

FAR NORTHEAST COMMUNITY COMMITTEE UPDATE

“All Means All”

The details:

- www.FNECCschools.org is our website. Materials, minutes and homework assignments are posted there, as well as video of the meetings. You can also comment, and ask friends and colleagues in the community to comment as well.
- Next meeting will be Tuesday, May 11, at Rachel B. Noel Middle School 6-8:30 p.m. As always, dinner, childcare and simultaneous translation will be available. *Come early and get dinner out of the way!*
- Other Spring committee meetings:
 - May 25: Martin Luther King Jr. Early College, 6-8:30
 - June 8: Rachel B. Noel Middle School, 6-8:30
- *We encourage committee members to attend all the meetings. If you cannot make a meeting, please email FNE@aplusdenver.org.*

Your homework:

- At the request of FNECC members Bert Bourgeois and Mary Seawell, committee members undertook the challenge of representing the committee to the community and vice versa.
- Within the next month, plan to attend a community meeting in your school, church, business association or neighborhood. See the attached Guiding Questions document for ideas about how to start a conversation about the work you are doing on the committee and share ideas with friends, neighbors and colleagues. We will have printed copies for you to share which will be available at the meeting 5/11.
- Go through the principles attached to the end of this newsletter, and think about whether there is anything we have left out. We will go through a voting exercise at the 5/11 meeting to work through this material and make sure that all the issues raised by the data presented to the committee are addressed through the principles and that they truly reflect the interests and charges of the committee.

The minutes:

The Far Northeast Community Committee, convened by A+ Denver, met on April 27, 2010 at Martin Luther King, Jr. Early College. Stacie Gilmore, FNECC Co-Chair, opened the meeting, welcoming the Committee and members of the public. Stacie introduced DPS Superintendent Tom Boasberg, who welcomed the Committee and thanked them for their work.

Stacie asked committee members to extend the time period for the next three meetings from two hours to two and a half hours to accommodate all the work the committee needs to cover. The committee approved this proposal.

Fernando Pineda, of CREA Results, reviewed the agenda, the reasons for the table assignments, and went over the Ground Rules. The committee approved three proposed new ground rules. Each committee member was asked to find a “buddy” so that if they have to miss a meeting they have someone to call to help them catch up on what they missed.

Table team members introduced themselves to each other.

Ken Snyder of PlaceMatters led the Committee through an introduction to keypad polling and asked demographic questions of the members. Ken then reviewed the values statements from the last meeting and reviewed the way they were placed into categories. Peter Kenney of Civic Results instructed the table teams to take one of the categories and create two or three guiding principles that could be used to guide decision-making in that area. Each table then selected one or two categories and went to work.

When the table teams finished, their draft principles were entered in the computer and keypad polling was done on four of the categories to identify priorities among the proposed principles.

Several speakers made brief presentations:

- Nate Easley, Jr, Chairman of the Board of Education, introduced Steve Barr from Green Dot Public Schools in Los Angeles who briefly congratulated the Committee.
- Bert Bourgeois and Mary Seawell presented to Committee members ideas on how they can become ambassadors for this process in their communities.
- Jennifer Jones gave an update on the school turn-around process.
- Anthony Smith suggested a motto for the process, “All Means All!”

Ken Snyder then conducted keypad polling on four of the categories of draft principles to identify priorities among them.

Peter Kenney led the Committee through a meeting evaluation asking what went well and what should change.

Stacie Gilmore reminded the Committee that the next meeting would be on May 11 at Rachel B. Noel Middle School. Stacie then closed the meeting.

The principles so far:

GUIDING PRINCIPLES/PRINCIPIOS QUE NOS GUIAN

(Items voted on)/(Temas en los que se votó)

Collaboration and Transparency/Colaboración y Transparencia

1. Promote an expectation of civic responsibility to the broader community
2. Student focused and centered schools (unified) with parents, school board, admin, teacher and students
3. All students and families are fully informed about all choices
4. Develop school culture that actively seeks parents to be deeply engaged in support of their children via multiple opportunities
5. Develop mutually beneficial relationships with business community
6. Regional articulation related to: students, professional development, sports and extracurricular activities, resource, and services and mental health

1. Promover una expectativa de responsabilidad cívica para la comunidad.
2. Las escuelas estarán enfocadas y centradas en el estudiante (unificadas) con los padres, el consejo escolar, administrativo, maestros y padres.
3. Todos los estudiantes y las familias están informadas de sus opciones.
4. Desarrollar una cultura que activamente busca que los padres estén bien involucrados en el apoyo de sus hijos a través de múltiples oportunidades.
5. Desarrollar relaciones mutuamente beneficiarias con los negocios de la comunidad.
6. Articulación regional relacionada a: estudiantes, desarrollo profesional, deportes y actividades extracurriculares, recursos y servicios de salud mental.

Rigorous Curriculum/Un plan de estudios riguroso

1. Provide a curriculum that supports a system that provides quality teachers that support the cultural diversity of our community and opportunities for advancement
2. Provide a diverse and rigorous curriculum that provides exp to enriched opportunities that produce well rounded students and graduates
3. Provide pathway to career training as well as college
4. Develop foundation of critical thinking and problem solving skills from ECE through grade 12 as a foundation for academic success
5. Offer rigorous and robust curriculum and academic programs to attract students from in and out of FNE

6. Offer extracurricular activities and leadership roles to ensure active engagement of all students
7. To support the strategic plan to implement the diverse curriculum
8. All students should have access to a range of rigorous programs that met their needs (HTG, IEP, etc)
9. Academic and compelling opportunities within the region; people shouldn't have to go outside are for academic schooling

1. Proveer un plan de estudios que apoya al sistema que provee maestros de calidad que apoyan la diversidad cultural en nuestra comunidad y ofrece oportunidades para avanzar.
2. Proveer un plan de estudios riguroso que provee una exposición a buenas oportunidades que producen estudiantes y graduados completos.
3. Proveer un camino para encontrar una carrera y un colegio adecuado.
4. Desarrollar una fundación en los estudiantes de pensamiento crítico y como resolver problemas desde la primaria hasta el 12vo grado como una fundación de éxito académico.
5. Ofrecer un plan de estudios riguroso y robusto y programas académicos que atraerán estudiantes de adentro y afuera del extremo noreste de Denver.
6. Ofrecer actividades extracurriculares y roles de liderazgo para asegurar una involucración activa de todos los estudiantes.
7. Desarrollar un plan estratégico que apoye a un plan de estudios diverso.
8. Todos los estudiantes tienen acceso a un rango de rigurosos programas que se adecuan a sus necesidades (HTG, IEP, etc.)
9. Oportunidades académicas y demostrables en la región; las personas no deben tener que irse del área para encontrar oportunidades académicas.

Accountability/Manteniéndonos sinceros y honestos.

1. Be clear of expectations for students, parents, teachers and admin with a partnership agreement. Explore incentive possibilities for parents with students who are successful
2. Use multiple measures of growth to evaluate teacher performance
3. Comparative metric that kids themselves can monitor where they can compare themselves with kids in other countries
4. All students at grade level or above prior to transferring to next grade level (academic intervention recovery)

1. Estar claro con las expectativas de los estudiantes, padres, maestros y el administrativo a través de un acuerdo de colaboración. Explorar la posibilidad de incentivos para los padres y maestros para que tengan éxito.
2. Utilizar múltiples medidas del crecimiento y desarrollo para evaluar el rendimiento de los maestros.

3. Medidas comparativas que los niños se pueden monitorear y se pueden comparar ellos mismos con otros niños de otros países.
4. Todos los estudiantes están al nivel escolar o más arriba antes de pasar al siguiente grado.

Outcomes

1. Strive to make a commitment to excellence in everything we do
 2. We will not accept or tolerate low performing or failing schools
 3. Educators and all stakeholders will serve the whole student
 4. Schools have to offer extracurricular activities that reflect diversity like dance, music, sports, etc. (Spanish translation)
 5. Ensure that all kids learn English and keep their native language (Spanish translation)
 - All students will be prepared academically for college without remediation (misplaced, not included in vote)
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1. Buscar tener el compromiso de la excelencia en todo lo que hacemos.
 2. No vamos a tolerar o aceptar escuelas de bajo rendimiento.
 3. Los educadores y toda la comunidad interesada ayudaran a los estudiantes.
 4. Las escuelas deben ofrecer actividades extracurriculares que reflejen la cultura y diversidad tales como deporte, música, danza, etc.
 5. Asegurar que los niños aprendan inglés y mantengan su lengua natal.
 - Todos los estudiantes estarán académicamente preparados para el colegio sin tener que utilizar remediación. (ésta no se incluyo por falla técnica)

Other Principles Not Voted On:/Otros principios en los que no se votó

The following items submitted on Post-Its were not voted on since it was felt they had already been incorporated either within the list of values collected at the first meeting (i.e. pride and diversity) or were seen as strategies that fit under broader guiding principles (i.e. training is a strategy for achieving the guiding principles under rigorous curriculum and accountability).

Los siguientes temas (que se propusieron a través de notas) no se votó en ellos debido a que se pensó que fueron incorporados dentro de la lista de valores recolectados en la primera junta (ej. Orgullo, y diversidad) o fueron vistos como estrategias que caben dentro de los principios que nos guían (ej. El entrenamiento es una estrategia para alcanzar los principios que nos guían bajo un plan de estudios riguroso y que nos mantiene honestos)

Pride/Orgullo

1. Honor the past, while looking toward the future
 2. All students feel accepted, valued and cared for
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1. Honrar el pasado, mientras vemos hacia el futuro.
 2. Todos los estudiantes se sienten aceptados, valorados y atendidos.

Diversity/Diversidad

1. Schools have adequate books that reflect the culture of the school body (Spanish Translation)
 2. Clearly defined culture that honors diversity
 3. Schools will implement powerful multi-pronged approach to diversity including training, intentional school culture, instruction and community engagement to produce global citizens of the 21st century
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1. Libros adecuados para todos los estudiantes que reflejan la cultura de los estudiantes.
 2. Una cultura bien definida que honra la diversidad.
 3. Las escuelas implementarán una diversa estrategia para entrenar sobre la diversidad, la cultura de la escuela enseñanza e involucración de la comunidad para producir ciudadanos globales del siglo 21.

Staff Development and Capacity/Desarrollo del personal y de la capacidad

1. Provide training for evaluators to ensure accuracy of evaluations and increase support for new and struggling teachers
 2. Attract, support, develop, retain and reward our most effective leaders and teachers
 3. Strive to build capacity to meet the regional need for diverse rigorous programs
 4. Principals trained to lead school climate development; community engagement
 5. Parents trained to be strong community advocates for education and their community
 6. Trainings to combat racism, homophobia, sexism, xenophobia, and ageism
 7. Ensure a mechanism of effective communication among parents, students and teachers (Spanish Translation)
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1. Proveer entrenamiento para los evaluadores para asegurar la exactitud de las evaluaciones para mejorar el apoyo de nuevos maestros y maestros que necesitan ayuda.

2. Atraer, apoyar, desarrollar, retener y reconocer a nuestros líderes y maestros.
3. Buscar lograr la capacidad de alcanzar los estándares regionales para rigurosos programas de diversidad.
4. Directores de la escuela están entrenados para ser líderes del clima de la escuela e involucrar a la comunidad.
5. Padres entrenados para ser líderes en ayudar a sus hijos en su educación y la comunidad.
6. Entrenamientos para combatir el racismo, homofobia, sexismo y xenofobia.
7. Asegurar un mecanismo de comunicación efectiva entre los maestros los padres y estudiantes