



**TELLURIDE SCHOOL BOARD
WORK SESSION**

Monday, October 19, 3:30 pm
Bridal Veil Conference Room

Also on Zoom at:

<https://telluridek12.zoom.us/j/81416517396?pwd=Y25SOEQwZVd0RnZZSW0wUW9nNW1MQT09>

Meeting ID: 814 1651 7396

Passcode: 167252

AGENDA

1. Call to Order

2. Roll Call

3. Discussion Items

- a) Report from Teachers
- b) Healthy Kids Colorado 2019 Survey (Power Point attached)
- c) Proposed Grading Policy for English Language Learners (attached)
- d) Enrollment Cascade Report (attached)
- e) Board Development (limit 15 minutes)

4. Other

5. Adjourn Work Session

6. Future Business

November 16, 2020 Work Session (**3:30 PM**) Bridal Veil Conference Room/Zoom TBD;

AND

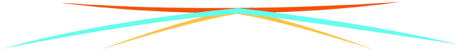
November 17, 2020 Monthly Board Meeting (**5:15 PM**) in Bridal Veil Conference/Zoom
TBD

HEALTHY KIDS COLORADO 2019

TELLURIDE MIDDLE AND HIGH SCHOOL

October 2020

TRI-COUNTY HEALTH NETWORK



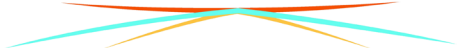
What is the Healthy Kids Colorado Survey?

The state's only comprehensive survey on health and well-being of young people in Colorado

To understand youth health and what factors support youth to make healthy choices

Aligned with the Centers for Disease Control and Prevention's Youth Risk Behavior Survey

Administered every two years
Telluride has results from 2013, 2017 and 2019



What topics are covered in the Healthy Kids Survey?

SCHOOL
CONNECTEDNESS

SAFETY AND VIOLENCE

MENTAL HEALTH AND
SUPPORTIVE
RELATIONSHIPS

SUBSTANCE USE

PHYSICAL ACTIVITY
AND NUTRITION

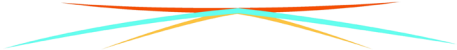
SEXUAL HEALTH

Who took the survey and are the results reliable?

225 students in grades 9-12
83.6% of the student body

145 students in grades 6-8
86.3% of the student body

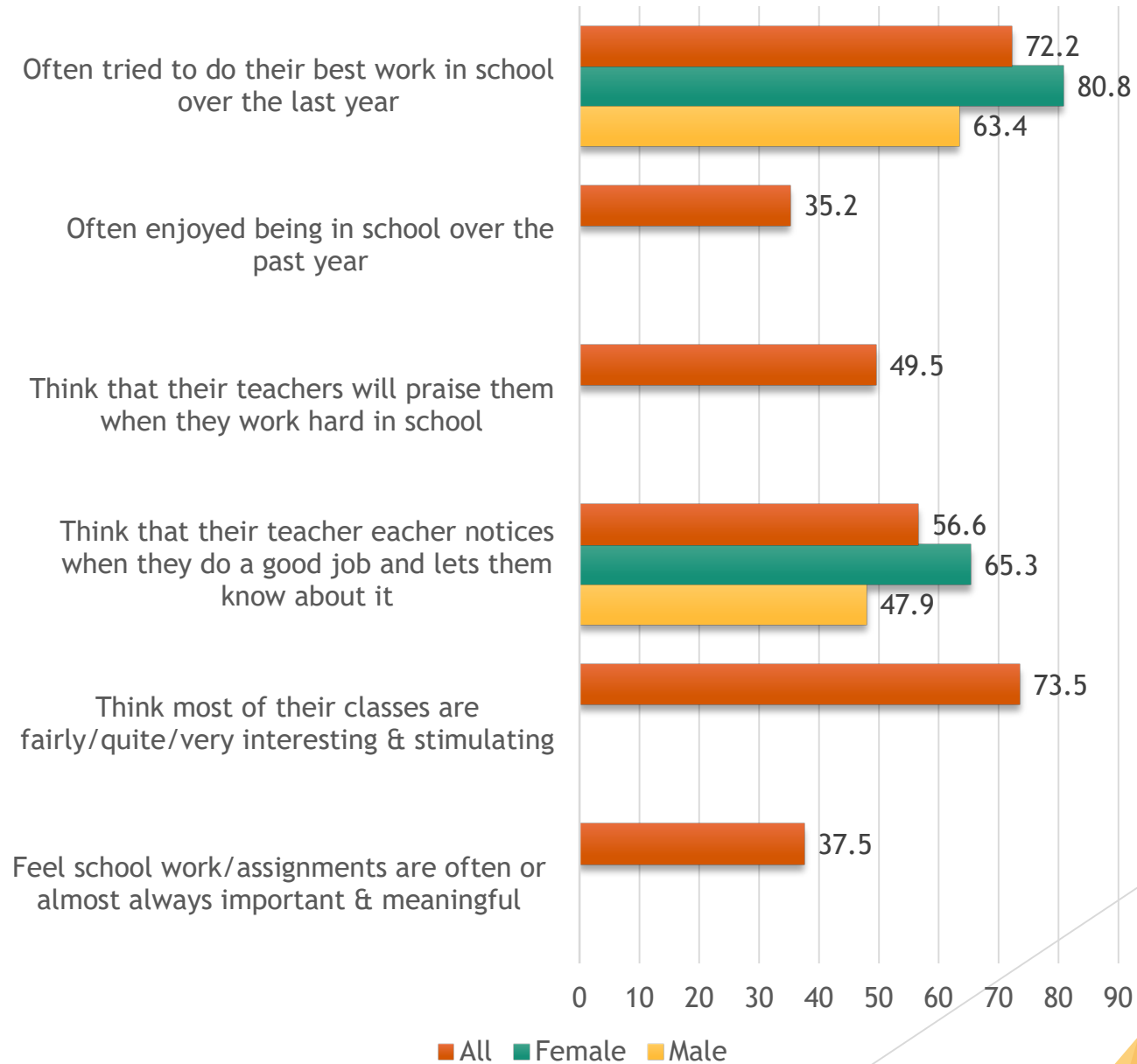
- Surveys are completely anonymous
- Backed up by focus groups with youth
- TSD has been collecting data since 2005 through different surveys
- Like most adults, youth tell the truth when asked



SCHOOL CONNECTEDNESS

TELLURIDE HIGH SCHOOL SCHOOL CONNECTEDNESS

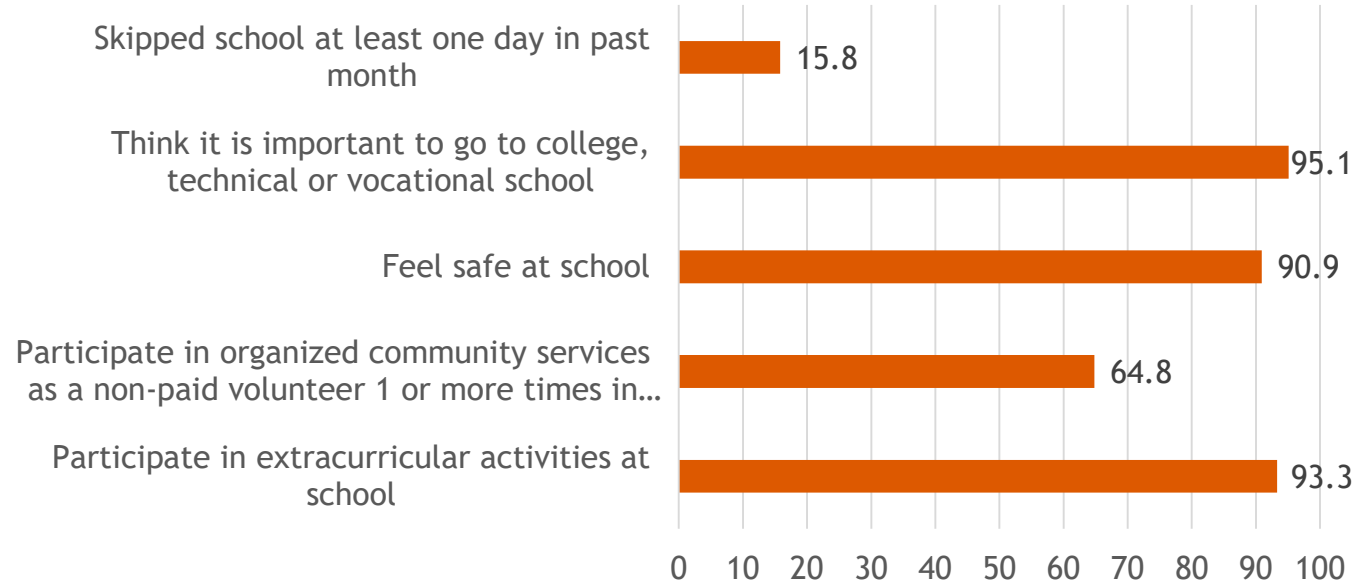
Students who feel connected to their school are more likely to have better academic achievement and less likely to engage in risky behaviors



TELLURIDE HIGH SCHOOL SCHOOL CONNECTEDNESS

Students who feel connected to their school are more likely to have better academic achievement and less likely to engage in risky behaviors

SCHOOL CONNECTEDNESS



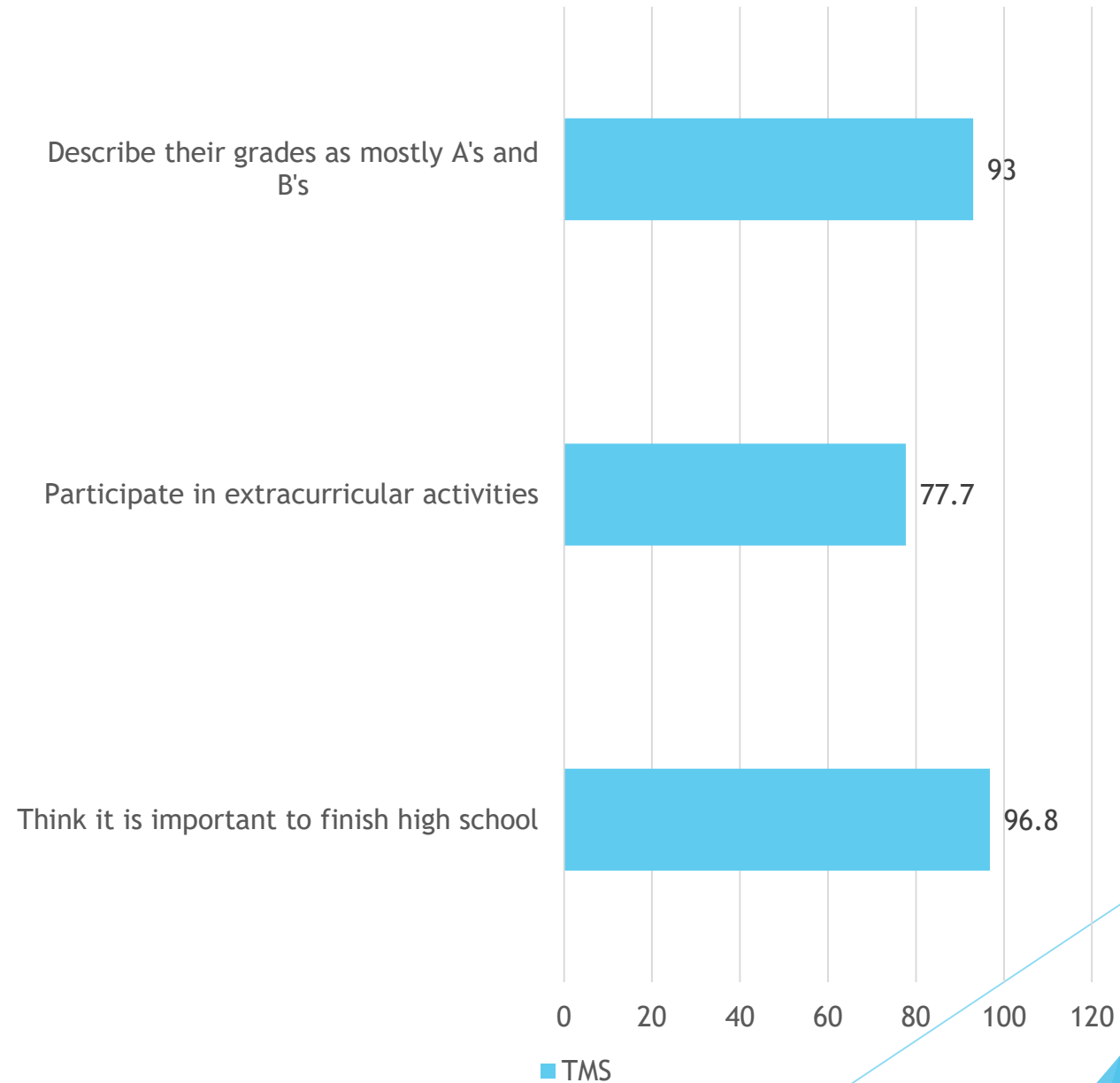
■ All

TELLURIDE HIGH SCHOOL SCHOOL CONNECTEDNESS

THINGS TO CONSIDER

- Students feel safe
- High level of extracurricular participation (93.3%)
- Gender discrepancies related to teacher recognition and doing best work
- Level of enjoyment of being at school
- Important and meaningful assignments
- Recognition by teachers

SCHOOL CONNECTEDNESS



TELLURIDE MIDDLE SCHOOL SCHOOL CONNECTEDNESS

Students who feel connected to their school are more likely to have better academic achievement and less likely to engage in risky behaviors

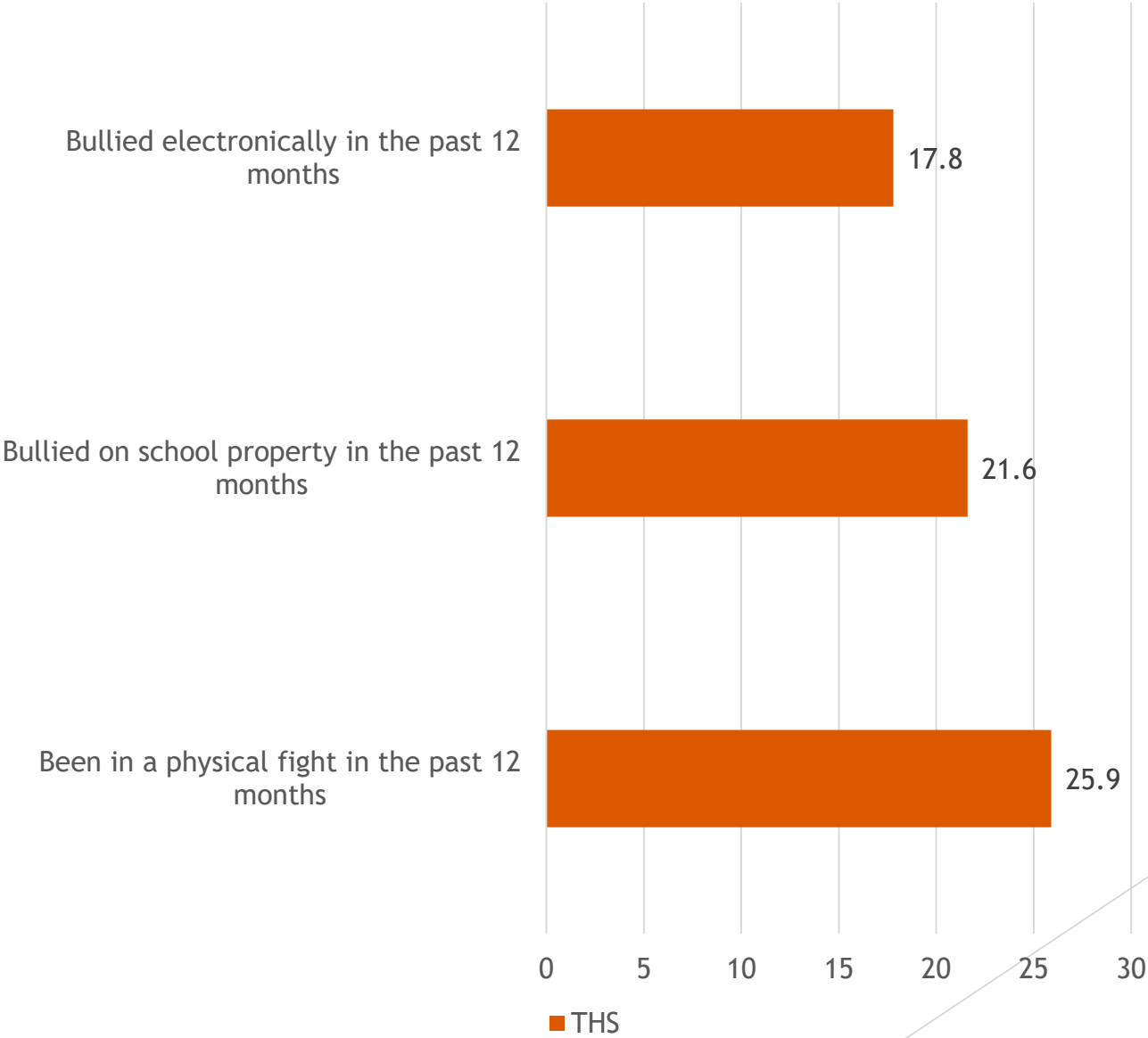
THINGS TO CONSIDER

- Students believe it is important to graduate
- Over $\frac{3}{4}$ of students participate in an extracurricular activity
- 9 out of 10 students report their grades as mostly A's and B's

Safety & Violence

TELLURIDE HIGH SCHOOL SAFETY AND VIOLENCE

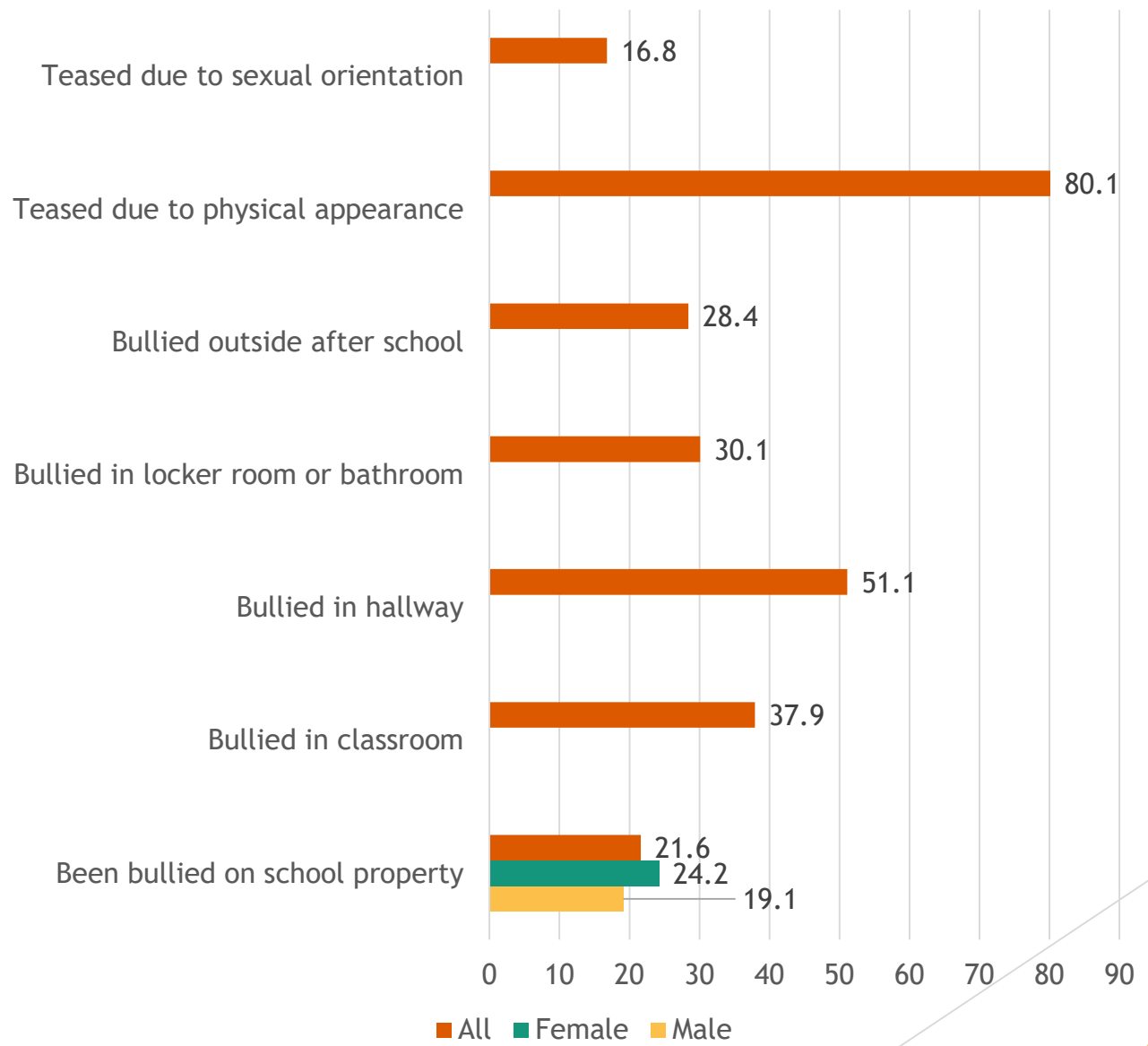
Students who perceive school to be physically or emotionally unsafe are more likely to skip school and less likely to perform well



TELLURIDE HIGH SCHOOL SAFETY AND VIOLENCE

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Safety & Violence



TELLURIDE HIGH SCHOOL SAFETY AND VIOLENCE

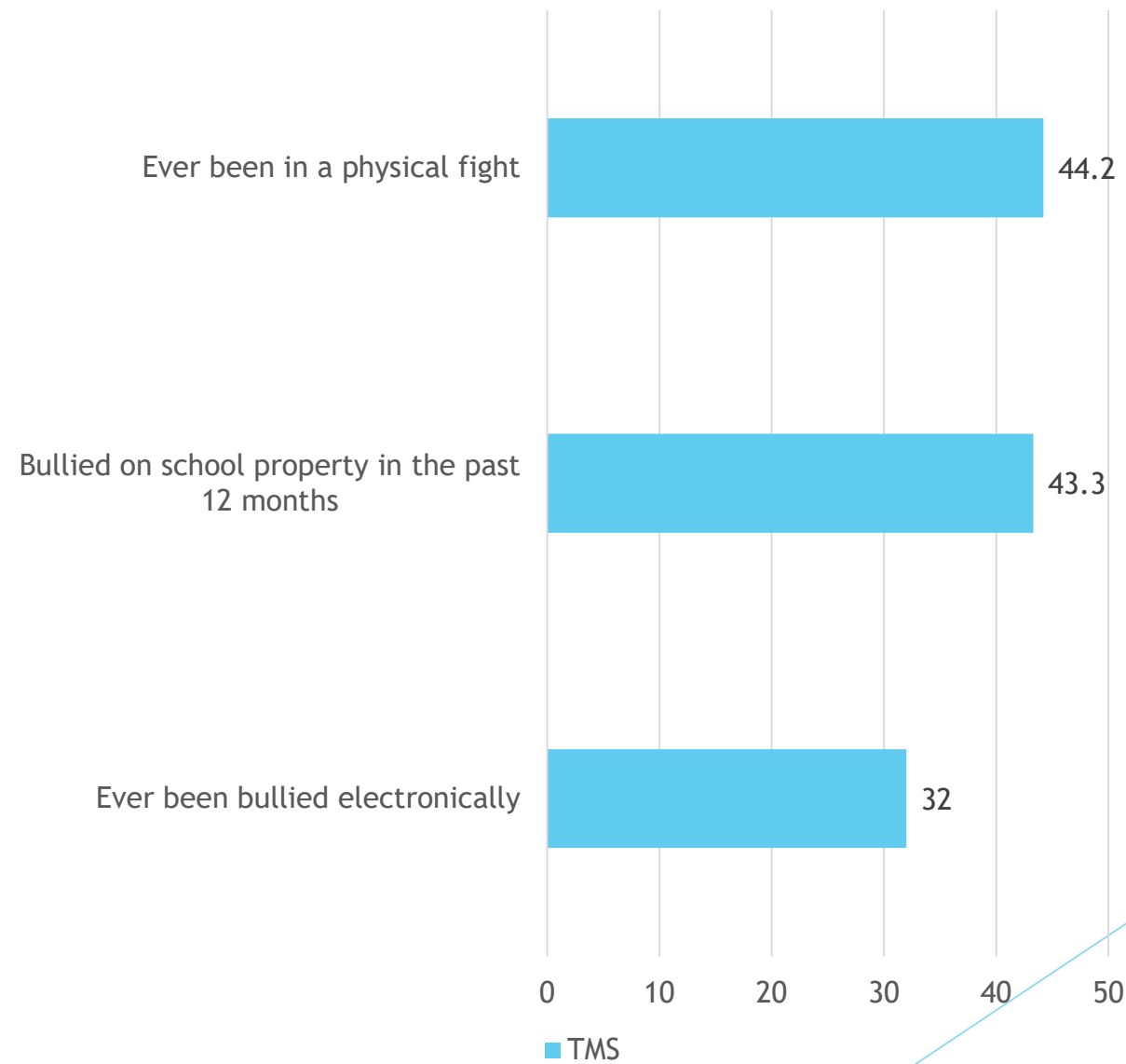
THINGS TO CONSIDER

- Gender differences around bullying
- Electronic (17.8%) and on-school bullying (21.6%)
- Locations bullying is occurring (hallways and classrooms)

TELLURIDE MIDDLE SCHOOL SAFETY AND VIOLENCE

Students who perceive school to be physically or emotionally unsafe are more likely to skip school and less likely to perform well

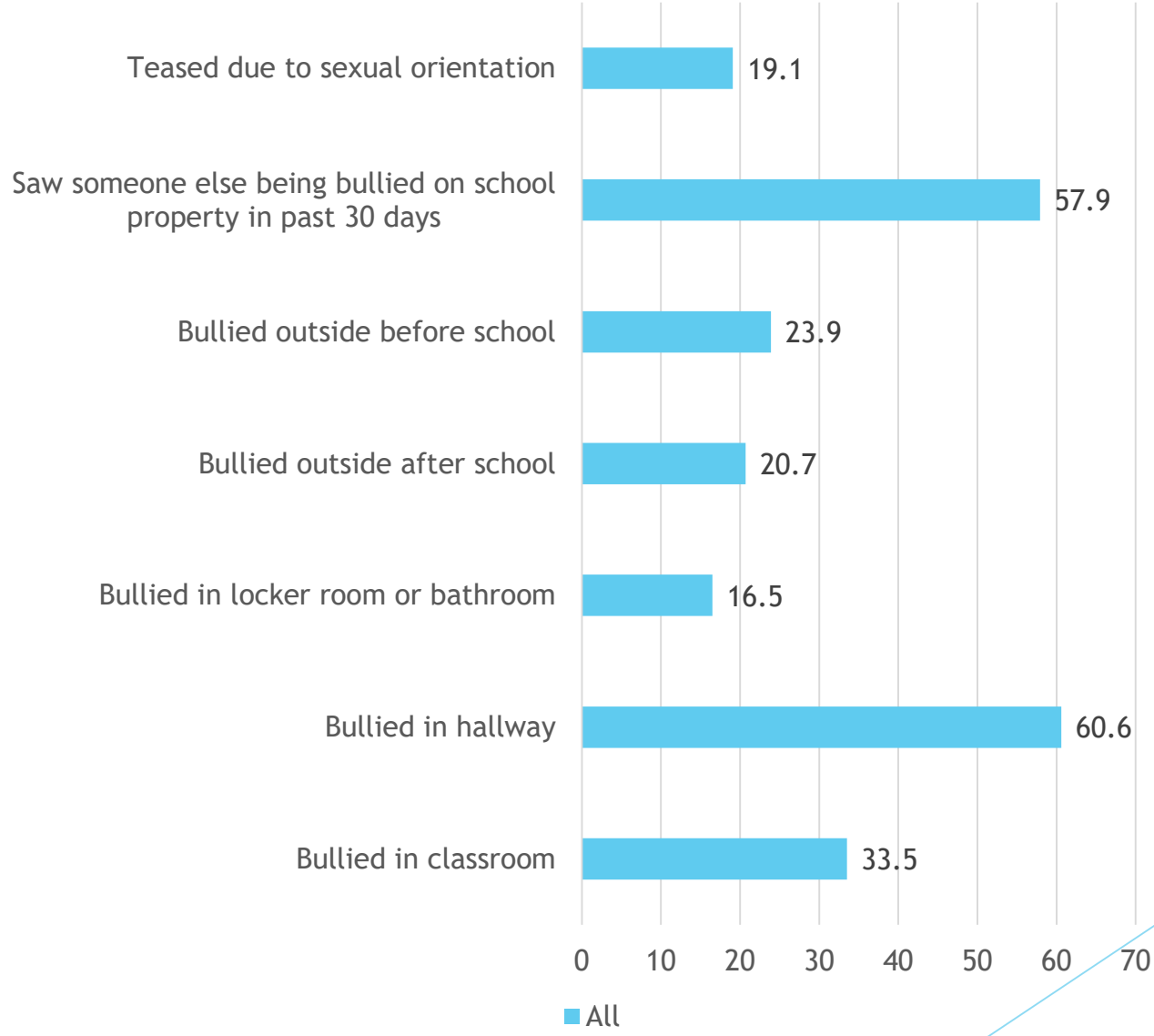
Safety & Violence



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Safety & Violence



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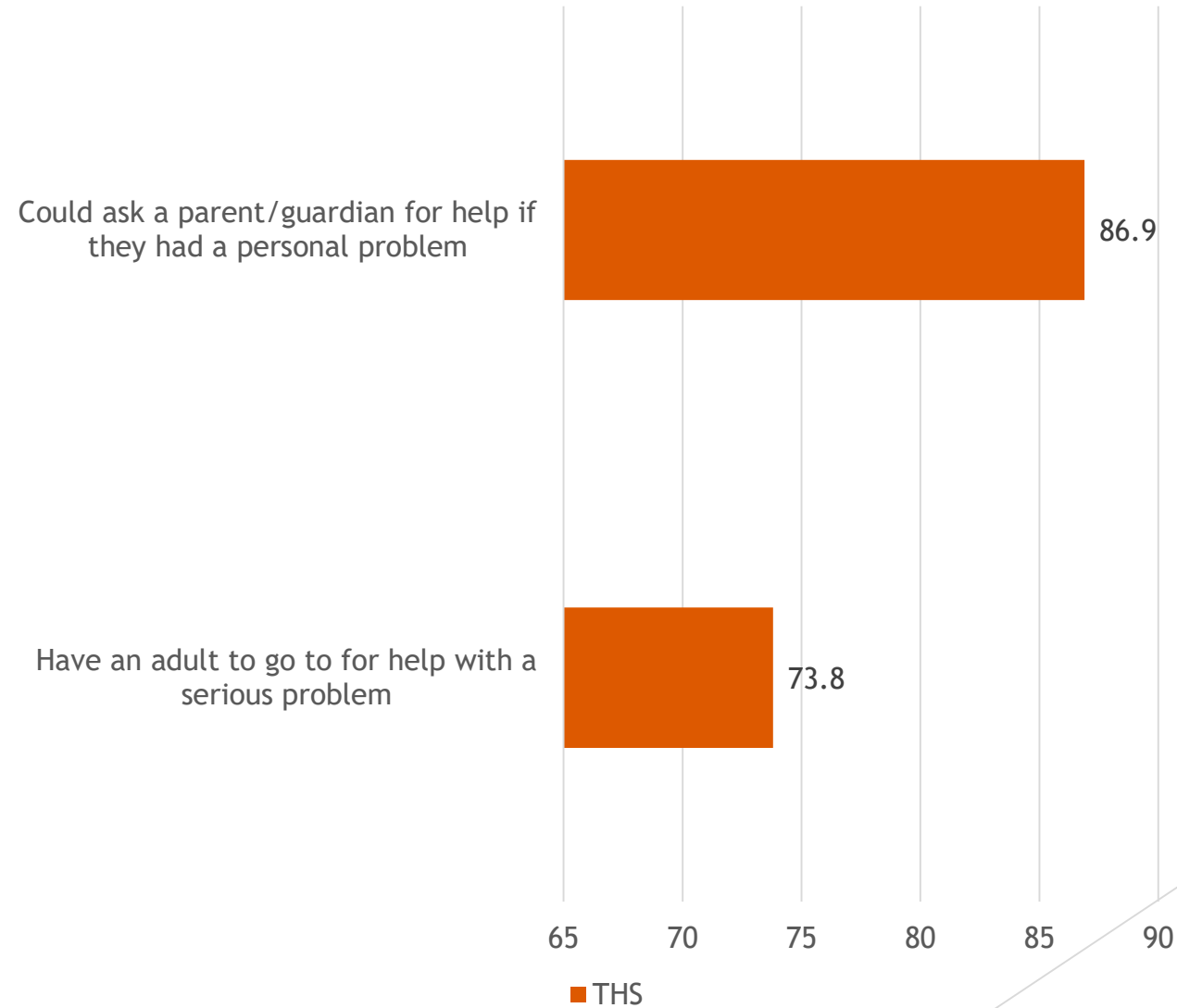
THINGS TO CONSIDER

- Relatively high rates of bullying, both electronic (43.3%) and in school (32%)
- Locations where bullying is occurring
- Almost 3 out of 5 students witnessed someone being bullied on school property

TELLURIDE HIGH SCHOOL MENTAL HEALTH & SUPPORTIVE RELATIONSHIPS

Feeling sad or hopeless for an extended period of time is an indicator for depression, which can increase the risk for suicide. Having a relationship with a trusted adult to go to with a problem is a protective factor

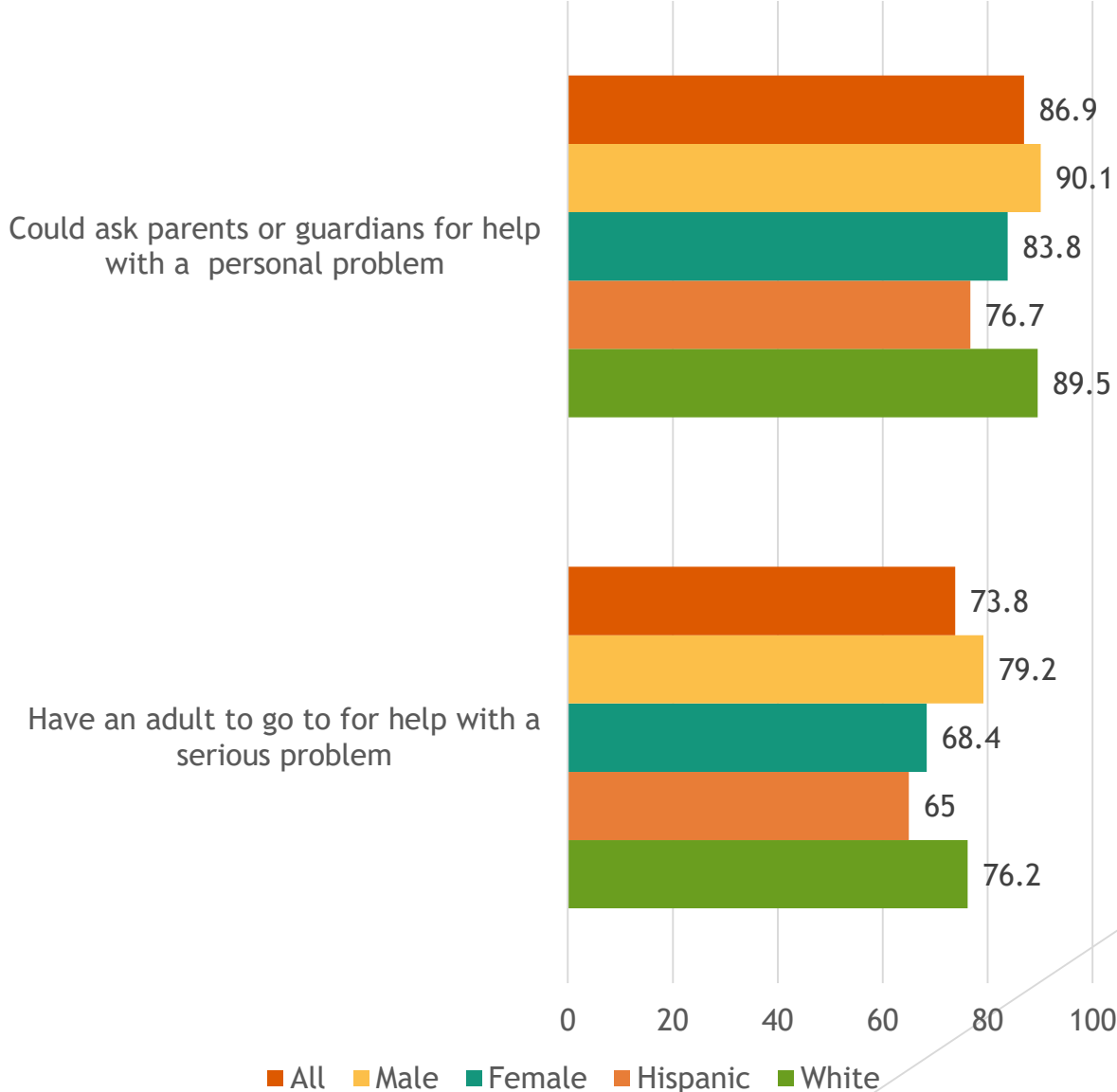
MENTAL HEALTH



SUPPORTIVE RELATIONSHIPS

TELLURIDE HIGH SCHOOL MENTAL HEALTH & SUPPORTIVE RELATIONSHIPS

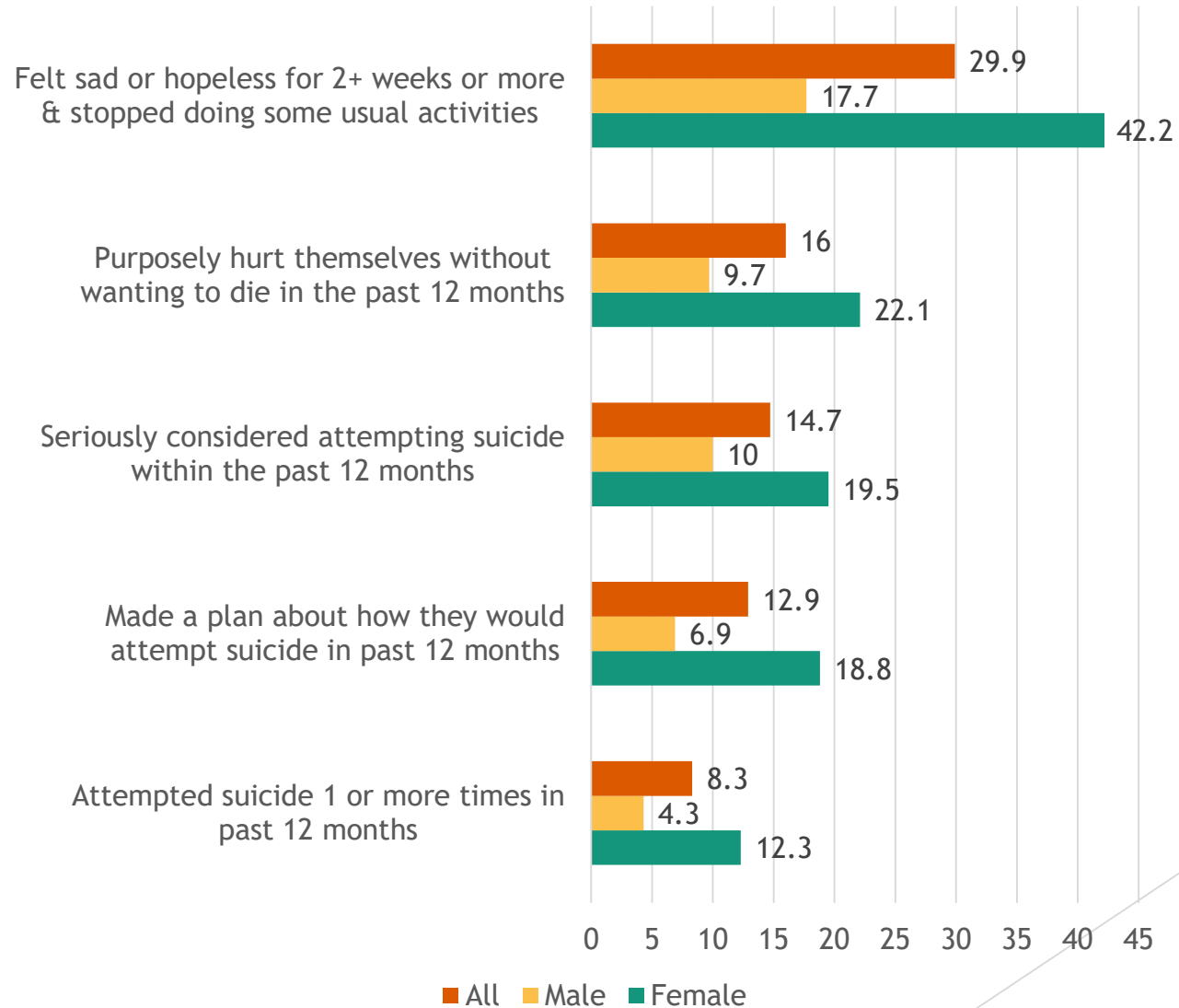
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MENTAL HEALTH



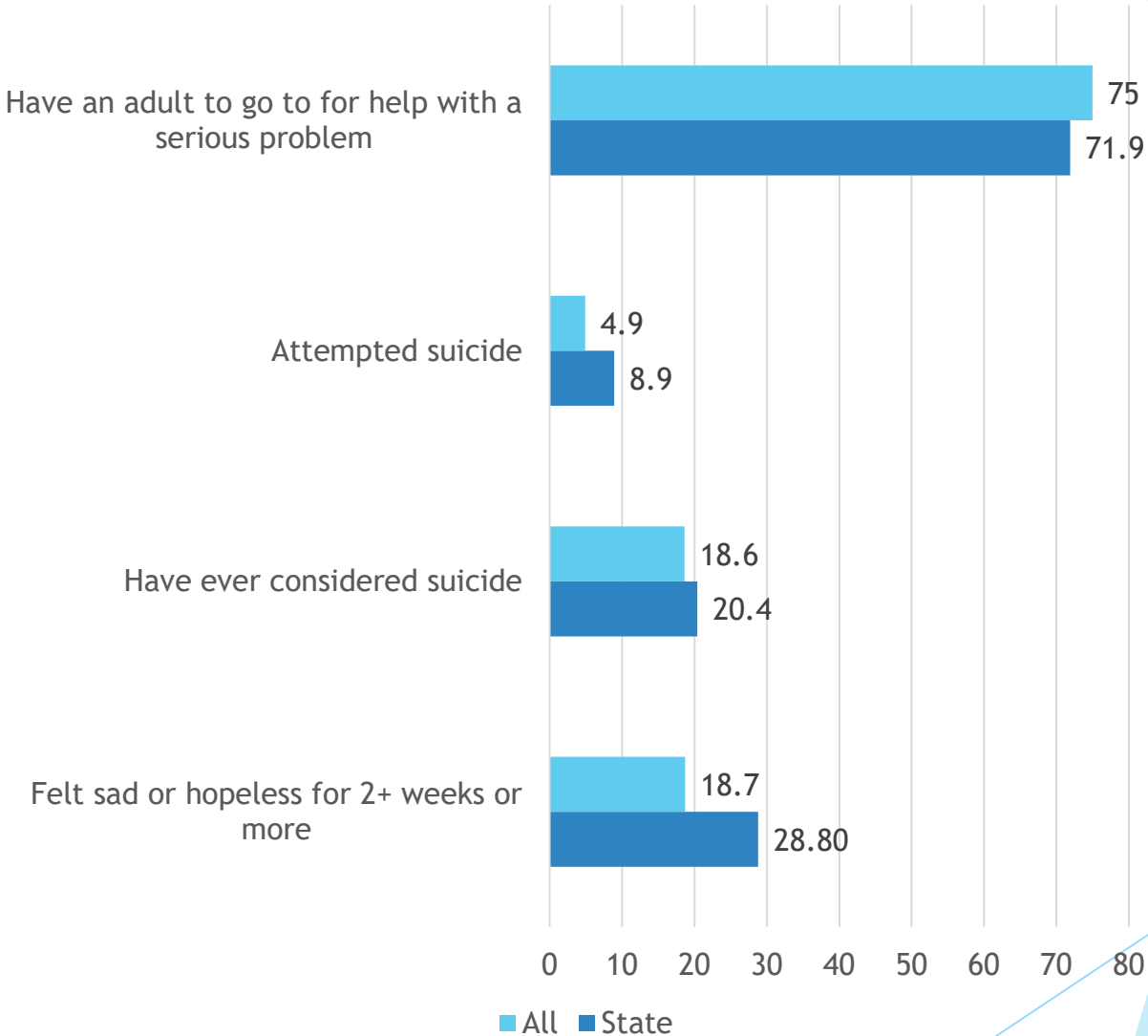
THINGS TO CONSIDER

- Almost 1 in 3 students reported feeling sad or hopeless for 2+ weeks or more (29.9%)
- Gender differences around rates of suicide ideation and attempts)
- While many students have an adult to talk to, consider ethnic differences) (86.9%)

MENTAL HEALTH

TELLURIDE MIDDLE SCHOOL MENTAL HEALTH & SUPPORTIVE RELATIONSHIPS

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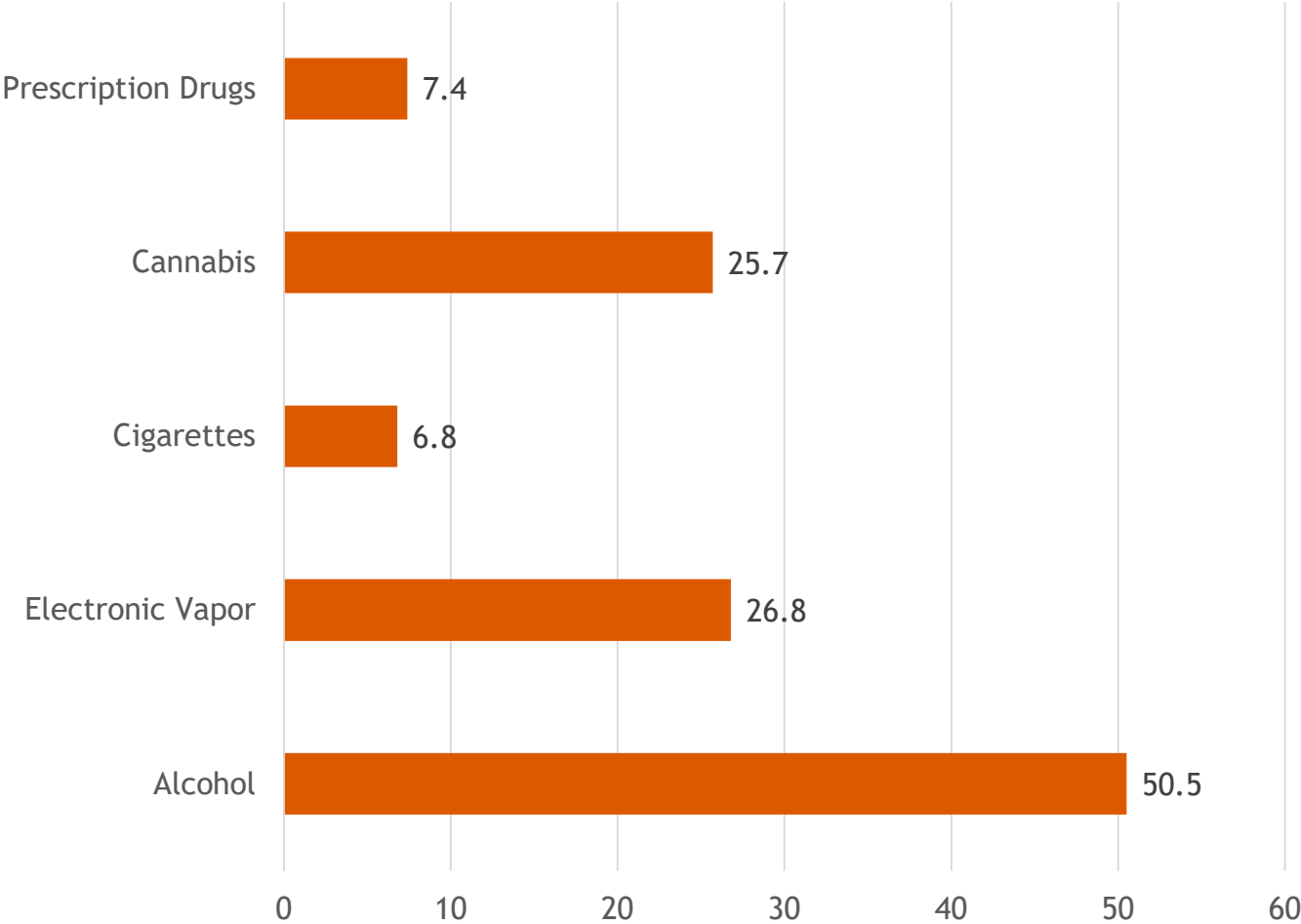
THINGS TO CONSIDER

- 1 in 4 students do not have an adult to go to for help with a serious problem-75% do
- Almost 1 in 5 students (18.7%) reported feeling sad or hopeless for 2+ weeks or more

TELLURIDE HIGH SCHOOL 30-DAY SUBSTANCE USE

30-DAY USE

Youth substance use is associated with lower academic success, increased risk of injuries and worse mental health outcomes. Early intervention to reduce drug and alcohol use can prevent poor health outcomes

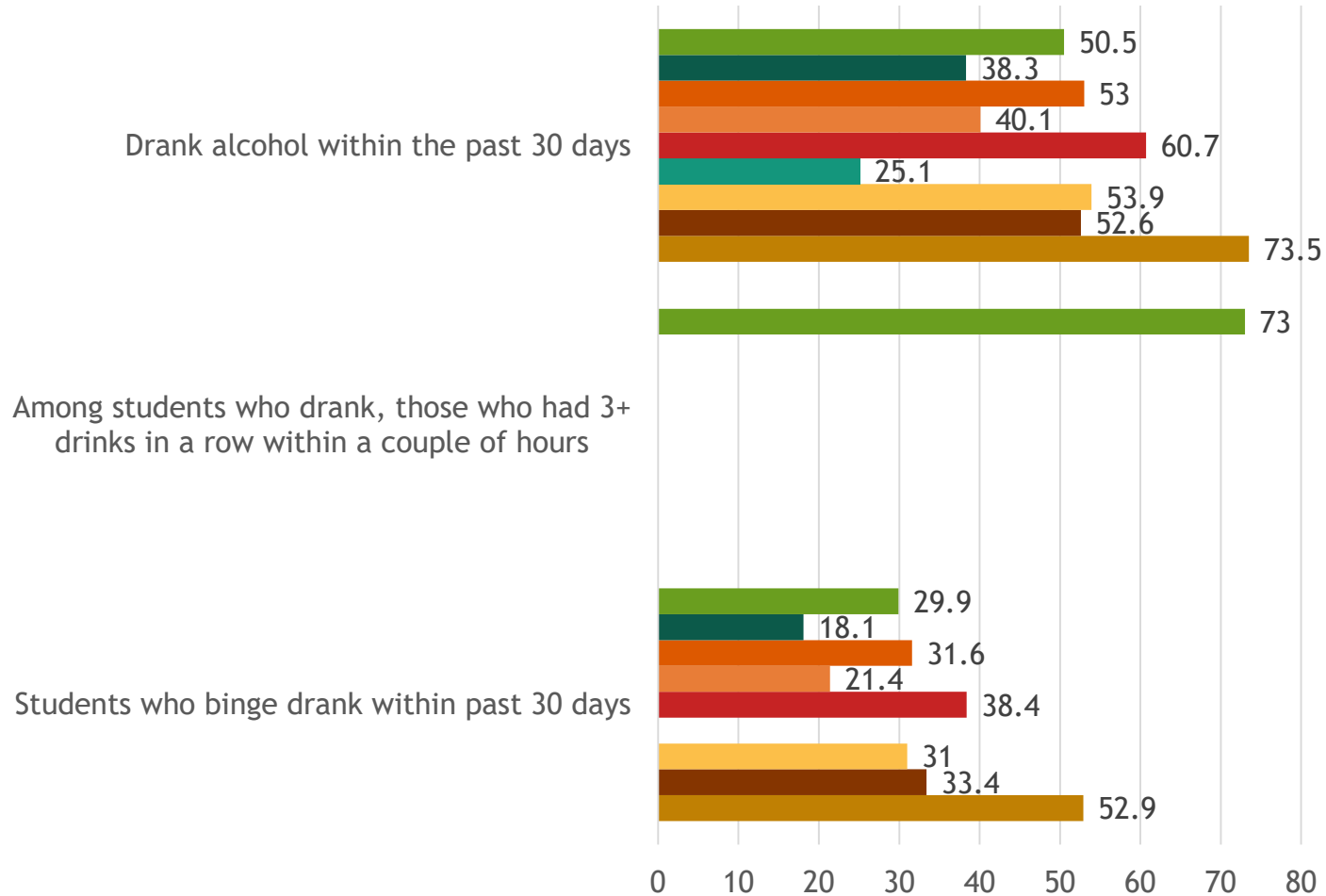


■ All

TELLURIDE HIGH SCHOOL 30-DAY ALCOHOL USE

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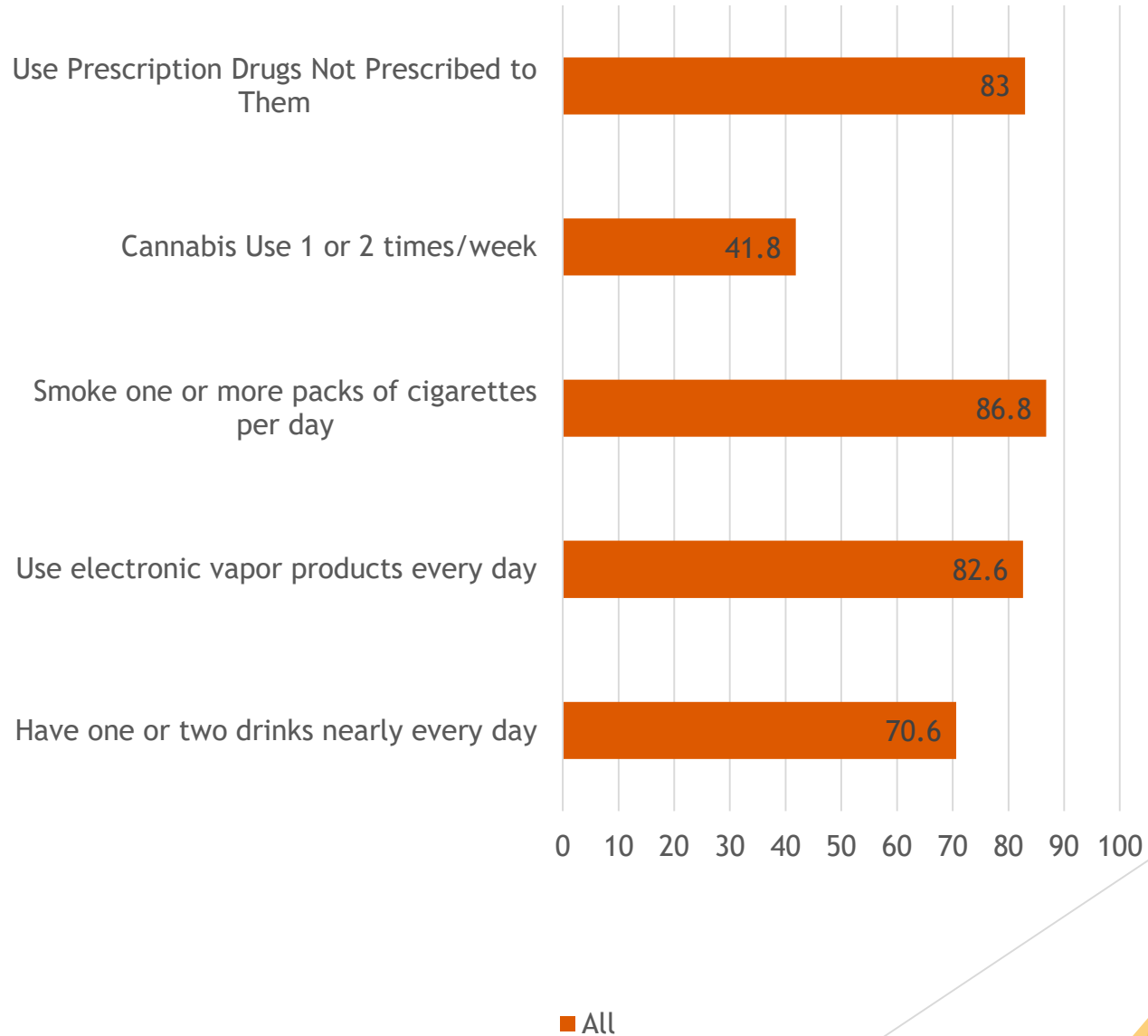
30-DAY ALCOHOL USE



TELLURIDE HIGH SCHOOL PERCEPTION OF HARM

One factor that can influence whether individuals will use tobacco, alcohol, or illicit drugs is the extent to which they believe these substances might cause them moderate or great risk of harm.

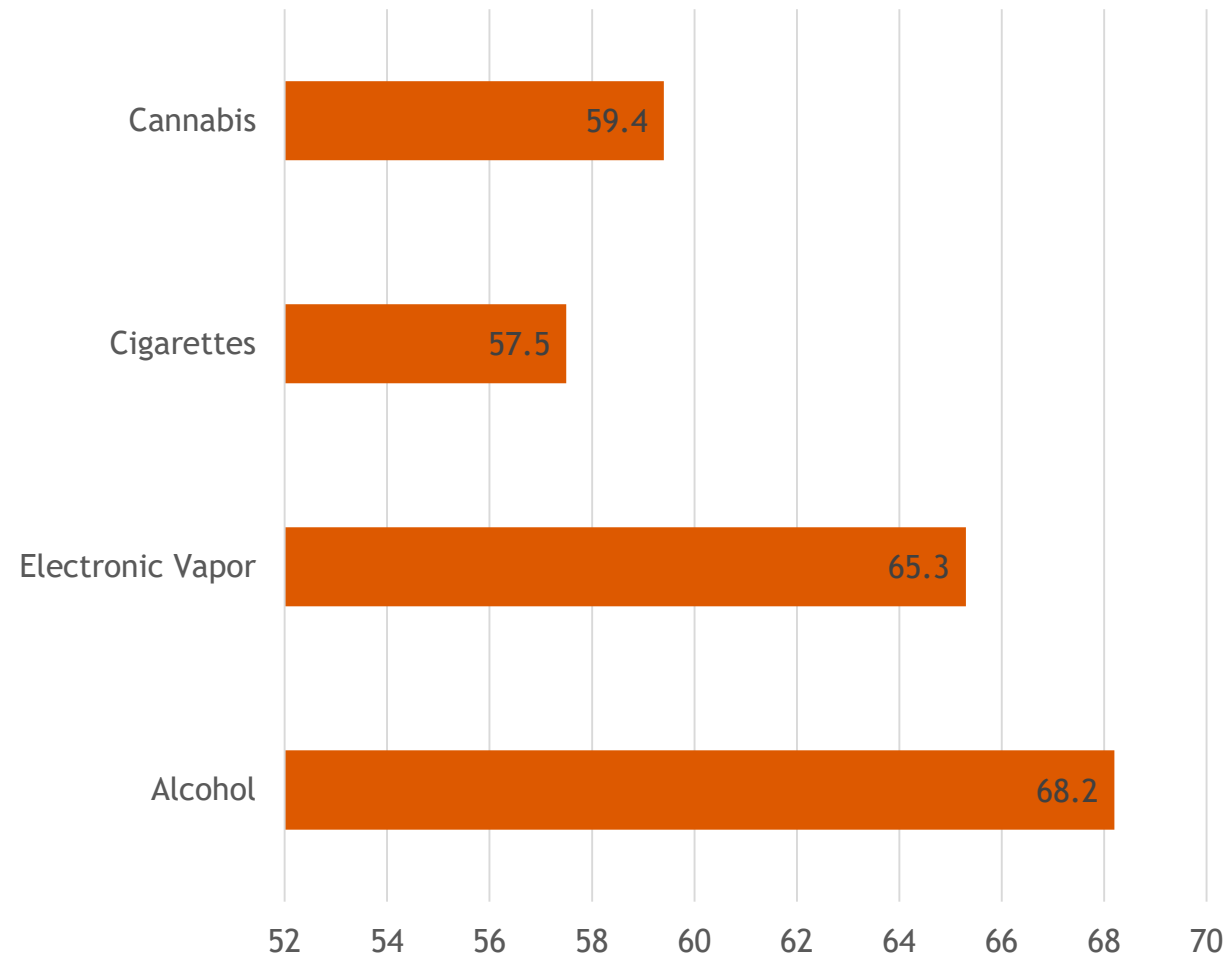
PERCEPTION OF HARM



TELLURIDE HIGH SCHOOL PERCEPTION OF AVAILABILITY

Percentage of students who believe it would be “sort of” or “very easy” to obtain a substance. Many studies have demonstrated that the availability of drugs (i.e., ease of obtaining drugs) is associated with drug initiation and use. Perceptions of drug availability are also important because they may affect how prevention programs are structured, such as in states with laws related to marijuana use that can directly affect availability.

SORT OF OR VERY EASY TO GET



■ All

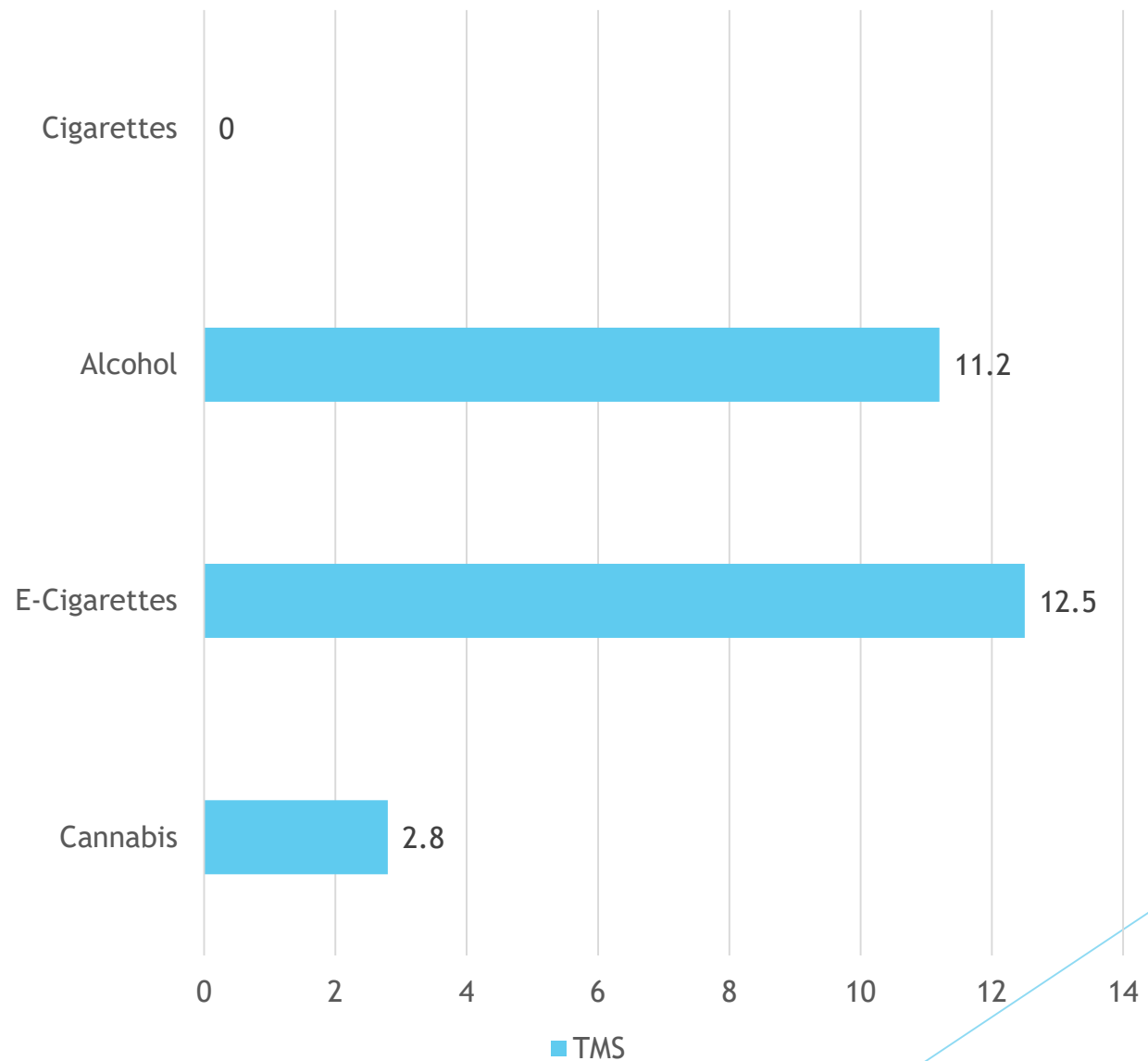
THINGS TO CONSIDER

- Alcohol remains the drug of choice for 50% of students, but 1 in 4 students reported 30-day electronic vapor product and cannabis use
- More females binge drink than male students; more White students binge drink than Hispanic students
- Fewer students believe that cannabis use is harmful compared to other substances
- Approximately 2/3rd of students believe that alcohol and electronic vapor products are sort of or very easy to obtain

TELLURIDE MIDDLE SCHOOL 30-DAY SUBSTANCE USE

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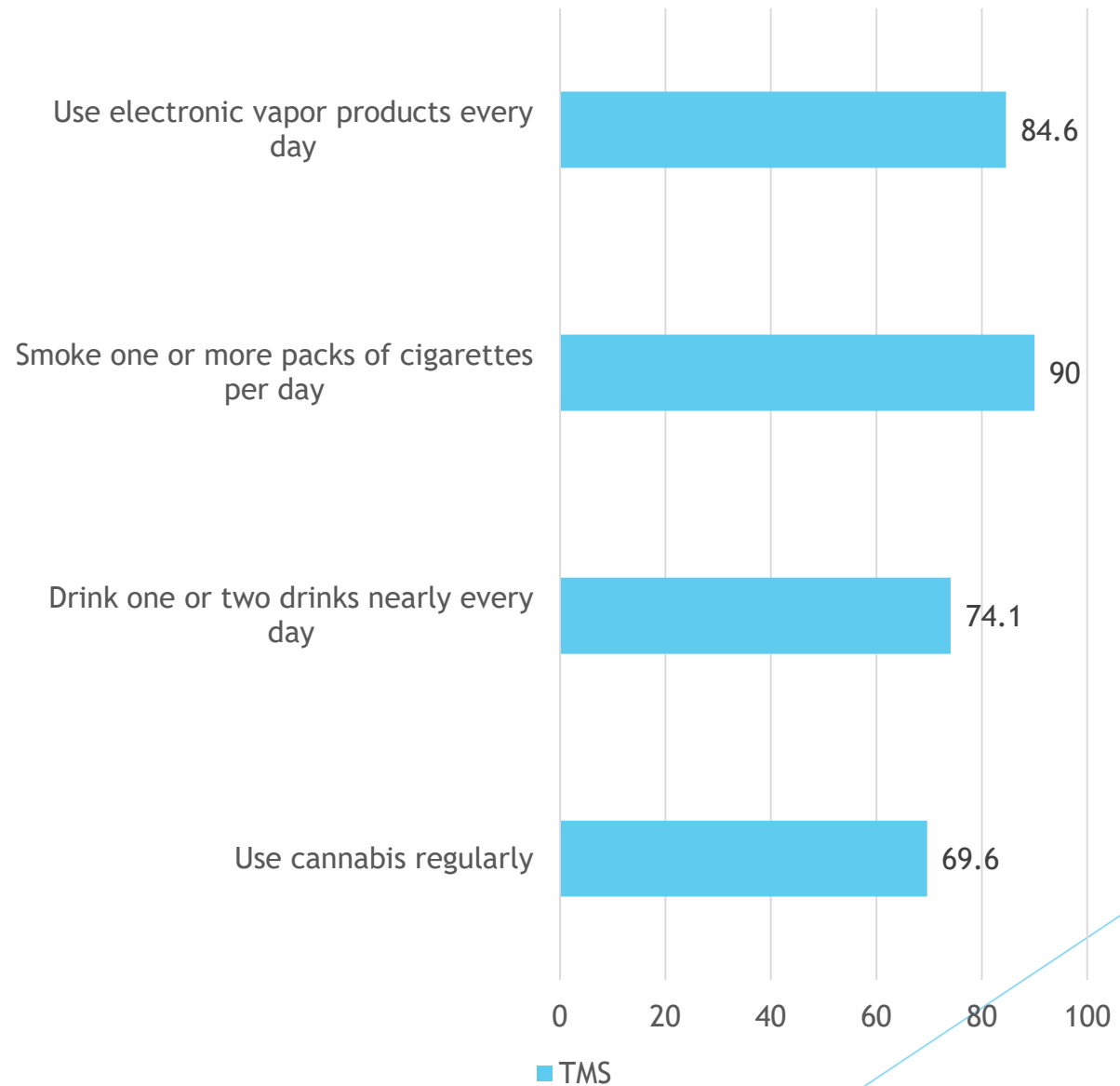
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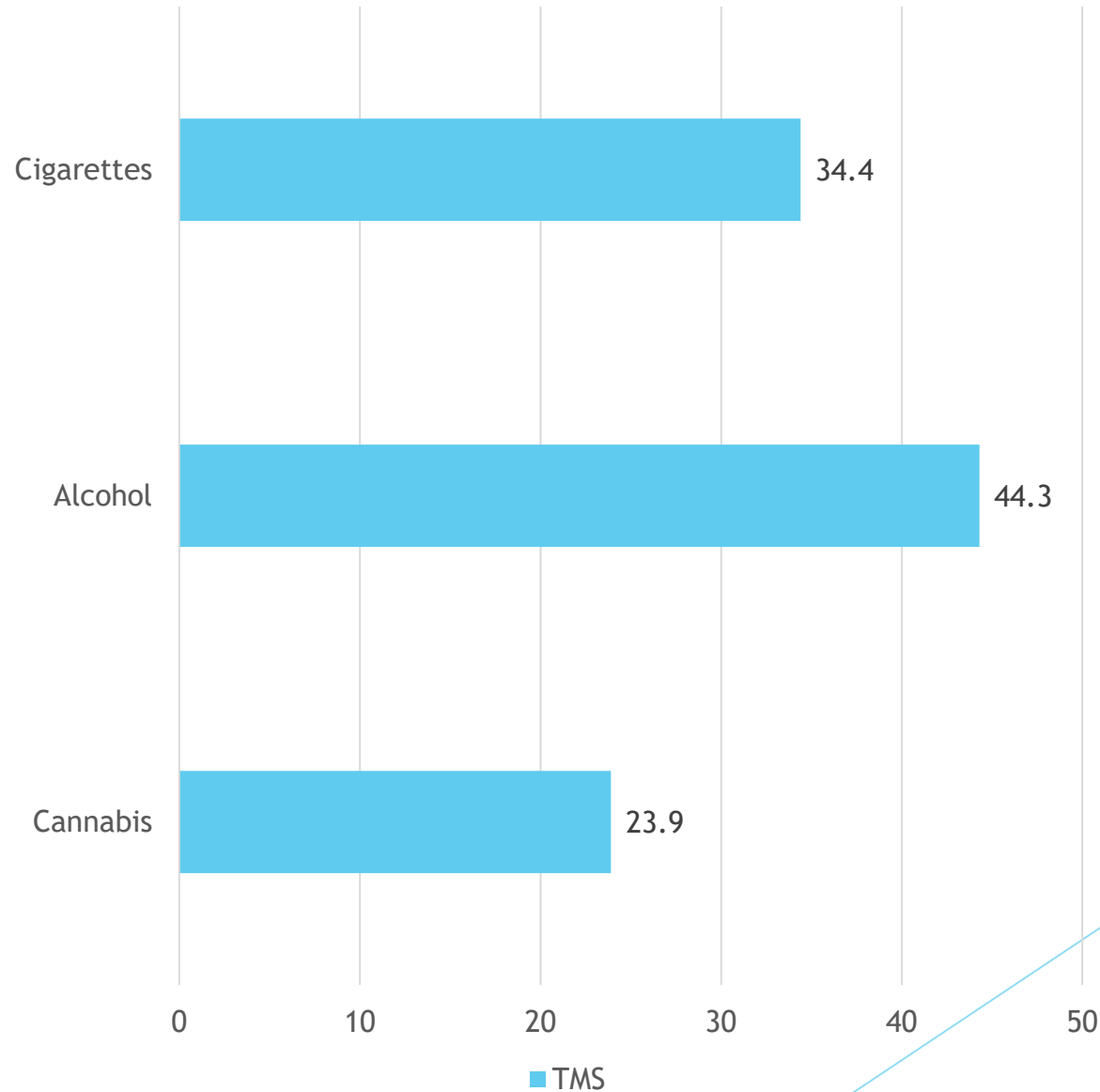
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PERCEPTION OF AVAILABILITY



TELLURIDE MIDDLE SCHOOL 30-DAY SUBSTANCE USE

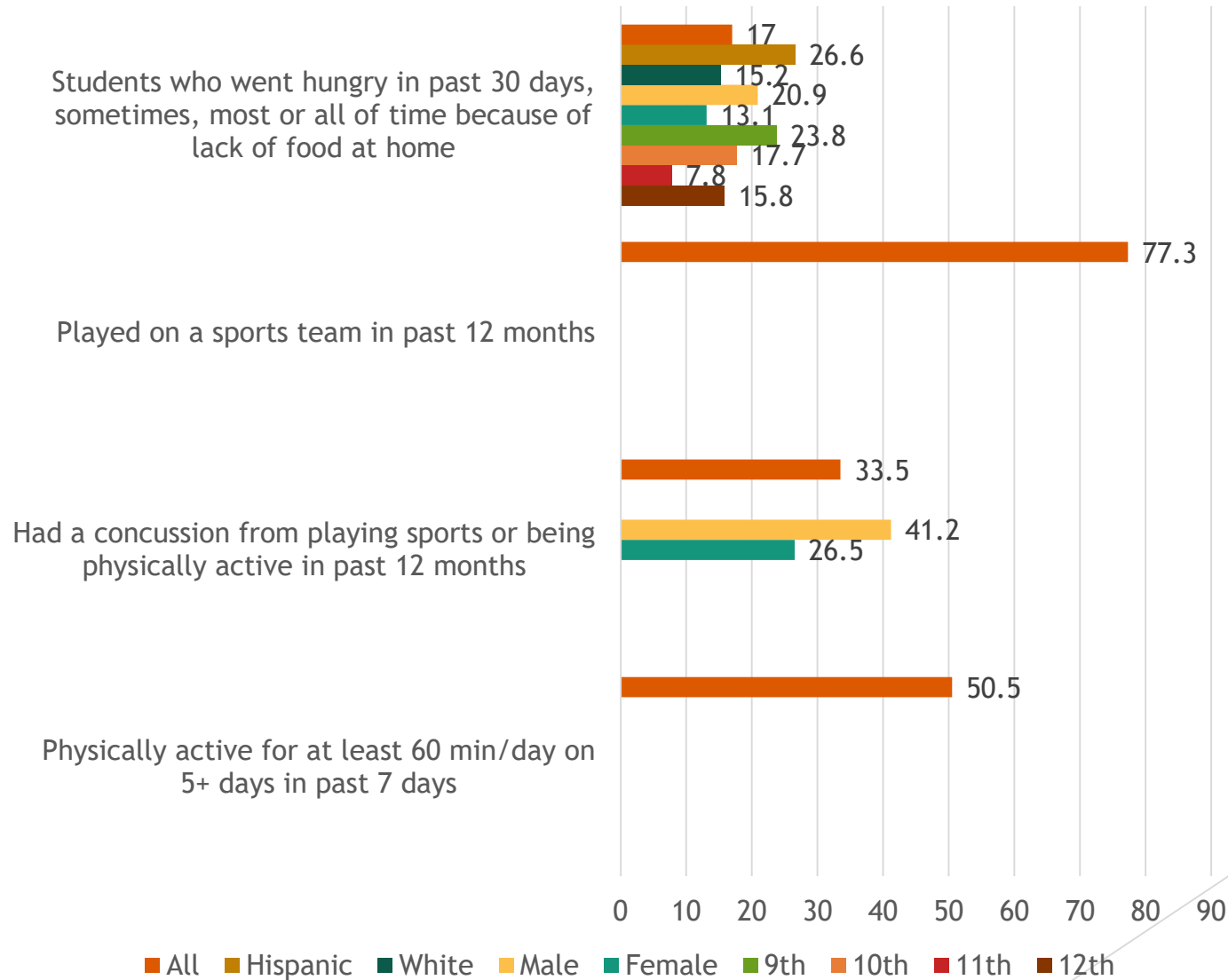
THINGS TO CONSIDER

- 90% of students do not report regular use of substances
- Students believe that cigarette use is harmful, but fewer believe that of cannabis or alcohol

TELLURIDE HIGH SCHOOL PHYSICAL ACTIVITY & NUTRITION

Physical activity and healthy eating support student learning. Students with low nutrient intake are more likely to be absent, experience behavioral health issues, and receive lower grades.

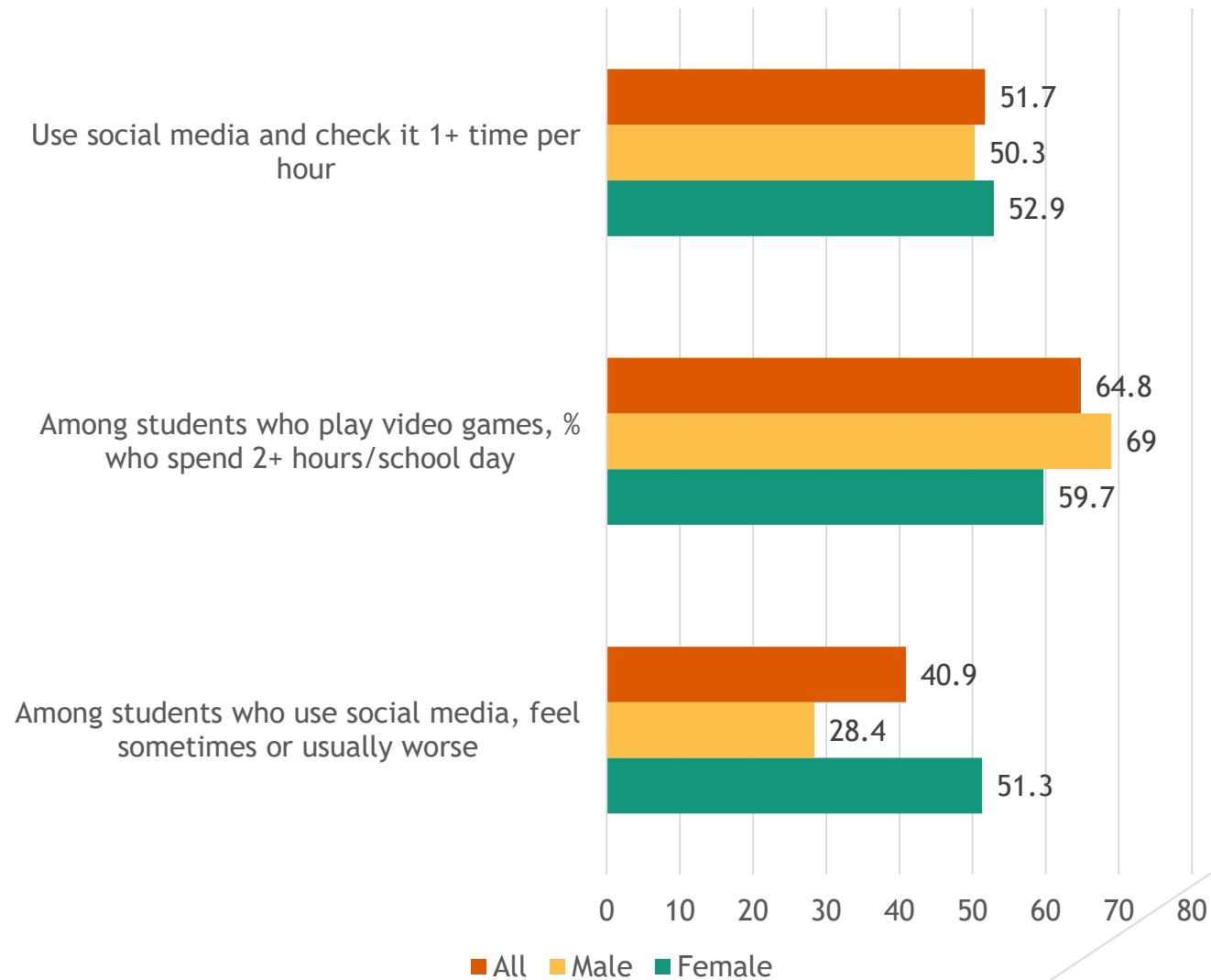
PHYSICAL ACTIVITY & NUTRITION



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SOCIAL MEDIA



TELLURIDE HIGH SCHOOL PHYSICAL ACTIVITY & NUTRITION

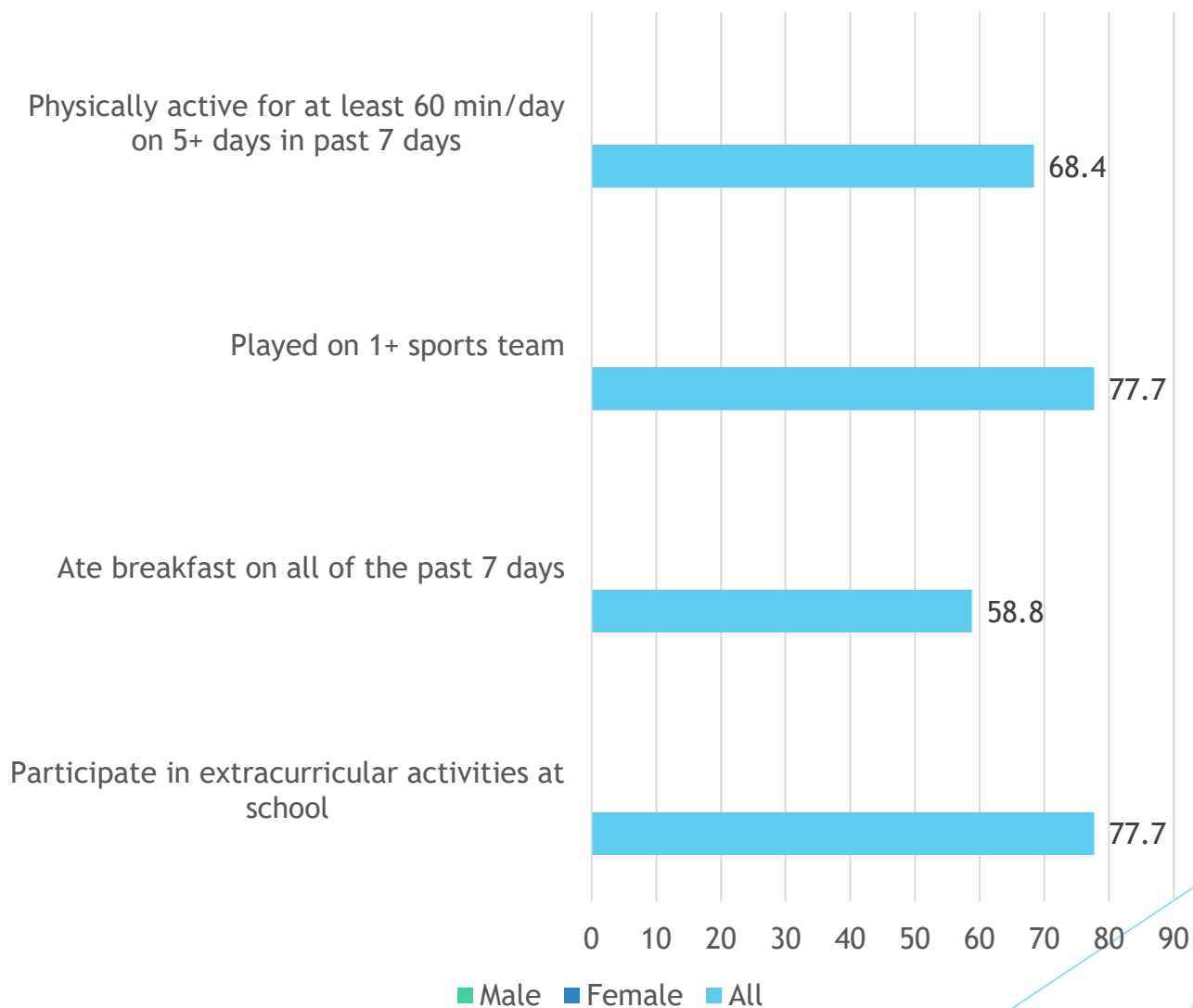
THINGS TO CONSIDER

- 17% of students reported going hungry with clear differences based on ethnicity (15.6% White/26.6% Hispanic)
- Social media impact on students and gender differences
- Number of students reporting a concussion (and the linkage with mental health concerns)

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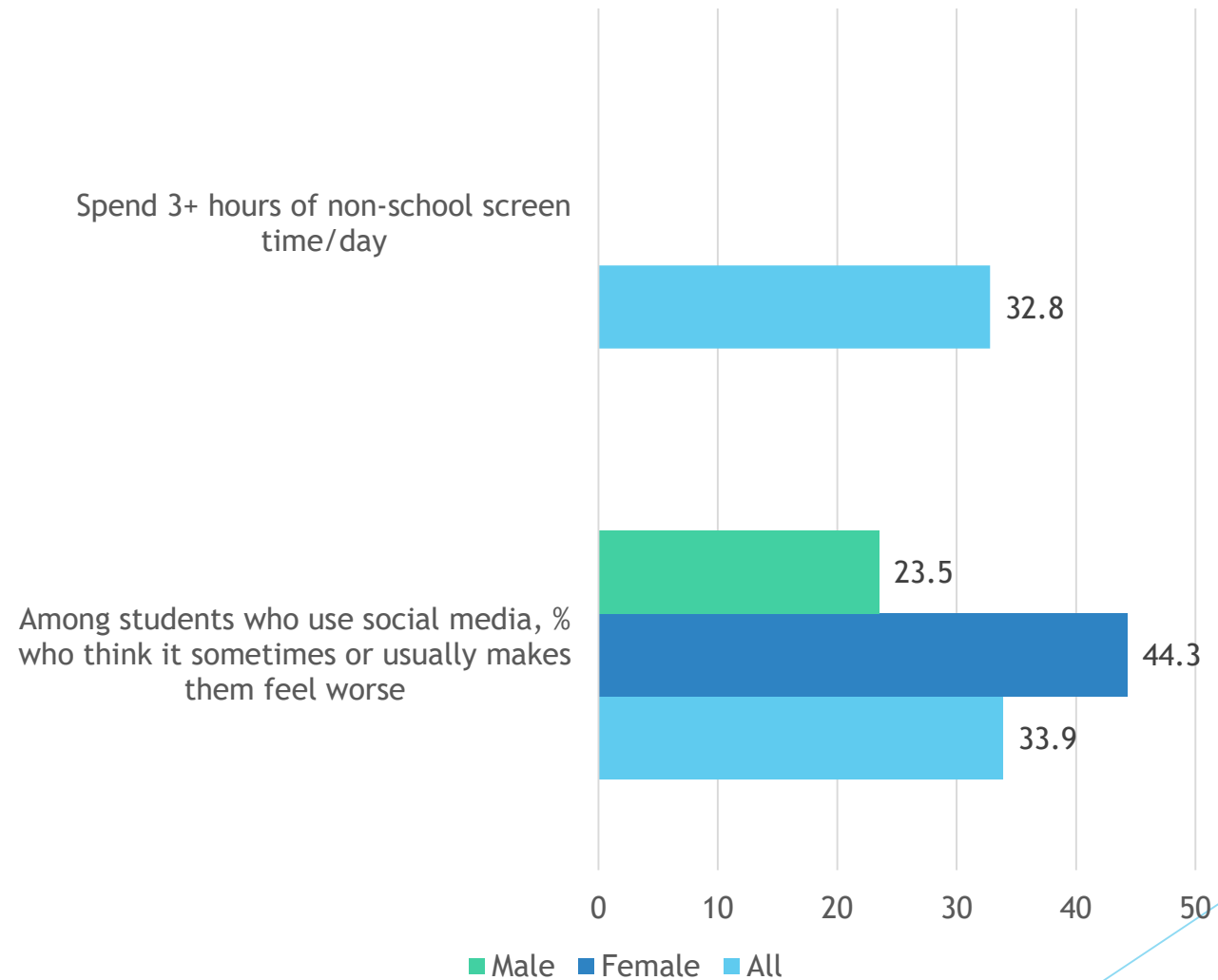
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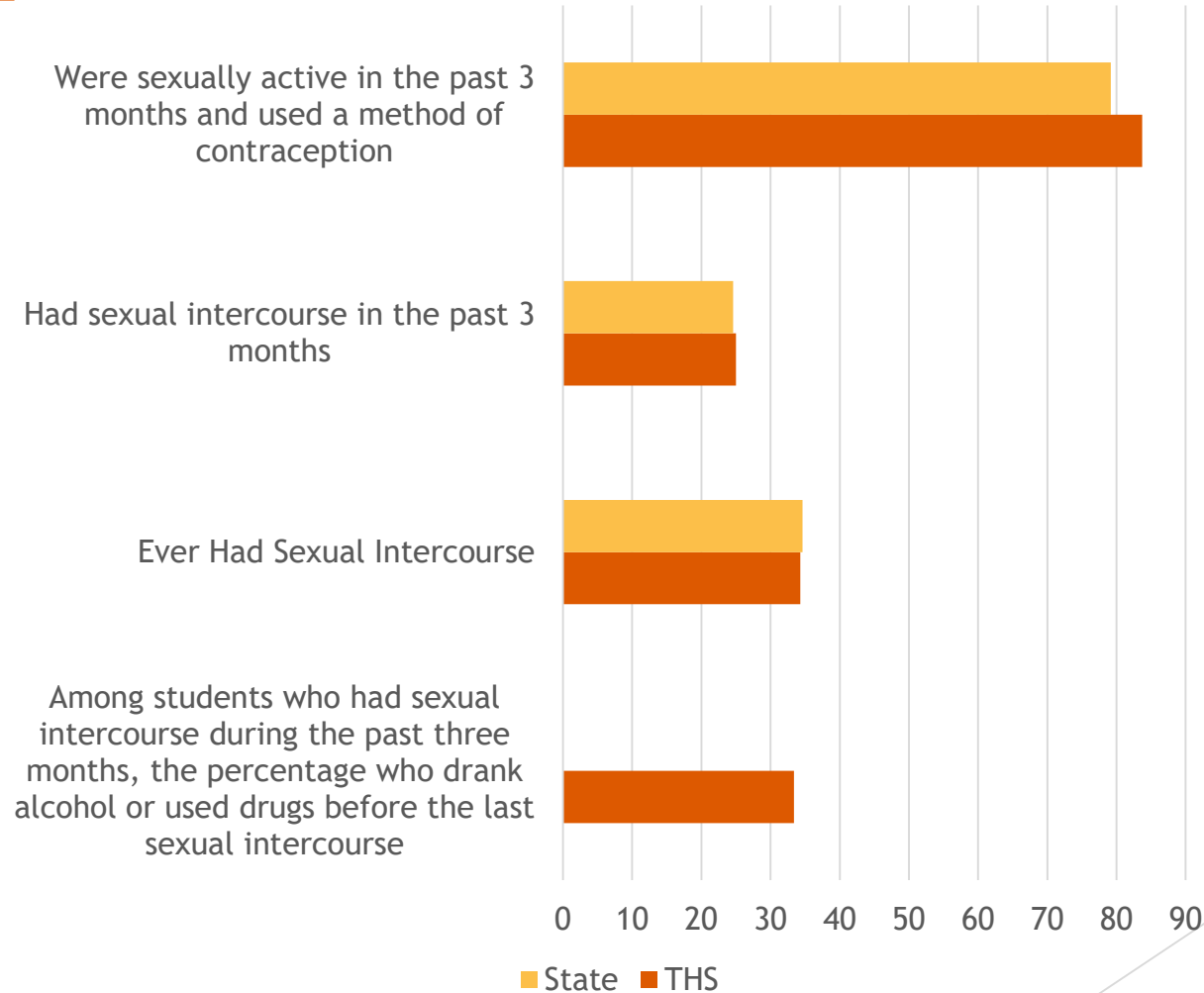
THINGS TO CONSIDER

- Students are physically active
- Almost 1/3 of students reported spending 3+ hours per day on screens
- Gender differences related to impact of social media

TELLURIDE HIGH SCHOOL SEXUAL HEALTH

Risky sexual behaviors can lead to negative health outcomes including risk of sexually transmitted diseases and unintended pregnancies.

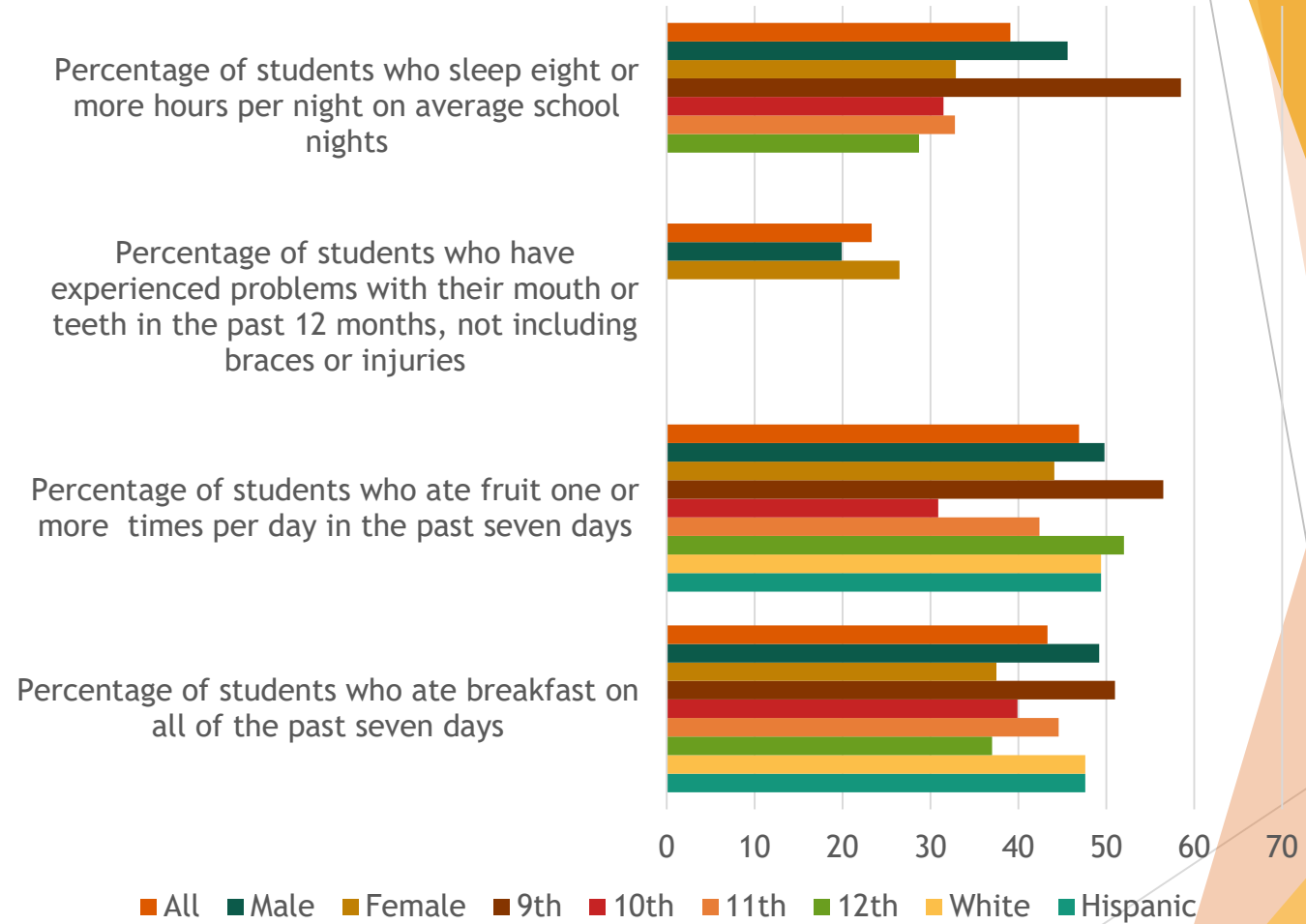
THS Sexual Health



TELLURIDE HIGH SCHOOL OTHER HEALTH MEASURES

These measures include students' sleep schedules, dental issues, diet and breakfast.

Other Health Measures








TELLURIDE HIGH SCHOOL A LOOK BACKWARD

Using data from surveys administered since 2005, we have some long-term data around substance use.
Each survey measured a different cohort of students—not a longitudinal study of the same students

2017 & 2019 RESULTS FOR SELECTED CATEGORIES

	2017	2019	Change
STUDENTS WHO WENT HUNGRY IN PAST 30 DAYS, SOMETIMES, MOST OR ALL OF TIME BECAUSE OF LACK OF FOOD AT HOME	12.7%	17.0%	↑
ELECTRONICALLY BULLIED	18.6%	17.8%	↓
SAD OR HOPELESS EVERY DAY FOR 2+ WEEKS OR MORE IN PAST 12 MONTHS	23.5%	29.9%	↑
ATTEMPTED SUICIDE	5.1%	8.3%	↑
HAVE AN ADULT TO GO TO FOR HELP WITH A SERIOUS PROBLEM	63.4%	73.8%	↑

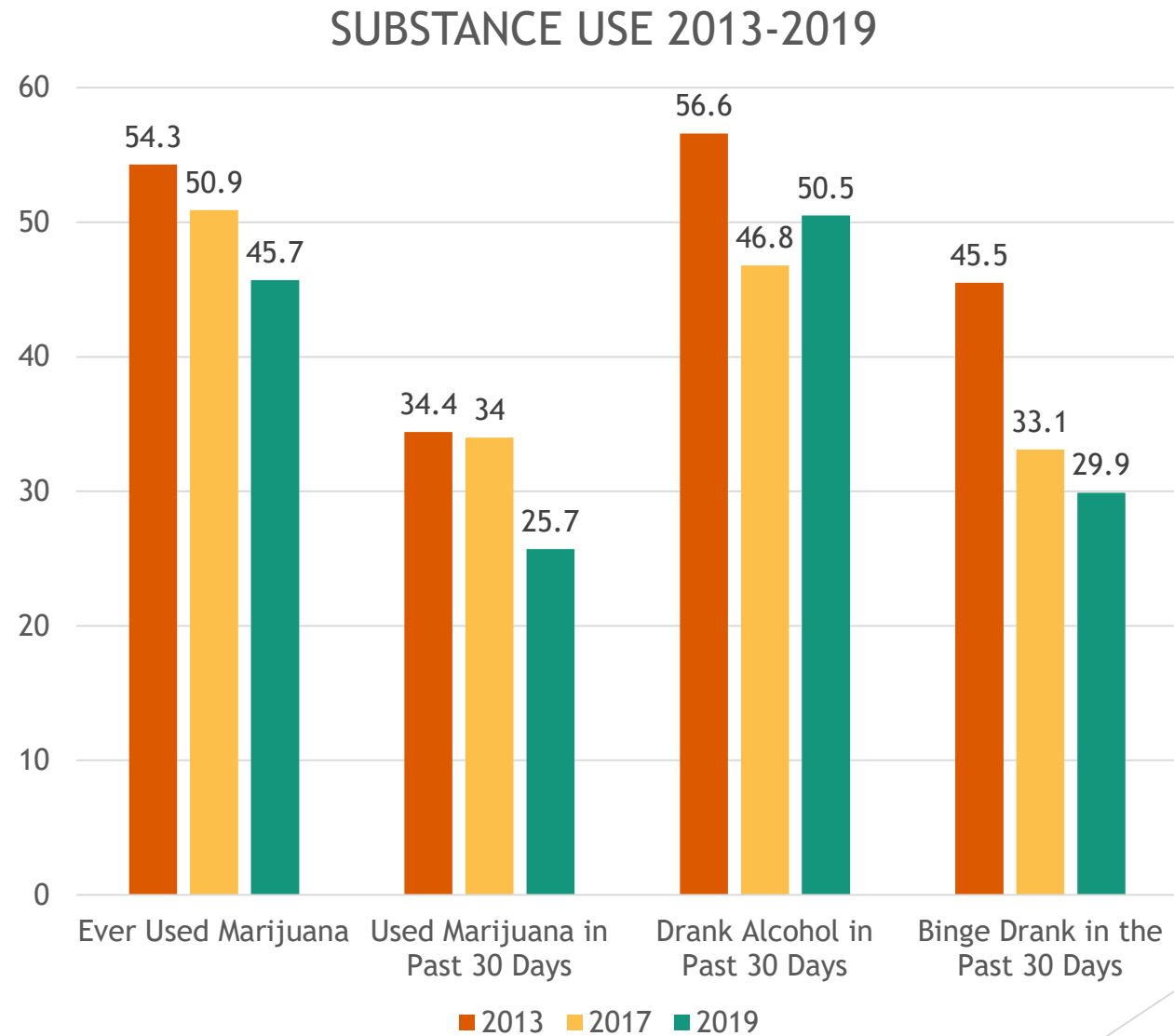
2017 & 2019 RESULTS FOR SELECTED CATEGORIES

	2017	2019	CHANGE
USED AN ELECTRONIC VAPOR PRODUCT IN THE PAST 30 DAYS	42.4%	26.8%	
ALCOHOL USE IN PAST 30 DAYS	46.8%	50.5%	
BINGE DRANK ONE OR MORE TIMES IN PAST 30 DAYS	33.1%	29.9%	
CANNABIS USE IN PAST 30 DAYS	34.0%	25.7%	
EVER HAD SEXUAL INTERCOURSE	38.0%	34.3%	

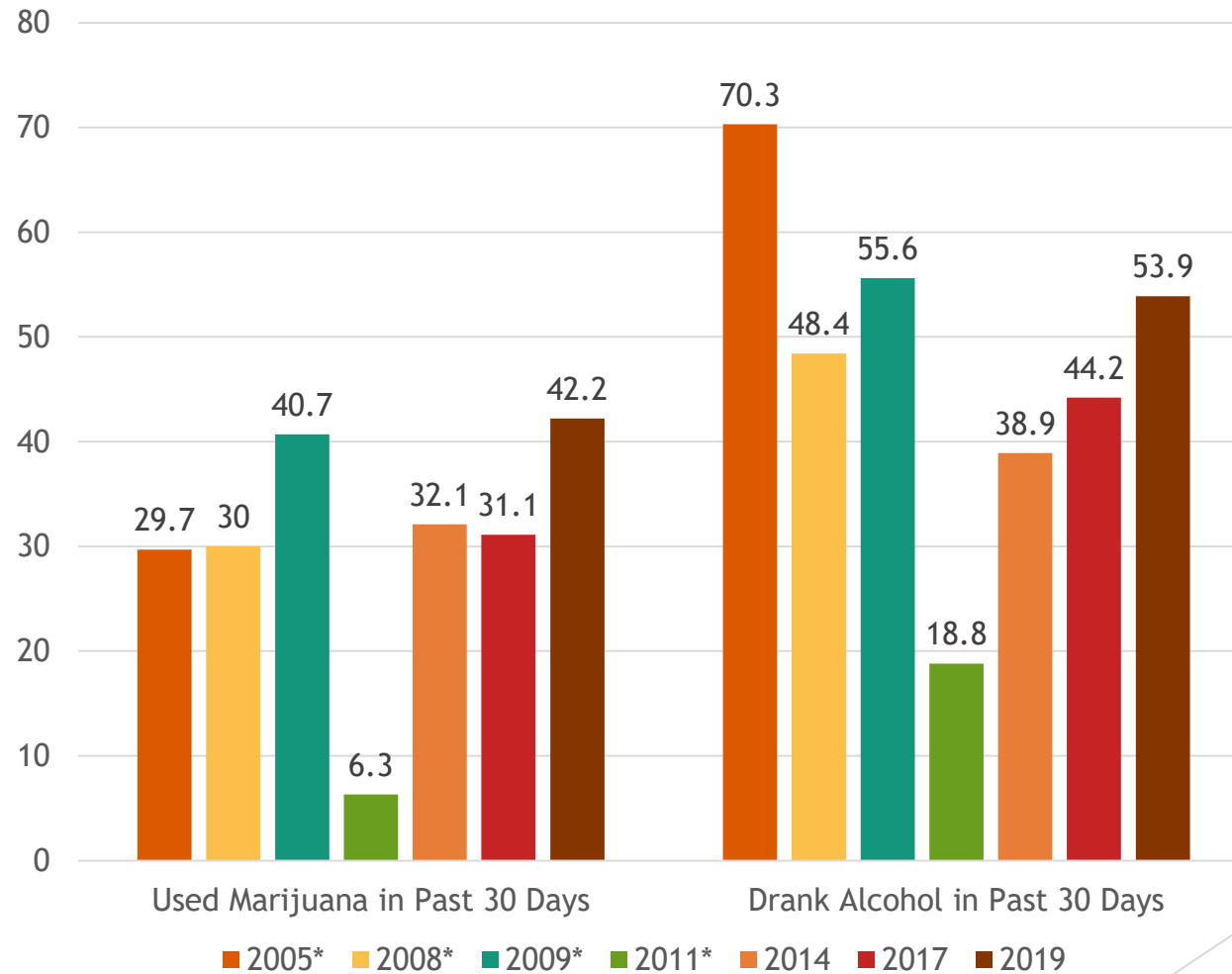
2017 & 2019 RESULTS FOR SELECTED CATEGORIES

	2017	2019	CHANGE
FEEL SAFE AT SCHOOL	90.2%	90.9%	=
TEACHER NOTICES WHEN DOING A GOOD JOB AND LETS THEM KNOW ABOUT IT	72.0%	56.6%	↓
THINK TEACHER WILL PRAISE THEM WHEN THEY WORK HARD IN SCHOOL	58.0%	49.5%	↓
DID THEIR BEST WORK IN SCHOOL OVER THE PAST YEAR	70.7%	72.2%	↑
OFTEN ENJOYED BEING IN SCHOOL OVER THE LAST YEAR	35.8%	35.2%	=
THINK IT IS IMPORTANT TO GO TO COLLEGE	90.2%	95.1%*	↑
PARTICIPATED IN ORGANIZED COMMUNITY SERVICE AS A NON-PAID VOLUNTEER 1 OR MORE TIMES IN PAST 30 DAYS	45.0%	64.8%	↑

TELLURIDE HIGH SCHOOL 2013-2019 RESULTS



SUBSTANCE USE 2005-2019 AMONG 10TH GRADE STUDENTS



TELLURIDE 10th Grade 2005-2019 RESULTS

*2005-2014 Freedom from
Chemical Dependency
Survey
2017-2019 Healthy Kids
Colorado Survey

QUESTIONS? NEXT STEPS?

Paul Reich
Behavioral Health Program Manager
Tri-County Health Network
970-708-1012
pmbh@tchnetwork.org

Students who are English Language Learners (ELL) may be evaluated through an alternative grading system. A “Satisfactory”/”Unsatisfactory” (MS) or “Pass”/”Fail” (HS) grade **may be assigned for any or all subjects**. A student is determined to be an ELL if he/she qualifies for English Language Development (ELD) services through the district and state assessment processes. This may also include students who are being monitored as new Fully English Proficient (FEP) students.

Enduring Understandings

- Students who are acquiring the English language require accommodations and modifications within the classroom, on assessments and on the grading scale that is utilized to record student progress.
- Grades are used to evaluate and record student progress in academic courses.
- The goal of implementing grading guidelines for English as Second Language Learners is to increase linguistic and academic abilities of students, set students up for success, and give students a positive feeling of achievement if they are working hard in class.

Considerations for ELD Grading

- ELL student proficiency levels range from 1-6, beginning at the non-verbal and word level, and incrementally progress towards grade level proficiency.
- The grading recommendations are for English Language Learners who are in classrooms where English is the predominant language.
- Placement of a student in a particular level for grading should be assigned through consideration of level of proficiency, grade level expectations, native language skills, class placement, program structure, and other contributing factors (home life, mental health, employment, etc.).
- Students and families will be notified of grading recommendations after teachers have collaborated to form a recommendation.
- Overlap in the proficiency bands exists as students are unique learners and accommodations and support vary based on student need.
- The assignment of grades should be a collaborative effort between the classroom teacher and the English as a Second Language teacher. Before assigning an unsatisfactory grade to a student, attempts should be made by the ELD Specialist and content area teacher to provide appropriate differentiation of assignments. The ELD Specialist is available to help the content teacher differentiate and modify assignments upon request.
- When grading English Language Learners, consideration should be given to research that suggests retention of students based on language proficiency and academic background can have negative effects on students.
- The overall score on the WIDA ACCESS for ELLs score report will be used to determine a student’s language proficiency level (WIDA, 2012).

(adapted from https://www.laurel.k12.de.us/ourpages/auto/2013/11/5/59684022/ELL%20Grading%20Policy_Adopted%203-16-16.pdf)

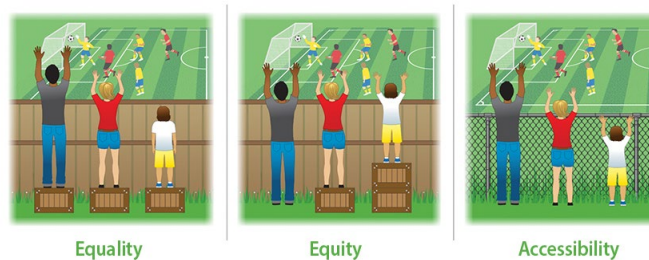


Image from <http://www.cast.org/impact/universal-design-for-learning-udl>

Suggested Grading Table

Students at WIDA Proficiency Levels 1.0 (entering)- 3.5 (developing)*	Students at WIDA Proficiency Levels 2.0 (developing)- 5.5 (bridging)*	Students at WIDA Proficiency Levels of 3.5 (developing) and 6.0 (reaching)*
<p>A student is given a passing grade (P) if she or he performs the following tasks:</p> <p>Is prepared for class with needed materials AND attempts all assigned work as evidenced by:</p> <ul style="list-style-type: none"> ● 2.1. use of reference materials (dictionary, vocabulary guides, word walls, and/or bilingual dictionary) ● 2.2. attempts as much of an assignment as she/he can ● 2.3. completes portions of assigned and modified work ● 2.4. display attentiveness during instruction and group work ● 2.5. copies notes when required ● 2.6. communicates needs and feelings verbally or nonverbally ● 2.7 uses native language resources <p>A student is given a failing grade (F) if he or she does not perform the above tasks</p>	<p>A student is given standard grades based on the current Telluride School District Grading Policy for modified work.</p> <p>Examples of modified work may include and are not limited to the following:</p> <ul style="list-style-type: none"> ● 1.1. Assessments read aloud and answers received orally (interview/discussion style) ● 1.2. Extended time/fewer questions ● 1.3. Language modifications ● 1.4. Word banks, word walls, vocabulary sheets, sentence starters ● 1.5. Reducing problems or steps due to language complexity ● 1.6. Drawing pictures ● 1.7. Use of graphic organizers ● 1.8 Front loading in the native language to engage background knowledge <p>Individual grades may also be earned for:</p> <ul style="list-style-type: none"> ● 2.1. Class participation ● 2.2. Note taking ● 2.3. Use of references and resources ● 2.4. Combination of work samples and student effort 	<p>A student is given standard grades based on the current Telluride School District Grading Policy compared to those grades earned by his or her peers.</p> <p>Homework and, or class work assignments may be modified.</p> <p>Testing modifications are made specifically for:</p> <ul style="list-style-type: none"> ● 2.1. 1 ½ time given to complete a test ● 2.2. Bilingual dictionaries are provided and utilized during the test
<p>Note, “Pass/Fail grade due to language proficiency” is recorded on the report card.</p>	<p>Note, “Working with ELL test modifications” is recorded on the report card.</p>	<p>Note, “Test modifications limited to 1 ½ time and bilingual dictionary” is recorded on the report card.</p>

*If a student falls within two of the categories, a teacher can use his or her judgment to decide which category best fits that student’s needs.

(adapted from https://www.laurel.k12.de.us/ourpages/auto/2013/11/5/59684022/ELL%20Grading%20Policy_Adopted%2003-16-16.pdf)

RESOURCES:

Grading policies and documents:

<https://www.state.nj.us/education/bilingual/resources/grading.pdf>

https://www.laurel.k12.de.us/ourpages/auto/2013/11/5/59684022/ELL%20Grading%20Policy_Adopted%203-16-16.pdf

Articles/Blogs:

<http://esolodyssey.learningwithlaurahj.org/2011/07/guidelines-for-grading-esl-students.html>

https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2020/06/strategies_for_grading_ells_in_content_classes.html

Student Friendly Can-Do Charts by grade and language level:

https://drive.google.com/file/d/oBzWNB_hoo9nvVDRLSkY1R255RIU/view

Accommodations/Modifications Checklists:

<https://drive.google.com/file/d/1eZM3qKJ1PmImBxYSMqSsweHDybefFdoP/view?usp=sharing>

https://docs.google.com/document/d/1C9_HDNUJr5nk8QE8fpxNnaOjp1QfST1FUsG5dw52mfw/edit?usp=sharing

ELL Learning Plan:

https://docs.google.com/document/d/1ucV_-NIViGCwI8crzkoNkcK_nHmOOHM1VY6VaQ1h-8Y/edit?usp=sharing

Universal Design:

<http://www.cast.org/impact/universal-design-for-learning-udl>

Students to be considered for red/ green/ blue groupings are:

Red Group MS 8 students

Red Group HS 5 students

Green Group MS 14 students

Green Group HS 19 students

Blue Group MS 5 students

Blue Group HS: (*)These students below are considered FEP and have exited the program, but please consider using green supports in a fully remote situation.) 10 students**

61 students total (MSHS combined)

16/43 (37% MS on ineligibility are ELLs)

19/58 (33% HS on ineligibility are ELLs)

Date:

Dear Guardians of _____,

The Telluride Middle High School has implemented a Grading Recommendations document for English Language Learners (ELLs) in order to best meet the educational needs of students learning English as another language in our building. The purpose of this document is to ensure that your student is receiving the appropriate support in all classes based on his/her English language proficiency.

The decision to grade an English Language Learner based on the Grading Recommendations for ELLs document is a collaborative effort. Your student's content area teachers have met with the English Language Development specialist and school administrators to develop a grading plan that will enable your child to perform to his/her highest potential. Please look over the plan for grading below and let us know should you have any questions or concerns.

Class	Grading Category (Red, Green, Blue)	Expectations for Success/Comments

Sincerely,

Joanna MacDonald
English Language Development Specialist
Telluride High School

Laurel Henderson
English Language Development Specialist
Telluride Middle School

Fecha:

Estimados Guardianes de _____,

La Escuela Secundaria de Telluride ha implementado un Documento de Recomendaciones de Calificaciones para los Estudiantes del Aprendizaje de Inglés para satisfacer mejor las necesidades educativas de los estudiantes que están aprendiendo inglés como otro idioma en nuestro edificio. El propósito de este documento es asegurar que su estudiante reciba el apoyo apropiado en todas las clases en base a su dominio del idioma inglés.

La decisión de calificar a un estudiante que aprende inglés según el documento de Recomendaciones de Calificación para Estudiantes del Aprendizaje de Inglés es un esfuerzo de colaboración. Los maestros del área de contenido de su hijo se han reunido con la especialista en desarrollo del idioma inglés y los administradores de la escuela para desarrollar un plan de calificaciones que le permitirá a su hijo rendir al máximo de su potencial. Por favor revise el plan de calificación a continuación y avísenos si tiene alguna pregunta o inquietud.

Curso	Categoría de Calificación (Roja, Verde, Azul)	Expectativas de éxito / Comentarios

Sinceramente,

Joanna MacDonald
Especialista en Desarrollo del Idioma Inglés
Telluride High School

Laurel Henderson
Especialista en Desarrollo del Idioma Inglés
Telluride Middle School

**TELLURIDE SCHOOL DISTRICT R-1
ENROLLMENT CASCADE
Distribution of Enrollment**

OCTOBER 1ST COUNT

	October	PreK3	PreK4	K	1	2	3	4	5	6	7	8	9	10	11	12	K - 12		PreK	K-2	3-6	7-8	9-12	Total					
																	TOTAL	Funded FTE											
FY9899	1998			37	38	44	35	30	33	57	44	37	39	43	28	40	505	487		119	155	81	150	505.0					
FY9900	1999			49	48	37	36	44	40	44	27	46	36	43	36	40	526	502		134	164	73	155	526.0					
FY0001	2000			48	48	42	36	37	40	44	27	46	36	43	36	40	523	499		138	157	73	155	523.0					
FY0102	2001			48	62	37	39	44	40	47	29	46	36	43	36	40	547	523		147	170	75	155	547.0					
FY0203	2002			51	46	51	56	41	40	40	49	42	30	44	37	40	567	542		148	177	91	151	567.0					
FY0304	2003			44	52	63	46	37	42	46	44	32	43	35	39	39	562	540		159	171	76	156	562.0					
FY0405	2004			46	45	51	58	42	38	40	47	44	30	45	36	41	563	540		142	178	91	152	563.0					
FY0506	2005			49	52	56	50	47	48	42	41	44	48	49	41	50	617	593		157	187	85	188	617.0					
FY0607	2006			59	48	55	63	51	52	50	49	43	39	48	57	40	654	625		162	216	92	184	654.0					
FY0708	2007			69	67	47	61	62	58	54	59	44	42	39	50	54	706	672		183	235	103	185	706.0					
FY0809	2008			54	66	68	46	55	60	56	60	53	40	43	38	56	695	668		188	217	113	177	695.0					
FY0910	2009			73	60	68	63	43	52	51	56	53	53	36	26	47	681	645		201	209	109	162	681.0					
FY1011	2010			54	78	59	68	56	46	53	49	46	62	45	32	38	686	659		191	223	95	177	686.0					
FY1112	2011			70	56	80	58	75	61	41	58	52	42	55	46	41	735	700		206	235	110	184	735.0					
FY1213	2012			73	70	58	75	57	78	64	47	60	59	41	59	53	794	758		201	274	107	212	794.0					
FY1314	2013			69	75	75	57	80	52	77	67	46	57	55	37	63	810	776		219	266	113	212	810.0					
FY1415	2014			75	70	80	75	64	81	57	79	69	53	66	59	45	873	836		225	277	148	223	873.0					
FY1516	2015			51	76	84	77	81	63	82	56	80	67	47	66	64	894	869		211	303	136	244	894.0					
FY1617	2016	15	12	60	51	72	86	78	84	62	83	56	74	71	52	71	900	870	27.0	183	310	139	268	927.0					
FY1718	2017	12	16	59	60	53	72	85	90	87	64	80	62	65	67	58	902	873	28.0	172	334	144	252	930.0					
FY1819	2018	16	14	55	60	62	52	80	83	86	81	62	87	56	69	77	910	883	30.0	177	301	143	289	940.0					
FY1920	2019	11	16	50	57	64	59	52	81	84	89	79	66	79	57	68	885	885	27.0	171	276	168	270	912.0					
FY2021	2020	11	14	63	52	56	64	57	54	73	75	93	78	66	75	61	867	867	25.0	171	248	168	280	892.0					
Change between FY19.20 and FY20.21																	-18	-18	-2	0	-28	0	10	-20					