor (small rural refund) is still on the table. If we received rural factor and the kindergarten full funding, it would increase our revenue at least \$150,000. 6b

Staff Survey We will meet in the conference room for our work session at 6:30. We will provide the survey results and discuss them. 5c

UIP Update The Colorado Department of Education (CDE) introduced Unified Improvement Planning (UIP) to streamline school and district efforts to meet a variety of state and federal improvement planning requirements. Hopefully the UIP will reduce the total number of separate plans schools and districts are required to complete, with the intent of creating a single plan for improvement. We have identified priority challenges based on analyzing notable trends. We are scheduling meetings with teachers to discuss the challenging areas and address how to better meet the needs of the students. From there we will complete the action plans that will address the root causes. The teachers' input will be critical for change to occur. 1b

Minimum Wage Increase The Colorado wage and hour law changed the minimum wage to \$11.10 per hour. Attached are the changes we have made on our bus driver salary schedule.

Norwood Public Schools Board of Education
Principals Report
1-15-19

Respectfully Submitted by Perri Gipner and Sara Rasmussen

Behavior
<p>Behavior data for 1st semester reflects the following:</p> <ul style="list-style-type: none">● Negative behavior incidents (minor*) averaged .7/day in August, 1.38/day in September, .15/day in October, 1.77/day in November and 1.17/day in December. This is an average of 1.9/day first semester● The majority of negative behavior (minor*) occurs in the classroom and on the playground● The majority of negative behavior (minor*) that occurs is during the times of 9:30am, 11:30am and 2:30pm. This indicates that the majority of minors occur during recess.● 31% of minors occur on Wednesday and 28% occur on Thursday.● All negative behavior (minor*) incidents have occurred in the elementary and middle school; none of have been documented in the high school● The top three negative behaviors (minor*) have been physical aggression, disruption, and disrespect in that order.● To-date, there have been 18 office referrals (major*) in the elementary and one office referral in the secondary. <p>Refer to the attached flowchart and minor/major clarification sheet</p> <p>Each week the "F" list is pulled for students in middle and high school so that an all-call can notify their parents. For the 1st semester 2017 the average number of students on the F list was 12 and in 2018 1st semester the average number of students was 14. Of these numbers, in the previous year an average of 3 students/week had a failing grade in more than one class and in 2018 this number increased to 5.6 students/week. Of note, in 4th quarter of 2017-2018 school year we began a weekly failing all-call to alleviate this from the teachers' plate. This school year, we continued the all-call however discontinued the "Ticket Out of Lunch Detention" program which required any student on the F list to meet with their teacher to plan a strategy for improvement. If students did not submit their "Ticket Out" they were required to attend lunch detention for the week or if students had an F in the same class the following the week. Perri and Sara took on daily lunch duty for this school year and were not available to facilitate lunch detention.* Please see additional notes on addendum</p> <p>Perri and Sara are also attending a three day workshop to become certified SWIS (behavior data information system) facilitators in January to better support staff with behavior entry and data-driven decision making.</p>

Communication

Perri and Sara conducted 86 walkthroughs 1st semester 2018 compared to 41 in 2017, hitting our goal of doubling our time in the classroom. Our walkthroughs consist of a brief 3-5 minute observation during which are looking for specific evidence of student engagement, classroom management, classroom culture, and learning targets. We note comments and observations and immediately email or text teachers with a copy of our feedback. We are providing a copy of our feedback form. Included in walkthroughs are a check of learning targets. Cohort 1 teachers (those who were at NPS last year) were expected to post learning targets and unwrap them. 1st semester data reflects a fidelity rate of 61%. Cohort 2 teachers (those hired this year) were expected to post a learning target for one class or content area. 1st semester data reflects a fidelity rate of 73%. This semester teachers are practicing unwrapping learning targets for their students and focusing on the assessment portion of the target. We have included the rubric that we developed along with our curriculum coach to provide instant feedback to teachers.

MLT (multi-tiered system of supports leadership team) will meet on January 15th to review the staff perception survey data. They will determine what and how to communicate to the rest of the staff at the next SSaCC meeting and begin the process of how to report this information out to the community.

Personnel Development

Our next SSaCC (Safe Supportive and Collaborative Climate) day is January 15th. Robyn Shank, our PBIS coach, will be continuing the second part of her PBIS 101 training and secondary staff will attend a PSAT/SAT curriculum integration training. Elementary staff will meet to participate in root cause analysis on performance indicators identified in the districts Unified Improvement Plan (UIP).

SAT/PSAT Workshop: Dave Crews and Perri Gipner audited a PSAT/SAT training in Montrose on December 14th. Teachers reported the needs for additional support on integrating PSAT/SAT preparation into curriculum. Perri reached out to area principals and was provided a recommendation from our neighbors in the West End.

CPR Part One: The staff had a two hour CPR training on 1/7/18 with John Bockrath. The second half of this training will occur in the next few months.

Intervention Workshop: Perri and Sara attended a Culturally Responsive Interventions training in Ouray on January 7th. Kenneth Nelson extended an invitation at a threat assessment training in Montrose during 1st quarter after a discussion about similarities in demographics. The training was a reminder to differentiate for students with different backgrounds (socio-economic, cultural, language, academic etc.).

Time

Early Literacy Grant: Amy Veravonsway (ELG coach) was here on December 12th to do

fidelity walkthroughs. Amy will be meeting with the teachers on January 23rd to give them some feedback and also analyze our middle of the year data to create plans for our students who have not met benchmark or who are well above benchmark. This time is well spent collaboratively problem solving and planning interventions.

Four-Day School Week

Staff Absences: 1st semester 2018 staff absences totaled 151.5 discretionary days and 51.5 professional days compared to 2017 staff absences which totaled 264 discretionary days and 35.75 professional days. The following is a comparison of the average number of staff out per day.

	Discretionary	Professional
1st Semester 2017	3.4/day***	.4/day**
1st Semester 2018	1.8/day	.6/day**

Student Attendance: 1st semester 2018 reflected a chronic absenteeism rate of 13.6% and 1st semester 2017 reflected a chronic absenteeism rate of 16.8%, a decline of 3.2%. According to the federal civil rights data collection, the national average of chronic absenteeism in 2015-16 is 16% and trending upward (*Education Week*, 4-25-18).

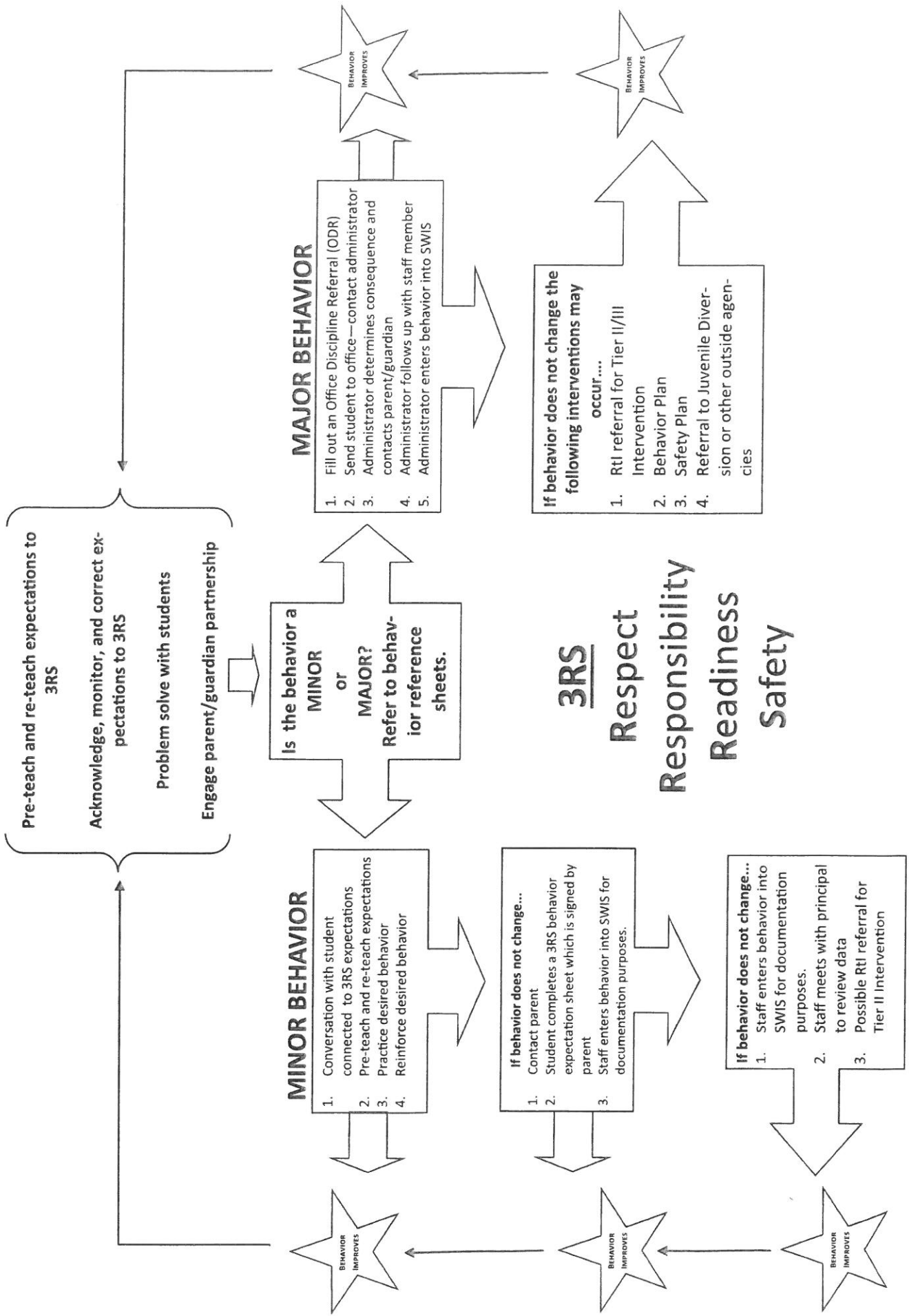
Other Important Information

The elementary winter concert was a great success. The community had the opportunity to watch their children perform and get a better idea of what they are learning in their music class. The parents also were able to see some of their children's art work, as it was displayed in the gym. Thank you AJ Crocker and Abbie Mahlin for doing what you do to support our students in the Arts!!

The secondary winter art show and Rock and Roll Academy winter concert was huge success and highlighted our district's commitment to exposing our students to arts. Thank you Shannon Dean for leading our secondary in the arts.

The secondary academic pep assembly is scheduled for January 23rd (TIME: TBD) and elementary academic pep assembly is scheduled for January 24th at 2:45. Students will be recognized for their academic successes.

Norwood Public Schools Flow Chart for Supporting Student Behavior



Norwood Public Schools

Minor vs. Major Behavior Clarification and Examples of Escalation

Behavior Identified in SWIS as MINORS	Minor Staff Managed	Major Office Managed <i>State Reported</i>
Defiance, Non-Compliance, or Insubordination	<ul style="list-style-type: none"> Not working/Unfinished work Not participating in group work Arguing-Inappropriate response to teacher request Cheating/Lying 	<i>Disobedience/Defiant or Repeated Interference</i> <ul style="list-style-type: none"> Blatant refusal to move Leaving class without permission Plagiarism Forgery
Disrespect	<ul style="list-style-type: none"> Making faces/rolling eyes Huffing, sighing etc. Mumbling under breath 	<i>Disobedience/Defiant or Repeated Interference</i> <ul style="list-style-type: none"> Inappropriate gestures Yelling at teacher
Disruption	<ul style="list-style-type: none"> Making noises Talking out of turn/Side Conversations Out of seat Not listening 	<i>Detrimental Behavior</i> <ul style="list-style-type: none"> Screaming/yelling at peers Throwing chairs/desks Out of control behavior that requires CPI restraint or seclusion Striking teacher
Technology and Electronic Devices	<ul style="list-style-type: none"> Texting/Social Media Earphones Instant messaging on school platforms Accessing non-academic websites (gaming, websites, chat rooms, etc) 	<i>Disobedience/Defiant or Repeated Interference</i> <ul style="list-style-type: none"> Blatant refusal to give up device
Inappropriate Language	<ul style="list-style-type: none"> Negative talk (shut up) Name calling (stupid) Offensive (butt) 	<i>Detrimental Behavior</i> <ul style="list-style-type: none"> Blatant swearing (obscene, profane, or vulgar language)
Dress Code	<ul style="list-style-type: none"> Exposed torso Short skirt or shorts Low cut top 	<i>Disobedience/Defiant or Repeated Interference</i> <ul style="list-style-type: none"> Refusal to change clothing
Physical Contact or Aggression	<ul style="list-style-type: none"> Poking Bumping into another Inappropriate displays of affection 	<i>Assault/Disorderly Conduct</i> <ul style="list-style-type: none"> Spitting or biting Fighting or punching Pushing or shoving
Property Misuse	<ul style="list-style-type: none"> Minor vandalism (writing on desk) Stealing minor items (value is less than \$25) 	<i>Destruction of School Property and Robbery</i> <ul style="list-style-type: none"> Vandalism (breakage) Property damage Defacing property Stealing major items (value over \$25)
Peer Interactions Minor Category = Disrespect	<ul style="list-style-type: none"> Peer Conflict: students may hang out together, have equal power, are equally upset, interested in the outcome, and able to work things out with an adult Mean Behavior: not planned, spontaneous, aimed at ANY child nearby, and child may feel badly about it 	<i>Detrimental Behavior</i> <ul style="list-style-type: none"> Bullying: power imbalance, intention to harm, repeated overtime, serious or implied threat that it will get worse Harassment: bullying based on gender, sexual orientation, religion, race, color, disability, country of origin

Teacher_____

Date_____

Time_____

Observer_____

Content/Grade_____

Focus on Learners and Relevance
Most students, most of the time are...

Student Engagement

- ☐ Authentically on Task (attending to instruction)
- ☐ Passive/Compliant
- ☐ Disengaged/Disruptive

Whole Class

- ☐ Asking & responding to questions
- ☐ Listening & note taking
- ☐ Participating in discussion
- ☐ Participating in guided practice

Small Group or Paired

- ☐ Students have defined responsibilities
- ☐ Students encourage one another
- ☐ Collaboratively producing a product
- ☐ Collaboratively problem-solving
- ☐ Participating in discussion
- ☐ Presenting

Individual

- ☐ Independently producing a product
- ☐ Independently solving a problem
- ☐ Independent practice/application
- ☐ Presenting
- ☐ Silent reading
- ☐ Writing activities
- ☐ Researching information

Evidence, Comments, and Questions

Focus on Environment and Culture

Classroom Management

- ☐ Routines & procedures are clear
- ☐ Students understand behavioral expectations
- ☐ Students share responsibility for effective operations
- ☐ Positive behavior is reinforced
- ☐ Negative behavior is addressed through re-directing
- ☐ Teacher circulates throughout the classroom
- ☐ Teacher monitors many activities simultaneously
- ☐ Teacher manages proactively & calmly
- ☐ Teacher displays energy & enthusiasm
- ☐ Time is used effectively & efficiently

Classroom Culture

- ☐ Positive student-teacher relationships
- ☐ Students demonstrate mutual respect
- ☐ Celebrations of student success

Evidence, Comments, and Questions**Curriculum/Content**

Is a learning target for at least ONE class/course posted and visible to ALL students and are teachers in cohort 1 unwrapping the learning target?

- ☐ Observed ☐ Not Observed ☐ Observed, but it is unclear if the learning target is aligned with instruction.

Student(s) response to "what are you learning today?"

Learning Targets Rubric for Feedback and Discussion

	Level 1	Level 2	Level 3
Standards- Based and Rigorous	<p>They are not derived from standards and do not clearly reference academic tasks.</p> <p>Rigor is not aligned to the standards.</p>	<p>They are derived from general academic tasks but not grade-specific standards, or they describe learning or tasks that do not meet proficiency standards.</p> <p>Rigor is limited to only the first levels cognitive learning matrix.</p>	<p>They are derived from state standards and school or district documents such as scope and sequences.</p> <p>Rigor aligns with state standards.</p>
Student- Oriented	<p>They do not begin with "I can."</p>	<p>They begin with the stem "I can" but may not be accessible to students or are watered-down and over simplified.</p> <p>Accessibility means that the language is grade appropriate and academically challenging. 80% of students can explain the academic language and 20% can access the learning target in visually or with assistance.</p>	<p>They are written in accessible vocabulary and from a student perspective and begin with the stem "I can".</p>
Observable and Action-Oriented	<p>They are not measurable (e.g., I can understand, or I can commit) or are focused only on compliance and completion (e.g., I can retake my test).</p>	<p>They are measurable but have too broad a scope in content (e.g., I can draw a raccoon and describe its habitat).</p> <p>The verb following the "I can" stem focuses on the academic tasks students will do rather than what students will learn (e.g., I can complete a graphic organizer).</p>	<p>They are measurable and use concrete, assessable verbs (e.g., identify, compare, analyze). The verb suggests the way in which the target will be assessed (e.g., "analyze" suggests a writing or problem-solving assessment, not a multiple choice quiz).</p> <p>The verb following the "I can" stem clearly identifies the intended learning, articulating what the students will learn rather than how they will demonstrate their learning.</p>
Specific and Timely	<p>They are too broad for students to see progress (e.g., I can read) or too narrow for students to own their learning (e.g. I can put my name on my paper).</p>	<p>They articulate only long-term targets that can be generalized for any similar academic task (e.g., I can write a persuasive essay).</p>	<p>They are specific, often referring to the particular context of a lesson, project, or activity.</p>

Two Formats of Learning Targets

I can verb content by assessment/product.

I can verb content by

- Specific content that will be assessed
- Specific content that will be assessed
- Specific content that will be assessed