



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**

February 19, 2019

I. CALL TO ORDER

The regular meeting was called to order at 7:00 p.m. by school board vice-president Mr. Ordean. Mr. Morlang was absent.

A. Pledge of Allegiance

The pledge of allegiance was said by those present.

B. Request for Additional Items

Mr. Crews requested the executive session be cancelled.

Ms. Barkemeyer made a motion to cancel the executive session. Seconded by Mr. Ordean. Roll call vote: "aye's" 4, "no's" 0. Motion Carried.

II. OPPORTUNITY FOR CITIZENS TO ADDRESS THE BOARD

Nicole Bray asked about the next Coffee With The Community, which is scheduled for February 27th at 6:30 in the Maverick Corral. Mrs. Bray inquired if parents will be surveyed on the four day week calendar.

III. COMMUNITY REPORTS

None

IV. STUDENT REPORTS

Cassidy Peterson, FFA Representative, reported it is FFA Week at school and there are various fun activities planned for all students to participate in.

V. STAFF REPORTS

Amy Vanravenswaay, our ELG Consultant, explained how to use information from Dibbles and MAPPS testing. She recommends having a full year of data in order to have a proper measurement of how students are doing in the classroom.

Mrs. Shannon Dean spoke in favor of the four day calendar. She reported she has better classroom and time management in her classes.

Ms. Ellen Metrick shared with the board her classroom structure and how it is working well for her with the four day week.

VII. CELEBRATIONS

Mr. Crews stated Mr. Ken Lawrence wrote a grant for \$54,000 and the district has received the grant. The grant will be used for a new door security system. Thank you Mr. Lawrence.

Norwood High School has five wrestlers who qualified for state wrestling.

Knowledge Bowl took second place last week.

Madison Perkins will represent Norwood High School at the Spelling Bee in March.

Jessica Barkemeyer was chosen to be an intern for the Pin Head Institute.

Our Climbing Team attended the Regional Meet.

The KOTO Radio program involving our students on Fridays at 12:05, has been a huge success.

The FFA program is a great addition to our curriculum.

Girls Middle School Basketball Team was third in league.

VII. APPROVE CONSENT ITEMS

- A.** Approve January 15, 2019, Minutes.
- B.** Approve February General Fund bills
- C.** Approval of High School Head Track Coach, Shelby Thomas and Assistant, Terry Snow
- D.** Approval of Middle School Track Coach, Austin Smith

Ms. Barkemeyer made a motion to approve consent items: **A.** January 15, 2019, Minutes. **B.** February 2019 General Fund Bills. Seconded by Mr. Ordean. Roll call vote: “aye’s” 4, “no’s” 0. Motion Carried.

VIII. ACTION ITEMS

C. Approval of High School Head Track Coach, Shelby Thomas and Assistant, Terry Snow.

Ms. Barkemeyer made a motion to approve Shelby Thomas and Terry Snow as High School Track Coaches. Seconded by Ms. McCluer. Roll call vote: “aye’s” 4, “no’s” 0. Motion Carried.

D. Approval of Austin Smith as Middle School Track Coach

Ms. Barkemeyer made a motion to approve Austin Smith as Middle School Track Coach. Seconded by Ms. McCluer. Mr. Crews explained the changes to the board. Roll call vote: “aye’s” 4, “no’s” 0. Motion Carried.

IX. MISCELLANEOUS REPORTS

A. DAAC –Nicole Bray reported at the meeting they discussed office referrals and office visits and how the numbers were down this year. Discussion was held on how snow days were determined and who makes the final call.

B. UNBOCES – Mr. Crews reported there was a GT presentation given and Tammy Johnson will be UNBOCES Director again next year. A CSDSIP report was given and the explanation of why rates are increasing. The burden survey was also discussed.

C. WSCF – None

D. PTA – None

E. OTHER BOARD REPORTS

X. NEW BUSINESS – None

XI. OLD BUSINESS

Community Communications – Coffee with the Community will be held on February 27, 2019 at 6:30 p.m. in the Maverick Corral.

Inside Out/Shift Why – Mr. Crews reported our High School Boys basketball team showed great sportsmanship in Telluride last week.

XII. ADMINISTRATION REPORTS

A. Superintendent Report – See Attached

B. Principal Report – See Attached

XIII. ADDITIONAL ACTION ITEMS – None

XIV. ADJOURNMENT

Mr. Sanchez made a motion to adjourn the meeting at 9:05 p.m. Seconded by Mr. Ordean. Roll call vote: “aye’s” 4, “no’s” 0. Motion carried.

Respectfully submitted,

Susan Epright



February 2019 Superintendent Report

School Security Disbursement School Security Disbursement Grant Award. The grant provides funding for local education providers to implement school security improvements to prevent incidences of school violence. Our district was awarded \$54,800 from the grant to install keyless entries to all of our outside doors. 6c, 6d

CSDSIP Rate Increase In response to severe and ongoing property loss our property/liability insurance has increased from \$37,849 to \$45,644 for the 2019-2020 school year. Attached is our contribution statement.

Superintendent Evaluation We have an executive session for personnel to discuss my ongoing evaluation.

Playground Improvement We met with a local playground developer a few Fridays ago to discuss possible improvements of our playground. He took some measurements and will be looking at various grant opportunities that give us the best chance at getting funding. I would like to set aside some funding in next year's budget to help with the match. If everything went through the earliest we could start an improvement project would most likely be next Spring. 2c, 6d

Denver Public Schools Strike One of the outcomes of the strike ending was salary lane changes. I would like to look at what that would mean to us if we moved from ba20 to ba18 or a BA40 to a BA36. It fits the credit earned in a masters program. 7a,8c,8d

Below are some education bills/financial decisions that can have an impact on our district if passed/approved; 1b,1c,4a,6a,6b,8d

- **SB19-128 School Finance Mid-year adjustments** There is a possibility of a reduction in funding before the end of the school year. SB19-128, as it passed the Senate, will reduce the per-pupil funding amount for school districts by roughly \$14.80 on a statewide average and actually results in a mid-year loss of funding for 127 school districts across the state. For the Norwood School District our recalculation amounts to \$131.00 we would have to cut from our budget if approved. Below is a calculation of what other school districts in the area have to pay or receive. The figures are confusing;

Dolores County (Dove Creek) + \$367,302.00

Ouray	- \$7,246.00
Ridgway	- \$71,587.00
Telluride	- \$29,821.00
West End	- \$105,311.00

- **HB19-1017 Kindergarten Through Fifth Grade Social And Emotional Health Act** The bill is looking at increasing access to school social workers in public elementary schools.
- **SB 19-009 Financial Incentives for Rural Educators** Under existing law, the department of higher education (department) annually awards up to 40 stipends of not more than \$2,800 to students enrolled in teacher preparation programs who agree to teach in a rural school or rural school district. The bill removes the limit on the number of stipends and increases the amount to \$4,000.
- **HB19-1121 Fifth-year High School and Ascent Program Students** Current law allows a school district to include in its pupil enrollment students who were enrolled in a school that was designated as an early college before June 6, 2018, and who, after completing 4 years of high school, enroll for the 2018-19 or 2019-20 budget year in postsecondary courses. The bill extends this authority for one year to 2020-2021.
- **HB 19-1049 Concealed Handguns On School Grounds** With certain exceptions, current law limits the authority of a person who holds a valid permit to carry a concealed handgun by prohibiting a permit holder from carrying a concealed handgun on public elementary, middle, junior high, or high school grounds. The bill removes this limitation.
- **Full Day Kindergarten** Funding full day kindergarten is on the table for next year. It is not as clear about how they will get the funding to provide to the schools. I hope it will come from a new funding source and not taken from our other pots of money that we are already receiving. The talk is to take from our rural schools funding (which is voted on annually so it is not sustainable) and move it to full day. As I said I don't like taking from money pots that we already receive, however, if they have to at least the money will become sustainable and we can use it for salary increases.

The state order asked that the contract detail the following as the external manager's duties and powers:

- Implementing an instructional program, including making recommendations about curriculum, tests, scheduling, and teacher training
- Recruiting and retaining personnel including teacher and administrator placement, transfer and evaluation, and making recommendations about the non-renewal or renewal of employment contracts, action on at-will employees, on the superintendent's contract, and on employee group negotiations.
- Recruiting and recommending management operators for individual schools, or service providers for certain programs.
- Recommending changes to employee union contracts
- Evaluating district policies and recommending changes
- Coordinating community engagement, supporting local governance training
- Determining whether to continue provisions of the last state-ordered improvement plan including the district's partnership with Beyond Textbooks, its current management consultant
- Other authority that the manager needs to improve the district



2019-2020 MEMBER CONTRIBUTION ESTIMATE

On February 1, 2019, the CSDSIP Board of Directors approved a rate increase for 2019-2020 in response to severe and ongoing property losses. The Board also increased the lowest property deductible offered by the Pool from \$1,000 to \$2,500 per occurrence.

Member: **Norwood School District R2-JT**

To enable you to budget effectively, your ESTIMATED 2019-2020 contribution increase is:

Line of Coverage	18-19 Annualized	19-20 Estimate	% Change
Auto	\$ 8,741	\$ 9,440	8%
Crime	\$ 627	\$ 646	3%
Equipment Breakdown	\$ 1,037	\$ 1,099	6%
School Entity Liability	\$ 8,472	\$ 9,150	8%
Property	\$ 18,972	\$ 25,309	33%
Total	\$ 37,849	\$ 45,644	21%

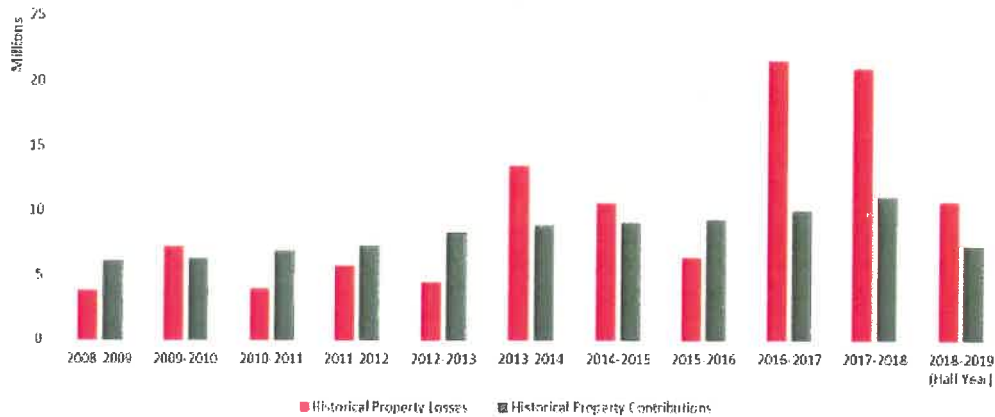
This ESTIMATE assumes no changes to your coverage limits, deductibles, or exposures such as student growth or new buildings.

What is affecting my rate?

Line of Coverage	Pool Experience	Your Experience
Auto Loss Ratio	28%	0%
Crime	13%	0%
Equipment Breakdown	1%	0%
SEL Loss Ratio	72%	112%
Property	117%	278%
Average	85%	155%

Why are rates going up so much? Put simply, statewide property losses. The frequency and intensity of damaging convective storms continues to increase. Last year, CSDSIP implemented the first step of a multi-year rate increase in response to the trend. However, property losses for the 17-18 policy year ended even worse than projected, and the current year (18-19) began with even more severe storms.

Historical Property Losses & Contributions



What else can be done? We considered many options to avoid the need to raise Member rates, but nothing changes the fact that Colorado ranks 5th on the list of states with the highest property losses from 2012 to 2017.

Rather than decrease coverage or exclude specific perils such as wind and hail, CSDSIP decided to continue to be a superior provider of insurance coverages and risk management resources for our Members. The tradeoff is that same level of coverage is costing more money year-after-year, both in losses paid by CSDSIP and the cost of reinsurance for losses in excess of our retention.

Are there other options? Yes. CSDSIP is committed to providing Members with different options for renewal and we will do our best to explain to you the pros and cons for each option so that you may select the option that best aligns with your risk tolerance. Members with a higher risk tolerance may offset some of the rate increase by taking higher deductibles.

What are your next steps? We are offering Renewal Meetings throughout the state. A list of locations, dates and times are available online at www.cdsip.org/meetings. If you cannot attend a Renewal Meeting, please contact us and we'll come to you.

We understand that you may need to seek quotes from competitors, and can work with you to ensure you are comparing apples to apples. We want you to understand the options available to you, either through the Pool or through a competitor. An informed Member is an empowered Member.

Why wasn't last year's rate increase enough? A little over a year ago, on January 30, 2018, the Board adopted a multi-year rate stabilization plan in response to increasing severity and frequency of property losses. But after rates were set for 2018-2019, Members experienced a barrage of damaging storms.

<i>Date</i>	4/17/18	6/12/18	6/18/18	6/24/18	7/29/18	8/6/18
<i>Loss</i>	\$4.05M	\$2.95M	\$2.62M	\$280K	\$4.55M	\$5.25M
<i>Peril</i>	Wind	Hail	Hail	Hail	Hail	Hail

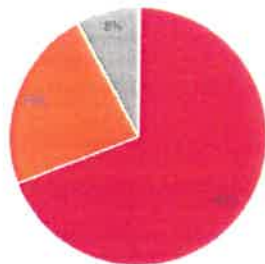
In a window of less than 4 months, those 6 storms caused \$19.7M in Property losses, more than the total annual property losses to CSDSIP in each of the 13-14, 14-15 and 15-16 policy years.

Rather than implement a last-minute rate increase or mid-year assessment, CSDSIP used surplus (equivalent to a school district's reserves) to absorb the impact of the higher-than-projected property losses. However, CSDSIP's surplus cannot be depleted indefinitely, and the ongoing large property losses necessitate another rate increase.

Why is my rate going up? The value of pooling is that as a group we are stronger. The risk to any one Member is shared by all Members. A Member with a high loss in any one year benefits from the stability of the other Members. CSDSIP has never nonrenewed a Member. Nonetheless, to maintain CSDSIP's long-term financial stability, losses cannot be allowed to regularly exceed contributions.

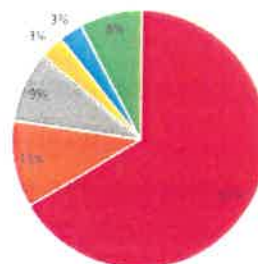
The past few years of increased property losses has emphasized the need to differentiate between Members much more than in past years. As a result, individual exposure to perils will now have a greater impact on each Member's rate. The Pool will differentiate between Members based upon risk for violent convective storms, which is primarily a result of location.

Losses by Line



Property School Entity Liability Auto Liability

Property Losses by Peril



Wind/Hail Flood Water Inside Fire Freeze Other

But I'm not at risk for wind and hail? Although storm losses makes up a large portion of CSDSIP's losses over the past 10 years, over half of all losses are perils that can be experienced by any Member at any time. Sexual abuse claims have been increasing in cost and frequency as well. Additionally, the western regions of the state face their own unique perils, such as from fires and earth movement. CSDSIP remains focused on ensuring the long-term stability of the Pool for the benefit of all Members. Just as we supported Members during the 2013 floods, and are standing by Members experiencing catastrophic wind and hail, we are planning to be there for Members across the state regardless of what the future brings.

Despite the challenges posed by recent property losses, our mission is unchanged. We will continue to be a superior provider of insurance coverages and risk management resources for our Members. We are focused on the future and committed to the long-term stability of the Pool so that we can provide insurance coverage, claims management and risk control services to Members for decades to come.

Norwood Public Schools Board of Education
Principals Report
2-19-19

Respectfully Submitted by Perri Gipner and Sara Rasmussen

Behavior
<p>Staff was provided personnel development on the background of SWIS (School-Wide Informational System) and data entry by Sara and Perri. Teachers reported feeling more confident about data entry and the purpose of data collection after the training. We predict there will be an increase in minor behavior incidences as staff become for competent and confident with SWIS data entry.</p>
Communication
<p>MLT (multi-tiered system of supports leadership team) met on February 5th to review implementation science and learn how to implement an action plan using the Plan-Do-Study-Act model. We applied this model to addressing student acknowledgement. Our goal is by May 20, 100 percent of staff will acknowledge at least three students by giving blue tickets or MavUp cards recognizing the school-wide expectations.</p> <p>Representing the MLT, Nicole Taylor, did a staff presentation on the staff perception data from fall and winter recognizing celebrations and areas of improvement. She reported out the need to clearly define collaboration and provided staff with a feedback tool for the MLT to review at the next meeting. She did a GREAT job!</p>
Personnel Development
<p>At our February SSaCC (Safe Supportive and Collaborative Climate) day on February 8th. Robyn Shank, our PBIS coach, continued the second part of her PBIS 101 training. Robyn will now begin 1:1 coaching with staff on SSaCC days.</p> <p>SWIS Facilitation: Perri and Sara attended an intensive 21 hour training to become certified SWIS facilitators to assist and support staff with data entry and data -driven decision making.</p>
Time
<p>Early Literacy Grant: Amy Veravonsway (ELG coach) was here on February 12th to coach teachers on assessment data and connect it to CMAS preparation.</p>

Four-Day School Week

See Norwood Public Schools Semester Data Comparison

Other Important Information

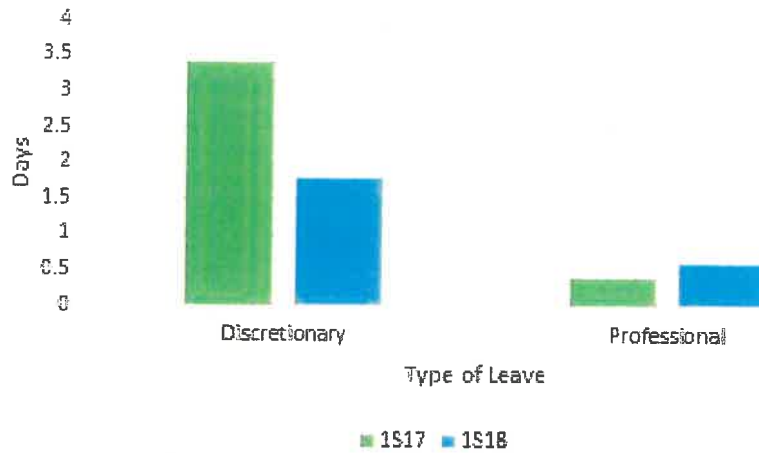
Don't miss Lunch Break Radio Show at 12:05pm on Friday's on KOTO presented by Mavs News Crew and supported academically by Regan Tuttle.

Playground Update: We are in the early stages of looking at a playground renovation

Shout Out to Shelley Donnellon, Jubilee Ranch, and True North for a special day at the ranch on Valentine's day for the 2nd grade class.

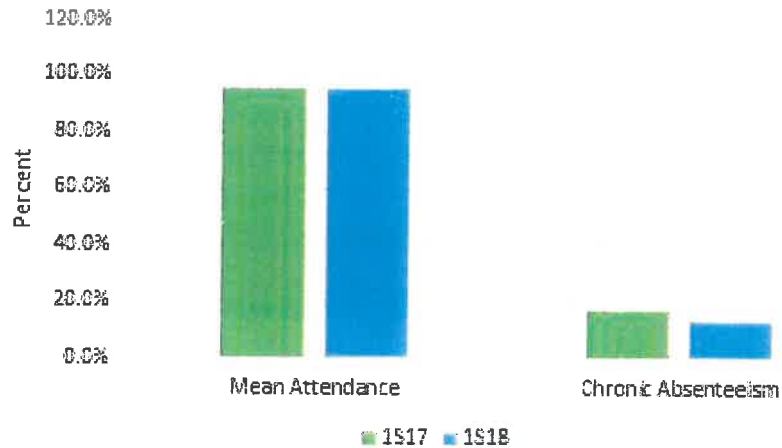
Norwood Public Schools Semester Data Comparison

Staff Absenteeism Semester Comparison



Discretionary: sick or personal day taken by a staff member
Professional: day taken to enhance and/or support staff endorsement(s)

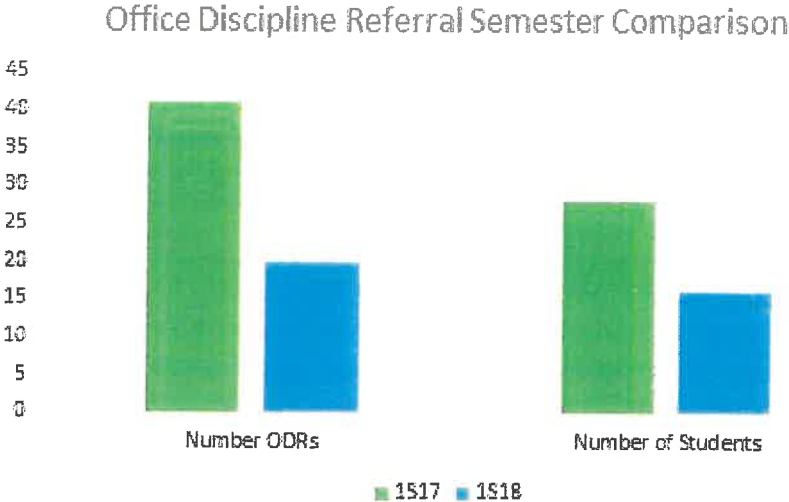
Student Absenteeism Semester Comparison



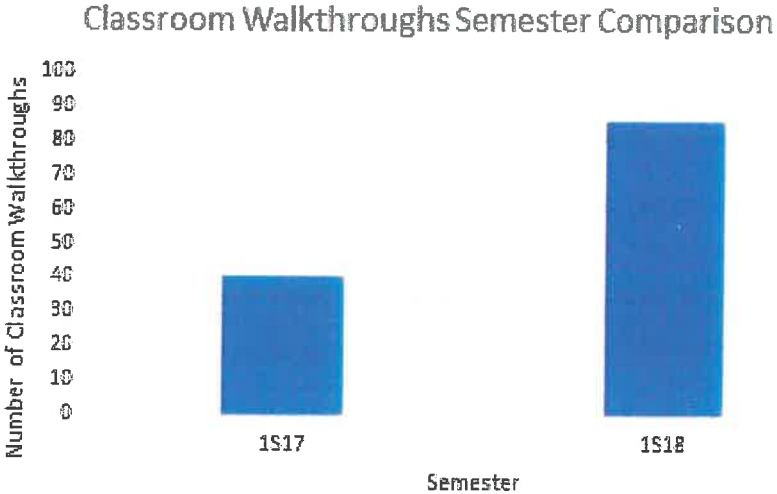
Mean Attendance: Total number of students in the theoretical age group for a given level of education attending that level at any time during the reference academic year, expressed as a percentage of the total population in that age group.

Chronic Absenteeism: Percentage of students who missed 10 percent or more of the school year, including excused and unexcused absences.

Norwood Public Schools Semester Data Comparison

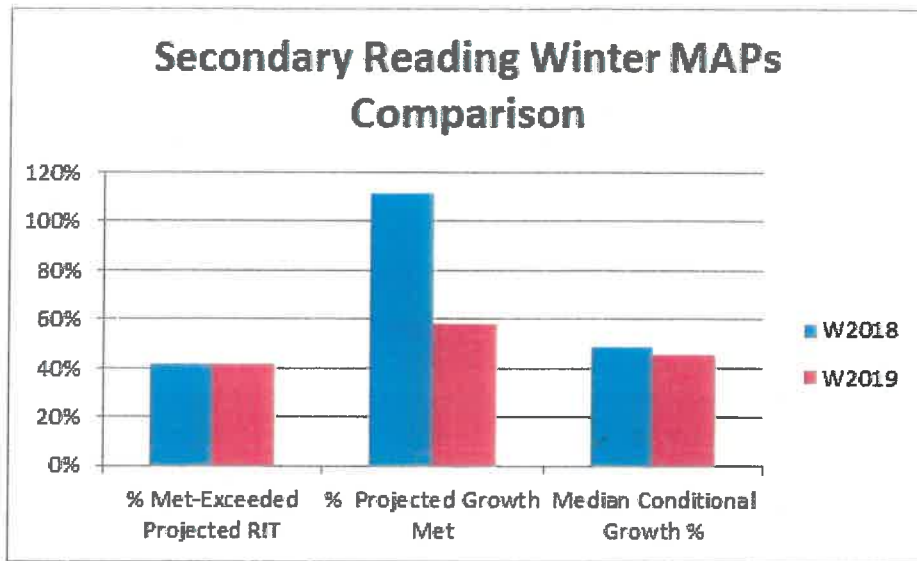


Number of ODRs: the number of Office Discipline Referrals issued for MAJOR behavior incidents
Number of Students: number of students who received an ODR



Classroom Walkthroughs: brief, 3-5 minute, observations conducted by the principals to provide immediate feedback on focused areas of instructional practice

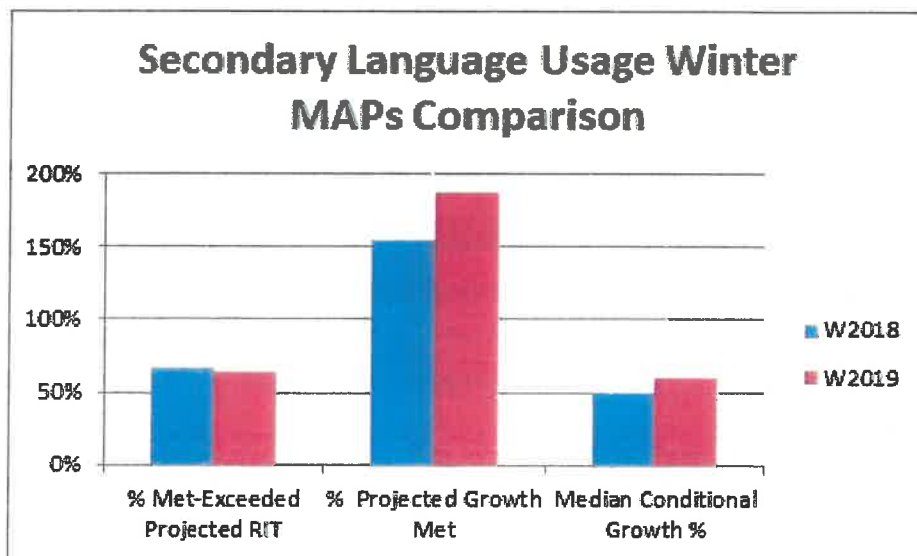
Norwood Public Schools Semester Data Comparison



% Met-Exceeded Projected RIT: Percentage of students with a Growth Index value greater than or equal to zero (an index of 0 equates to 50th percentile)

% Projected Growth Met: Ratio of total Observed Growth to total Projected Growth. Small n sizes can create skewed data positively or negatively if one student performs exceptionally or poorly.

Median Conditional Growth %: Percentile that falls in the middle of all the Conditional Growth Percentiles for the Group or Cohort.

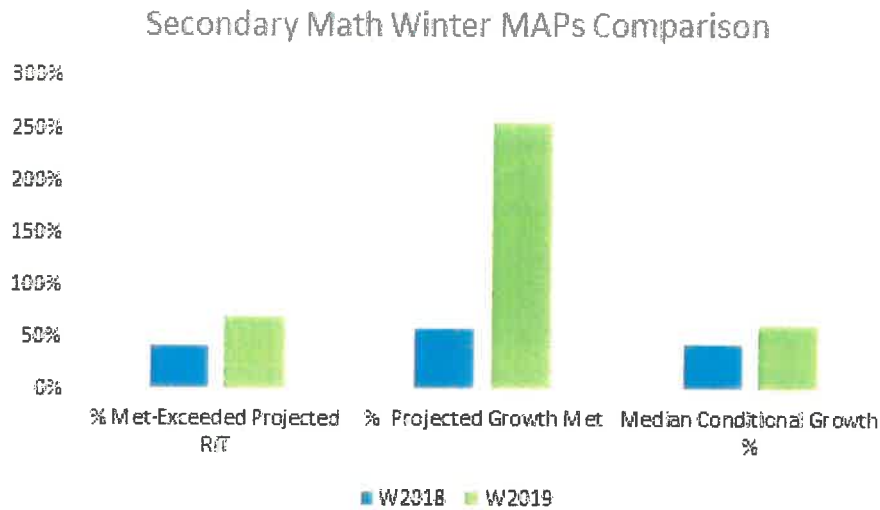


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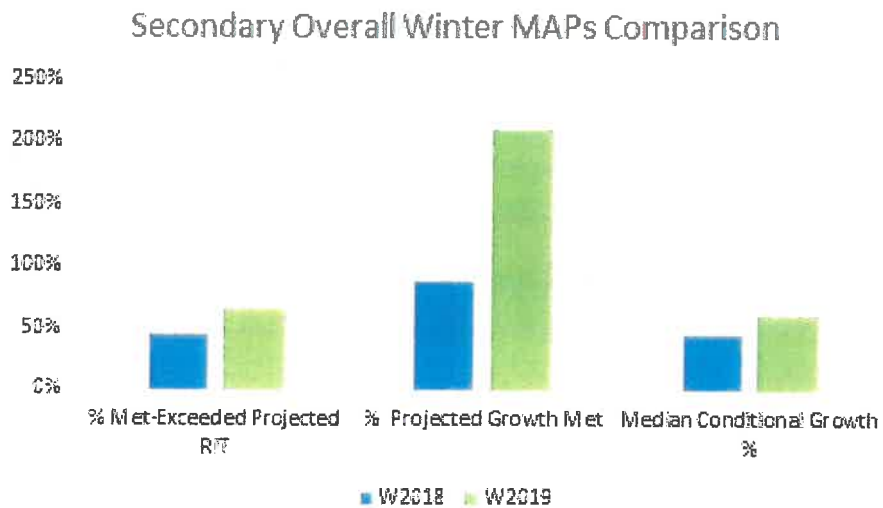
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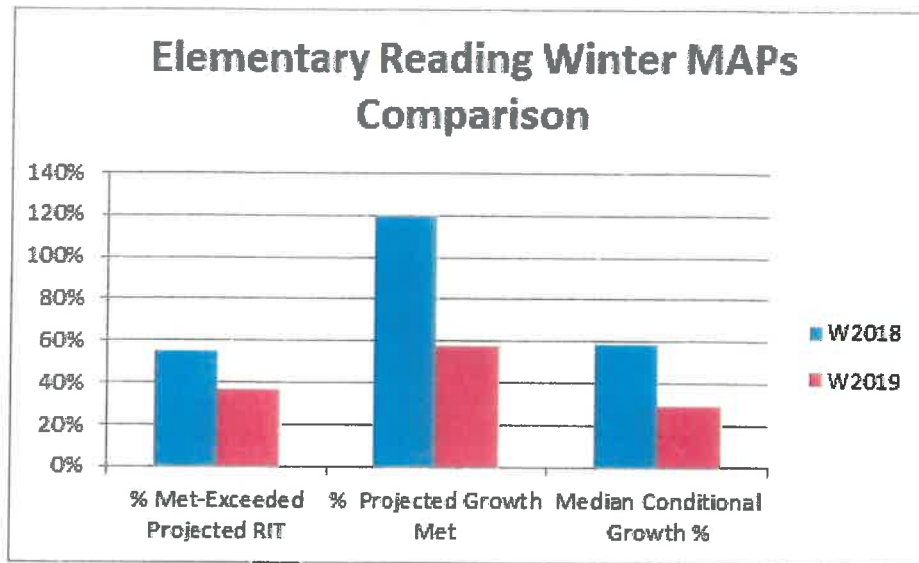


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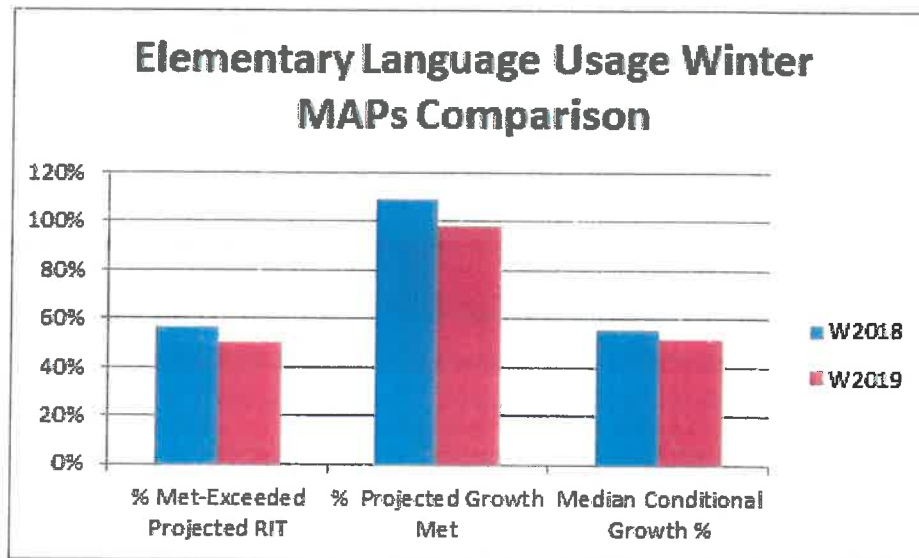
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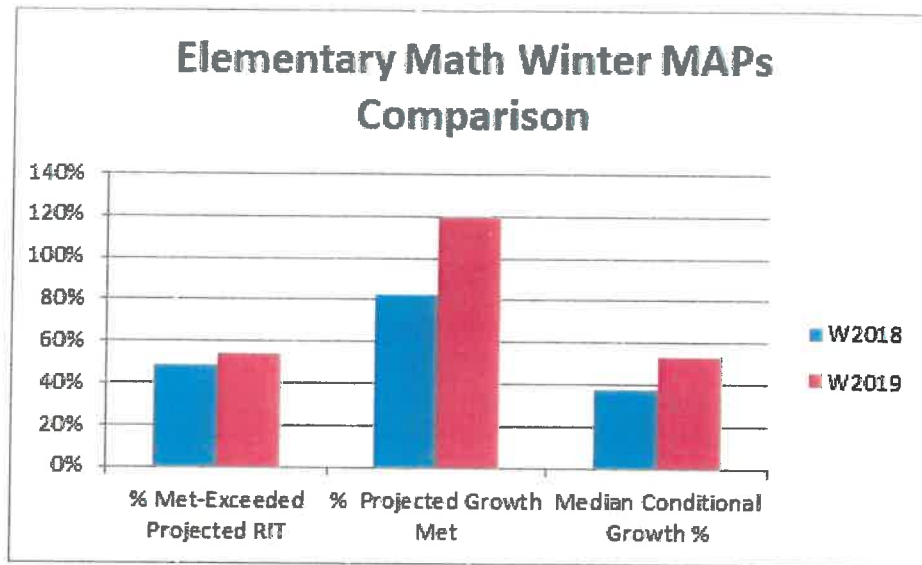


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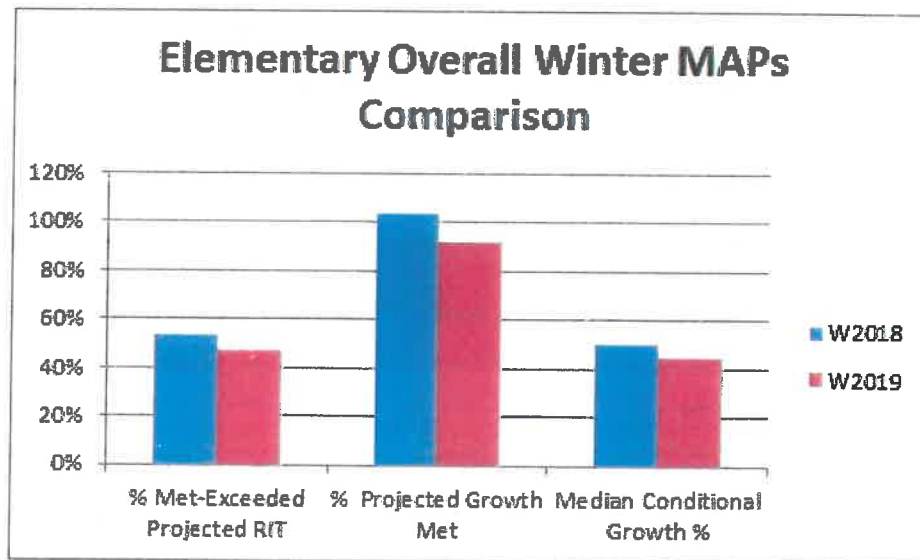
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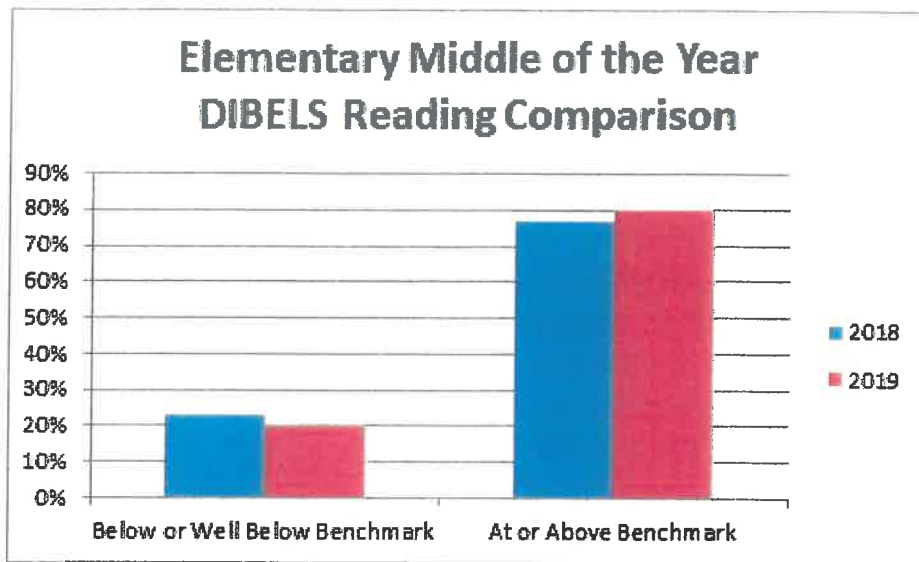


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Norwood Public Schools Semester Data Comparison



DIBELS (Dynamic Indicators of Basic Early Literacy Skills):: Reading Fluency and Vocabulary Assessment

Multiple Measures and Data Triangulation – A Balanced Assessment Approach

nwea.org/blog/2015/multiple-measures-data-triangulation-balanced-assessment-approach

January 26, 2015

By | [Kathy Dyer](#) | January 27, 2015

Category | [Assessment Basics](#)

Earlier we wrote a blog that put the three assessment types into context. It outlined the differences between interim, summative and formative assessments and when each is best served. In short, formative assessment guides learning; summative assessment certifies learning; and interim assessment guides and tracks learning.



If you've followed NWEA at all you'll note that we often discuss multiple measures. Multiple measures span

all the instruments and sources used to gather information for the purpose of making an informed educational decision. The decision might be low stakes, such as whether more instructional time is needed on the current topic. Other decisions might be higher stakes, such as inclusion in special programs or courses. These sources cover a wide spectrum: they may be teacher-made and classroom-specific, or they may be psychometrically validated assessments with explicit implementation and data-collection protocols. Multiple measures should certainly be used when making high-stakes decisions that impact someone's life, such as college admissions or teacher tenure.

Here's a sampling of possible measures that can be used to make informed decisions:

- teacher observation
- principal observation
- formative assessment strategies
- homework
- essays
- research papers
- student projects
- course grades
- portfolios

- performances
- teacher-made tests
- end of unit tests
- interim assessments
- skills diagnostics
- universal screeners
- self-assessments
- peer assessments
- progress monitoring tools
- state accountability tests
- aptitude tests
- behavioral measures (such as attendance)
- grade point average
- class rank

No single system uses all of the measures available at all times. In addition to being overwhelming to implement, it wouldn't effectively answer different educational questions such as "Are all second graders on track to be grade-level readers by the end of third grade?" and "Which second graders understand phonemes?" By using the list above to create customized sets of measures (inputs), however, teachers and administrators can get the answers they seek.

While there are many good reasons to use multiple measures, there's also a fundamental reason to do so: all measures have some degree of error or bias. It might be acceptable to measure something like height or weight using one instrument, say a yardstick or bathroom scale, because these measurements rarely lead to any real consequences. Generally, if the measurement isn't exact it will be close enough. It provides a reasonable estimate of the individual's height or weight. When making inferences about a construct as complex as the acquisition of knowledge, however, there's no one instrument that will give a "close enough" picture.

In considering the use of multiple measures, it's important to consider the principle of triangulation. Triangulation is simply the process of using at least three points of data when making educational decisions. Any single interim assessment score is subject to environmental or motivational influences which can affect its accuracy.

School personnel have a wealth of data available about their students. A teacher might look at a score from an interim assessment, see something puzzling, and decide to triangulate it with data from the attendance system and from a diagnostic test. This will help confirm an inference about the student—"Ah, a string of absences when we covered this likely caused the problem, as the diagnostic data doesn't identify any issues." The teacher might then decide that re-teaching would be a viable strategy to close the gap.

Assessment scores and the associated reports and resources provided can be extremely useful tools for informing instruction and making administrative decisions, but they should not be used in exclusion to other data sources. Using triangulation assures that the most informed and appropriate decisions are being made on behalf of each student.

About the Author

Kathy Dyer is Manager of Innovation and Learning, Professional Learning at NWEA. Kathy has more than 25 years in education, many spent designing and facilitating learning opportunities for educators. Coaching teachers and school leadership on getting better at what they do is her passion. Follow Kathy on Twitter at @kdyer13 or read her blogs here on Teach. Learn. Grow.

