



SCHOOL DISTRICT NO. 1
IN THE CITY AND COUNTY OF DENVER
DENVER, COLORADO

AGENDA
BOARD OF EDUCATION SPECIAL MEETING

ADMINISTRATION BUILDING
900 GRANT STREET
FIRST FLOOR BOARD ROOM
November 19, 2007

OPENING OF MEETING – 5:00 p.m.

Call to Order
Pledge of Allegiance
Roll Call

BOARD MEMBER REPORTS

SUPERINTENDENT'S REPORTS

Summary of School Actions / Update – Brad Jupp, Chief Academic Policy Advisor to the Superintendent

CONSENT AGENDA*

Chief Academic Officer

***Motion to Approve Beacon Schools Recommendations** – The Board of Education will be asked to approve the recommendations for the Beacon Schools.*

***Motion to Approve Charter School Recommendations** – The Board of Education will be asked to approve the recommendations for the Charter School.*

***Motion to Approve Ground Lease between Denver School of Science and Technology and Denver Public Schools** – The Board of Education will be asked to approve the Ground Lease with a Purchase Option for the Denver School of Science and Technology to construct an addition on the building and property belonging to Denver Public Schools.*

* Items scheduled for action at this meeting are noted in italics

** Items for information only

Resolution Concerning School Reform – The Board of Education will be asked to approve the School Reform Resolution.

Resolution Concerning Requests for Proposal – The Board of Education will be asked to approve the Resolution concerning proposals for the processes and procedures to implement the School Reform plan.

Motion to Approve Reform, New Schools, and School Closures – The Board of Education will be asked to approve the following school actions consistent with the accompanying Board resolutions and supporting documents:

(1) closure of the following schools at the end of school year 2007 - 2008:

- (i) Fallis Elementary School
- (ii) Hallett Elementary School
- (iii) Mitchell Elementary School
- (iv) Remington Elementary School
- (v) Smedley Elementary School
- (vi) Whiteman Elementary School, and
- (vii) Wyman Elementary School

(2) rolling grade level closure of existing academic program at Kunsmiller Middle School starting at the end of school year 2007-2008 through end of school year 2009 – 2010 (academic program continues for currently enrolled students);

(3) open Kunsmiller Creative Arts Academy as early as school year 2008-2009;

(4) closure of existing academic program at Place Middle School at the end of school year 2007-2008

(5) open new ECE-8 for school year 2008-2009;

(6) closure of existing academic program at Horace Mann Middle School at the end of school year 2007-2008;

(7) open new ECE-8 at Horace Mann for school year 2008-2009;

(8) program change at Gilpin Elementary School to a neighborhood Montessori ECE-8 to be gradually introduced beginning 2008-2009;

(9) opening of a new ECE-8 at Cole Middle School beginning as an ECE-7 in 2008-2009 on the condition that a qualified school leader is selected by December 20, 2007;

(10) re-allocation of annual savings from above school closures according to the attached financial plan, to be annually reviewed and approved by the Board of Education during its annual budget process.

5:50 p.m. – 6:10 p.m.

The Board of Education will recess and reconvene to address the remaining agenda items.

Board of Education

Motion to Receive the Denver Election Commission Certification of Election Results – The Board of Education will receive the Certification of Election Results for the School Board election of November 6, 2007, and declare the following individuals had been elected as directors for School District No. 1, in the City and County of Denver, State of Colorado: (1) Bruce Hoyt, District No. 1, 4-year term; (2) Arturo Jiménez, District No. 5, 4-year term; and (3) Theresa Peña, Director-at-Large, 4-year term.

* Items scheduled for action at this meeting are noted in italics

** Items for information only

Recognition of Board of Education Member Rev. Lucia Guzman – The Board of Education will recognize service and contribution of Rev. Lucia Guzman upon completion of tenure as a School Board Member.

Oath of Office for Newly Elected Board Members – Judge Andre Rudolph will administer the Oath of Office for the Board of Education to Bruce Hoyt, Arturo Jiminez and Theresa Peña.

Welcoming of Arturo Jiminez as School Board Member - The Board of Education will welcome newly elected Arturo Jiminez as a member of the Board of Education.

Election of Board of Education Officers – The incumbent Board of Education Secretary will call for the selecting of Board of Education Officers. The Board of Education will vote to elect (1) President, (2) Vice President(s), (3) Secretary and (4) Treasurer, for two-year terms. The Denver School District’s General Counsel will officiate the elections.

Motion Certifying Board of Education Officers Elections – The Board of Education will be asked to certify the elections of the Officers of the Board of Education.

Motion to Reaffirm Appointment of Assistant Secretary – The Board of Education will reaffirm the appointment of Jacque Lucero as Assistant Secretary to the Board of Education.

Motion to Reaffirm Appointment of Assistant Treasurer – The Board of Education will reaffirm the appointment of Velma Rose as Assistant Treasurer to the Board of Education.

OLD BUSINESS

NEW BUSINESS**

8:00 P.M. ADJOURNMENT

* *Items scheduled for action at this meeting are noted in italics*

** *Items for information only*

MOTION

I move that the Board of Education approve the Beacon School recommendations as outlined in the attached recommendation reports.

School Innovation Grants and Beacon Schools

Recommendation Report for 2008-09
Barrett Elementary School



Denver Public Schools

Barrett Elementary School

Summary:	Collaboration with Clayton foundation to implement a birth - grade 5 continuum of early education.
Funding Type:	Joint SIG/Beacon Grants
Total funds requested:	\$ 276,832
Duration:	3 years
Overall Recommendation:	Deny
Main rationale for decision:	Since the district is currently working on ECE initiatives, Barrett's proposal could potentially serve as a model for other schools seeking to align curriculum in ECE through grade 5. However, the proposal is weighted heavily on explaining parental outreach initiatives and insufficient information is provided on what articulation across grade levels would look like based on the efforts of two separate staff teams (Barrett and Clayton staff).

	Beacon
Overall Recommendation:	Deny
Main rationale for decision:	The proposal does not adequately address the K-5 educational program. No academic goals or measurable goals are articulated, and it is unclear how this program would be marketed. The district's transition to full day ECE may diminish the need for the proposed services.

The below components are deemed by the SIG and Beacon advisory committees as not meeting the requisite standards and criteria of a School Innovation Grant, or Beacon School designation. A summary of concerns articulated by the committees is provided under each component to inform Barrett Elementary of areas that need to be addressed or improved prior to consideration for the next SIG/Beacon grant cycle in 2008-2009. Components not present below indicate that the proposal provides adequate evidence and/or meets SIG or Beacon specified standards in those areas.

Academic Program

Information and necessary detail is lacking in the proposal to demonstrate what the curriculum alignment process would look like and what kind of professional development will be offered around ensuring that this alignment is sustained by staff. The proposal provides sufficient detail on the parental/community building dimension, but sparse information is provided on the academic program and the conceptual framework around the alignment work. In addition, the proposal does not reference alignment between Barrett and Smiley; although that initiative requires alignment with a very distinct (IB) educational program.

Leadership and Staffing

Inadequate information is presented in the proposal to understand how the curriculum alignment will be implemented across two different teams of staff working together.

Professional Development

Extensive detail provided on professional development (Epstein program) but inadequate information is provided to describe professional development efforts related directly to ensuring and sustaining success of aligning and modifying the current academic program at Barrett.

Monitoring/Evaluating Reform through Assessments

The 10% above district targets specified in the proposal do not appear to be informed by past achievement history or an understanding of student growth trajectories. In addition, the proposal does not present readers with a general picture of envisioned student success at Barrett.

Budget Narrative and Fiscal Sustainability

Although Barrett Elementary claims that funding for the parent coordinator position will be self-sustainable from demonstrated success, SIG grants cannot be used for FTE purposes. Past SIG schools have demonstrated that increased enrollments or demonstrated success of a program does not necessarily expand the fiscal capacity of a school to fully fund or sustain staff positions associated with the innovation/reform.

Demographics and Enrollment

The recruitment plan seems to rely solely on Clayton. There is no discussion of why only 15% of Clayton's students transitioned to Barrett last year, or what specific actions that will be taken by Barrett to recruit more of those students.

I. Academic Plan

This plan was jointly developed and will be co-implemented by Barrett Elementary School and The Clayton Foundation (“the Partners”). Its focus is to implement a seamless birth – grade 5 continuum of learning (curriculum, instruction, parent programs and supports) that serves children and their families.

Barrett’s academic vision is that all students will achieve to their potential and develop into self-directed learners. To this end, Barrett will hold high expectations for academic attainment and behavior, and provide high quality instruction and curriculum in a safe and nurturing learning environment. A key strategy in achieving this vision is immersing students in language and literacy in many different ways and across all content areas. A related overarching strategy is implementing a plan for family involvement that is innovative (linked to a birth – grade 5 continuum and implemented through a vibrant public/private partnership with Clayton), and grounded in scientific research. The plan will reach beyond information sharing and isolated parent workshops to build a school culture of shared responsibility and accountability for student outcomes.

The Partners’ joint aspirations are well-captured by a sign displayed at Barrett last fall: “Now Enrolling Families for Fall”. The use of the word “families” rather than “students” was intentional. It was designed both to honor the role of parents, and to put parents on notice that their children’s success depends on their willingness to work together and at common purpose with the school.

As Barrett develops the skills of its staff and organizes its human and other resources to meet ambitious goals, the intent is not just to “add on” a parent involvement component to the Title I School Improvement Plan (which is grounded in the Denver Plan and features the district’s curriculum, instructional program and assessments). Rather, Barrett will integrate specific processes for family involvement into all aspects of the school community and the way the school does business.

According to the Harvard Family Research Project, three family involvement processes emerge from the evidence base as clearly supporting positive outcomes for elementary children (higher reading scores, language growth and development, motivation to achieve, prosocial behavior and quality work habits). The Beacon program will target these processes consistently throughout the birth–grade 5 continuum.

- *Parenting* - providing support, sensitivity and encouragement, appropriate instruction based on child’s development and characteristics, and respect for child’s growing autonomy. Having social networks of families, friends and neighbors that serve as a resource to their children.
- *Home School Relationships* - communicating effectively with the school, participating in school events and being involvement in programs.
- *Responsibility for Learning Outcomes* - supporting literacy, helping with homework, coordinating and managing the different environments – home, school and community – in which children learn and develop, and maintaining high expectations.

Key implementation strategies will include the development and implementation of parent workshops and learning materials that parents can use with their children at home, staff development, and a range of approaches for communicating with parents. These strategies draw on the work of Dr. Joyce Epstein of the Center on School, Family, and Community Partnerships, and the Harvard Family Research Project.

Clayton operates an Early Head Start (EHS) and Head Start (HS) program on the Clayton Campus, in close geographic proximity to Barrett. Clayton serves a population similar to Barrett’s (in terms of families’ socioeconomic status and racial/ethnic composition) and transitions approximately 60 children each year from preschool to Kindergarten. This fall, about ten of these students enrolled in Barrett.

Over the past several years, Clayton has worked to integrate its EHS and HS programs (including staffing, services to families, development of staff, curriculum/instruction) into a birth through age 5 continuum. In 2005, Clayton joined the Bounce Learning Network, administered by the Buffet Early Learning Fund and the Ounce of Prevention Fund. This national network links providers and funders around the country to come to consensus about what works in the field of early childhood education and to bring this

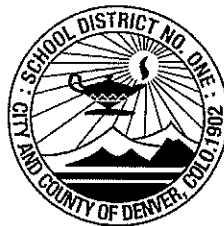
perspective to public policy debates with a united voice. In joining the network, Clayton agreed to implement programmatic requirements related to staffing and program design developed by the Ounce of Prevention Fund to assure best practices. In addition, Clayton and DPS signed an agreement to work together to establish an educational continuum from birth to grade 5, including a curriculum that builds seamlessly from one year to the next. The Beacon/SIG proposal jointly developed by Clayton and Barrett moves this agreement from intent (aspiration) to reality (implementation).

Clayton's EHS and HS programs emphasize serving the whole child in the context of their family, seeking both to engage parents in the program and to support parents in their critical role as their children's first teacher. With the advent of *No Child Left Behind*, Clayton's EHS and HS programs have evolved a more structured emphasis on developing children's oral language and other pre-literacy skills, and on nurturing the parenting habits and dispositions that help children develop these skills and successfully transition to elementary school. To this work, Clayton brings expertise gained as a two-time recipient of federal Early Reading First grants, the administrator of a federally-funded Parent Information and Resource Center in Colorado, and a member of the Bounce Learning Network.

In this Beacon/SIG proposal, Barrett and Clayton propose to work together to weave Clayton's expertise in early childhood education and parent involvement with Barrett's (and the district's) expertise at the elementary level to create a birth to grade 5 continuum. This process is not an exercise in simply connecting the existing approaches of Clayton and Barrett. Rather, our intent is to leverage and build on the strengths and expertise of each organization to inform and enrich the programming of the other, and of both as a whole. As part of this partnership, Clayton will encourage parents in its Head Start program to enroll their children in Barrett as they transition to Kindergarten. Families and children will benefit from continuity in expectations and programs. Barrett will benefit from enrollment growth and from having a critical mass of parents strongly rooted in the three target family involvement processes.

School Innovation Grants and Beacon Schools

Recommendation Report for 2008-09
Montessori Teacher Co-op



Denver Public Schools

Montessori Teacher Co-op Beacon

Summary:	SIG funds to be used for one-time start up costs associated with purchasing curriculum materials.
Funding Type:	Joint SIG/Beacon Grant
Total funds requested:	\$ 419,100
Duration:	7 years
Overall Recommendation:	Deny. NOTE: The committee felt that this proposal represents quality work from the teachers involved and would recommend that they be able to play an advisory role in the development of the Montessori program at Gilpin Elementary.
Main rationale for decision:	Denial reasons: <ol style="list-style-type: none"> 1. The committee does not believe it can reasonably support a proposal for this program until the district defines the funding model for the incremental costs associated with this program. 2. The applicants do not have a facility to house their program. 3. The proposal did not provide evidence that there is demand for the proposed school. The district is in the process of opening up its fourth Montessori program (Gilpin) and the demand for a 5th school is not clear. 4. Articulation of capacity for current full-time teachers to implement the envisioned authentic components of the program by the fall of next year was not provided convincingly.

	Beacon
Overall Recommendation:	Deny. NOTE: The committee felt that this proposal represents quality work from the teachers involved and would recommend that they be able to play an advisory role in the development of the Montessori program at Gilpin Elementary.
Main rationale for decision:	Denial reasons: <ol style="list-style-type: none"> 1. The proposal did not provide evidence that there is demand for the proposed school. The district is in the process of opening up its fourth Montessori program (Gilpin) and the demand for a 5th school is not clear. 2. The applicants do not have a facility to house their program. 3. The district funding model for Montessori programs is not defined. Until it is, the committee does not feel it can recommend approval of this program. 4. Not reasonable to assume they will be able to attract teachers that are already Montessori trained; if they cannot, training is expensive (around \$15,000). 5. Might have difficulty with NCLB highly qualified requirements. 6. Logistical implementation concerns exist. 7. Phase in timeline is long and expensive. 8. Sufficient detail regarding student achievement measures and analysis of data was not provided, especially since it can be difficult to attach this type of model to a standards based system.

I. Educational Program

We are proposing an authentic Montessori program that is endorsed by the Association Montessori Internationale. This program will serve students from 3 years old to 12 years old (6th grade).

Through the implementation of authentic Montessori methods we hope to address the district goals of setting high expectations, improving the performance of all students, and closing the gap of student performance.

Through the School Innovation Grant, we will be able to purchase the materials that are necessary to run an authentic Montessori program.

Our school will use the Montessori curriculum. Students will be grouped in multi-aged classrooms (3-6, 6-9, 9-12). Each classroom will have a complete set of Montessori materials. These are specially designed, manipulative materials for development that invite children to engage in learning activities of their own individual choice. Under the guidance of a trained Montessori teacher, children in a Montessori classroom learn by making discoveries with the materials, cultivating concentration, motivation, self-discipline, and a love of learning. Montessori emphasizes learning through all five senses, not just through listening, watching, or reading.

Montessori is designed to help all children reach their fullest potential at their own unique pace. A classroom whose children have varying abilities is a community in which everyone learns from one another and everyone contributes. Moreover, multi-age grouping allows each child to find his or her own pace without feeling "ahead" or "behind" in relation to peers.

In addition to the DPS benchmark assessments and CSAP, we will also use Montessori-specific progress reporting mechanisms which track the student's progress within the Montessori environment. We will also try to align assessment techniques with Montessori curriculum.

We will use multi-aged groupings, which are an essential part of Montessori education. Montessori programs group children as follows: Preschool: Ages 3-6+ Elementary I: Ages 6-9 Elementary II: Ages 9-12. Multi-aged classrooms enhance the Montessori dynamic by reducing competition, maximizing curriculum options available to any one child, providing a family atmosphere that plays a vital role in socialization, and permitting older children to model advanced work for younger children.

Montessori cannot be done piecemeal; it is a total curriculum approach that is integrated and sequential. Full benefits can be achieved only if the dynamic of the total program is understood by a Montessori trained teaching staff that shares a common educational philosophy.

Montessori children are well prepared for later life academically, socially, and emotionally. In addition to scoring well on standardized tests, Montessori children are ranked above average on such criteria as following directions, turning in work on time, listening attentively, using basic skills, showing responsibility, asking provocative questions, showing enthusiasm for learning, and adapting to new situations.

School Innovation Grants and Beacon Schools

Recommendation Report for 2008-09
Schenck Elementary School



Denver Public Schools

Schenck Elementary School

Summary:	SIG funds would be used to develop an English Language Acquisition (ELA) lab school in partnership with the BUENO center in the University of Colorado, Boulder. The partnership would be aimed specifically at enhancing the instructional quality for ELA teachers and improving learning outcomes of ELA students.
Funding Type:	Joint Beacon/SIG grant
Total funds requested:	\$348,000
Duration:	5 years
Overall Recommendation:	Approve on the basis of meeting conditions specified in the below section.
Conditions	<p>The SIG advisory committee recommends that the following conditions be fulfilled by the grantee. The first six conditions must be fulfilled by January 31, 2008 and the last condition should be provided on a recurring basis at the end of each academic year for duration of the SIG grant.</p> <ol style="list-style-type: none"> 1. Ensure that envisioned reform plan is designed to meet all requirements and stipulations of the ELA federal court order. ELA compliance staff in the district must approve the reform plan prior to implementation. 2. Provide specification of the evaluation strategies. Utilize the expertise of the staff at the BUENO Center in this effort. 3. Provide additional detail that connects the climate and culture plan to specific behavior and performance indicators. 4. Provide clarification on expenditures and expected outcomes associated with Spanish immersion program in Mexico. The SIG advisory committee recommends that in-state options for acquiring Spanish language skills should also be considered as an alternative option. Clarification on language immersion experience should discuss the trade-offs and value-added of pursuing language training in Mexico. 5. Review all other budget items with staff from the New Schools Development Office and the Finance Office to ensure accuracy and cost efficiency in all categories. The outcome must include a budget established in accordance with Finance Office standards. 6. Review the Executive Coaching services with Instructional Superintendent and New Schools Office staff to ensure necessity. 7. Provide DPS with a status report update at the end of each academic year for duration of SIG grant. This update serves to provide evidence that the proposed reform is being effectively monitored and implemented over time.
Main rationale for decision:	The creation of an English Language Acquisition lab school by drawing on the guidance and expertise of the BUENO center in the University of Colorado, Boulder has the potential to: 1) deepen the pedagogical practices of ELA teachers; 2) impact and enhance the achievement of ELA students; and 3) serve as a demonstration site for ELA instruction for other district schools. The SIG advisory

	committee recognizes that the school and the larger district face a continuous and increasing challenge of accommodating ELA students. The proposed partnership with the BUENO center has the potential to provide DPS with insights on how to better leverage resources more effectively toward improving ELA instruction district-wide.
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	Beacon
Overall Recommendation:	Approve
Main rationale for decision:	<p>The plan presents a strong approach to improving the achievement of all students at Schenck, particularly English language learners. As well, the plan presents a compelling and strong plan for providing additional and unique professional development in support of this plan. The partnership with the BUENO Center at CU-Boulder is a strong component of the plan and is likely to yield sustainability and depth in the professional development at the school. The committee feels that the proposed program will lead to increased student achievement at the school, create a strong professional environment and reflect a unique collaboration among leadership and staff at the school.</p> <p>In addition, the educational goals are clearly articulated, and a precise timeline for implementation is included. The implementation plan is good, and there is strong support from the faculty as well as community organizations. Introducing English instruction to ELL students earlier is a compelling component of this proposal.</p>

Note: Detailed staff and SIG advisory committee assessment of the proposal is available upon request.

Executive Summary

Educational Program

As a school that values bilingualism and biculturalism, we have begun to implement Literacy Squared, a Dual-Immersion strand and an after school language enrichment program.

Through Literacy Squared we begin formal English literacy instruction sooner for students whose dominant language is Spanish, and maintain Spanish literacy instruction throughout a student's elementary education. We assess all Spanish speakers in both languages in order to look at the language development of the whole child. Using various assessment instruments, we plan lessons to ensure that students are receiving instruction in both languages at their zone of proximal development. Our purpose is to teach English better, not faster, while making explicit cross language connections for children.

Our Dual-Immersion strand is in its early stages. We currently have one kindergarten and one first grade class with the hopes of adding a classroom at each grade level through the fifth grade. The classes are made of up 50% English speakers and 50% Spanish speakers, providing each student the opportunity to learn a second language and to serve as language models for one another.

It is hoped that we will soon add a language enrichment component to our comprehensive after-school program. These extra opportunities for second language development in both English and Spanish will serve our entire community. Our school will continue to move forward to honor and represent our neighborhood and larger community.

School Innovation Grants and Beacon Schools

Recommendation Report for 2008-09
Skinner Middle School



Denver Public Schools

Skinner Middle School

Summary:	SIG funds to be used for implementing a differentiated instruction focus as a school-wide strategy for accommodating all learners.
Funding Type:	Joint SIG/Beacon Grant
Total funds requested:	\$ 344,000
Duration:	4 years
Overall Recommendation:	Deny
Main rationale for decision:	The proposal departs from the Arts focus previously supported by the community and seeks to implement strategies that are already expected to be in place for all students in DPS.

	Beacon
Overall Recommendation:	Deny
Main rationale for decision:	The proposal is too broad, and encompasses multiple vaguely related ideas. The model proposed does not appear to vary significantly from what is already expected from DPS schools. The proposal also reflects a shift away from a recent revitalization of the school, which was supported by the community.

The below components are deemed by the SIG and Beacon advisory committees as not meeting the requisite standards and criteria of a School Innovation Grant, or Beacon School designation. A summary of concerns articulated by the committees is provided under each component to inform Skinner Middle School of areas that need to be addressed or improved prior to consideration for the next SIG/Beacon grant cycle in 2008-2009. Components not present below indicate that the proposal provides adequate evidence and/or meets SIG or Beacon specified standards in those areas.

Academic Program

The district already considers the approach of using differentiated instruction as an effective strategy for meeting the needs of different learners, and therefore an emphasis on this approach is not considered to be innovative or distinct from practices that should ideally be in place. In addition, the proposal lacks detail on plans to assess the service learning component.

Leadership and Staffing

The leadership and staffing model presented in the proposal depicts a top-down structure that does not give insight into the nature of collaborations that will take place in successfully implementing the differentiated instruction focus. Moreover, no evidence is provided to determine what kind of staffing capacity is available to sustain community ties and partnerships.

Monitoring/Evaluating Reform through Assessments

Targeted outcomes set by the school are not supported by any historical achievement context or set by an evaluation of prior student growth in Skinner. Moreover, all outcomes are pegged only to the CSAP and little information or insight is provided on how the school plans to evaluate and monitor the reform over time and throughout the school year using a variety of interim, formative and summative assessments and strategies.

Community Engagement

The proposal lacks information on how parental outreach efforts such as home visits will be maintained and sustained over time. In addition, there is no mention of staff support.

Budget Narrative and Fiscal Sustainability

Line items consist primarily of recurring costs that cannot be sustained with SIG grants. No alternative plans are presented in the proposal to determine how these costs will be sustained over time.

The teacher job description lists requirements that fall outside of the contract. The budget would need to reflect pay for these activities.

Physical Learning Environment

Modifications to the scale requested should not be undertaken without a full building evaluation and master plan. Room size adjustments of this scale should be done as part of a complete building rehabilitation. The budget does not include classroom modifications.

EXECUTIVE SUMMARY

I. Educational Program

Skinner Middle School
The legacy, the passion, the opportunity
Educating and motivating life-long learners who explore, create and achieve.

At Skinner Middle School, we envision:

- A dynamic education community where ALL students and staff are actively and constantly engaged in purposeful learning activities leading to consistently high levels of academic and personal achievement.
- A community of learners, including students, staff, and families, collaborating to acquire and utilize the instructional, personal, and community resources that develop academic, social, and life skills leading to future success.
- An intentional culture, based upon a set of core values, that creates the ideal learning environment in which to gain 1) academic knowledge and skills, and 2) knowledge, understanding, and appreciation of the many assets brought to our school and our society by diverse cultures and points of view.
- A community of learners that is committed to setting individual and school-wide goals, and is constantly assessing individual and school-wide progress toward achievement of those goals.

The Beacon Schools Initiative and School Innovation Grant will ensure that Skinner Middle School becomes the DPS model of Differentiated Learning for both adults and students. SIG funds will facilitate the continued development of a comprehensive approach to differentiated learning that has begun in 2007-08 in alignment with the nine indicators used in CDE school improvement process.

The comprehensive Skinner Differentiated Learning model will support both adults and students. Staff will have their personal learning differentiated through three unique opportunities: a “Challenge-by-Choice” staff retreat to support team building, leadership development cycle to build leadership capacity within the school, and the Internal Learning Lab program focusing on instructional practice. Student learning needs will be differentiated through the support of three innovative components: a comprehensive Pyramid of Interventions to support academics and behavior in alignment with Response to Intervention, individualized Reading and Math Plans for all 8th graders to support high school preparation, and a coherent school-wide Service Learning program that combines thoughtful community service with academic learning.

Beacon School Initiative

Recommendation Report for 2008-09
The Hawkins School



Denver Public Schools

The Hawkins School

Summary:	To develop a rigorous and engaging science and arts academic program that encourages critical thinking, creativity, and achievement while considering each student's strengths and needs.
Overall Recommendation:	Deny
Main rationale for decision:	<p>While the proposal reflects a strong summary of a potentially attractive teaching model, the proposal is lacking in several key areas required to open a new school. Specifically,</p> <ul style="list-style-type: none"> • The applicants do not have a facility, and the ability to obtain one prior to the 08-09 school year is uncertain. • Implementation plan is lacking in precision and detail. As well, the proposal lacks a business plan. • Community support details are lacking. • Student recruitment plan, strategy, etc., were missing. <p>Although it is the committee's opinion that the educational program proposed is an excellent model, the ability of the applicants to successfully implement it school wide based on their written plan is far from certain. The committee recommends that the applicants work with instructional leadership to discuss their options for the 2008-09 school year. Further, the New Schools Development Office staff will meet with the applicants to review the specific reasons for denial, provide additional feedback and discuss future options.</p>

The below components are deemed by the Beacon advisory and technical committees as not meeting the requisite standards and criteria of a Beacon School. A summary of concerns articulated by the committees are provided under each component to inform The Hawkins School of areas that need to be addressed or improved prior to consideration for the next Beacon cycle in 2008-2009. Components not present below indicate that the proposal provides adequate evidence and/or meets Beacon specified standards in those areas.

Academic Program

The proposal lacks adequate detail regarding the science curriculum. In addition, a plan for addressing ELL and SPED needs is not articulated. In general, not enough information is provided regarding the implementation plan for the academic program.

Leadership and Staffing

The proposal does not effectively describe the capacity of the proposed leadership to effectively lead a Beacon school, or demonstrate how the leadership team will collaborate with the faculty to set academic goals, implement the curriculum, and assess student progress. An organizational chart is not included.

Professional Development

A tentative calendar of schedule illustrating the allocation of time for professional development activities is not included.

Monitoring/Evaluating Reform through Assessments

More information is necessary regarding the assessments to be used, and the data to analyze data in an ongoing manner. In addition, it is not entirely clear how information gained through various sources will be consolidated so that they can be effectively used for evaluative purposes.

Enrollment and Community Engagement

It is difficult to gauge demand for the Hawkins school, as there have been no focus groups or surveys to confirm parent interest. It is not clear how strong community support is for the proposed school in general.

Fiscal Sustainability

The proposal would be bolstered by the inclusion of community organizations or funding sources that have expressed an interest in working with the school, or that the leadership team has identified as potential resources.

Physical Learning Environment

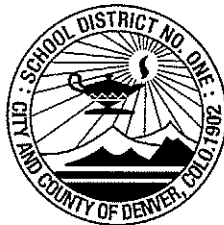
Art and science sections as well as outdoor classroom space requirements indicate that there will be a facility cost which cannot be estimated without more detailed vision and selection of a housing facility.

The Hawkins School for Arts and Science will focus on:

- Establishing a strong and dedicated diverse community of teachers, students, and families committed to the common goal of children achieving to their highest potential through:
- A strong inquiry based science curriculum that encourages children to think like scientists and allows them to develop personal constructions of meaning in the observation of scientific phenomena
- A rich learning environment where students will focus on an engaging and relevant range of science topics taken from the disciplines of chemistry, physics, biology, earth sciences and health
- An 'open studio concept' where students will be supported in making creative extensions and connections to all content areas in an ethos of collaboration across grade levels in engaging, relevant activities and discourse
- Opportunities for environmental education through the creation of outdoor classrooms that provide multiple opportunities for scientific observation, environmental stewardship and service learning
- The creation of an equally rich professional environment for teachers where they will participate in focused, collaborative professional development that supports school goals
- Participation in a Teacher Center where teachers learn with and from each other in the context of focused classroom observation and discourse
- Action Research in which teachers will journal and note student participation, lesson successes, and other aspects of classroom life using qualitative and quantitative research processes to further school goals

School Innovation Grants and Beacon Schools

Recommendation Report for 2008-09
William Roberts School



Denver Public Schools

William Roberts School

Summary:	Funds to be used to incorporate service learning as a primary focus for the school's academic program.
Funding Type:	Joint SIG/Beacon Grant
Total funds requested:	\$ 71,080
Duration:	1 year
Overall Recommendation:	Deny
Main rationale for decision:	The academic design specified in the proposal does not provide adequate evidence that the school has both the internal and the external capacity to implement the program. SIG advisory committee members recommend that the school consider applying for a planning grant to determine how service learning can be sustained over time and better integrated with the existing academic program.

	Beacon
Overall Recommendation:	Deny
Main rationale for decision:	<p>The proposal does not clearly articulate measurable educational goals or outcomes, and it does not establish that the service learning curriculum proposed will result in increased student performance. There is also excessive reliance on an external provider to implement key aspects of the program.</p> <p>However, the committee finds many elements of this proposal compelling. They would support the idea of a planning grant so that the school could investigate the best way to integrate service learning into a challenging curriculum. The committee would also like to see the school revise the proposal in a way that shifts more of the responsibility for implementation of service learning from an outside source to the school. The district should facilitate putting the school in contact with district resources that have experience implementing service learning programs.</p>

The below components are deemed by the SIG and Beacon advisory committees as not meeting the requisite standards and criteria of a School Innovation Grant, or Beacon School designation. A summary of concerns articulated by the committees is provided under each component to inform William Roberts of areas that need to be addressed or improved prior to consideration for the next SIG/Beacon grant cycle in 2008-2009. Components not present below indicate that the proposal provides adequate evidence and/or meets SIG or Beacon specified standards in those areas.

Academic Program

Although the service learning model holds promise as a potentially innovative design, the academic design presented does not provide convincing evidence that this model will be implemented successfully. Additional information on the envisioned implementation of service learning provided by the school illuminate practices that are or should already be in place (e.g. a balanced literacy approach)

and does not adequately address how service learning will be integrated with the existing curriculum and sustained as a focal point for the school.

Leadership and Staffing

The proposal is missing key information on how the collaboration across staff and leadership will be fostered to support this particular reform. Aside from the creation of a new FTE position to strengthen service learning opportunities, the proposal does not provide details on staff buy-in for this “new” service learning orientation in the academic program and lacks critical information on staffing capacity to ensure effective program implementation.

Professional Development

The professional development piece in the proposal contains no evidence that the school has a clearly defined plan for ensuring that all teachers are provided adequate feedback and guidance for promoting service learning as an integral component to the curriculum. Although the school indicates that an external contractor, Earthforce, will be largely charged with leading professional development for teachers, there is no evidence provided to determine whether the vendor has expertise in curriculum or in expanding pedagogical content knowledge through service learning.

Monitoring/Evaluating Reform through Assessments

Targeted outcomes set by the school are not supported by any historical achievement context or set by an evaluation of prior student growth in William Roberts. Very little information is provided on how the school plans to evaluate and monitor the reform over time and throughout the school year using a variety of interim, formative and summative assessments and strategies.

Budget Narrative and Fiscal Sustainability

Line items included in budget are aligned with proposal but consist primarily of recurring costs (e.g. field trips) that cannot be sustained over time by SIG grants.

Demographics and Enrollment

Very little evidence of teacher or parent buy in is presented. Although the proposal provides a detailed explanation of how this educational model is aligned with the principles that guided the founding of the Stapleton planned community, the proposal does not address how parent and teacher support have been garnered and will be maintained.

Executive Summary

I. Educational Program

William Roberts will serve as a positive academic and community focused school that will give families an alternative to the other programs in the Stapleton area. Specifically, we propose to engage in service learning in conjunction with the academic program established through the Denver Plan.

“Service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.

According to the National Commission on Service Learning, service-learning:

- Links to academic content and standards
- Involves young people in helping to determine and meet real, defined community needs
- Is reciprocal in nature, benefiting both the community and the service providers by combining a service experience with a learning experience
- Can be used in any subject area so long as it is appropriate to learning goal
- Works at all ages, even among young children

In general, authentic service-learning experiences have some common characteristics (taken mostly from Eylar and Giles 1999).

- They are positive, meaningful and real to the participants.
- They involve cooperative rather than competitive experiences and thus promote skills associated with teamwork and community involvement and citizenship.
- They address complex problems in complex settings rather than simplified problems in isolation.
- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than only to draw upon generalized or abstract knowledge such as might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real-world situation.
- They promote deeper learning because the results are immediate and uncontrived. There are no "right answers" in the back of the book.
- As a consequence of this immediacy of experience, service-learning is more likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well as ideas, and hence to support social, emotional and cognitive learning and development.”

— *National Service-Learning Clearinghouse*



**DENVER PUBLIC SCHOOLS
INTERDEPARTMENTAL COMMUNICATION**

New Schools Development Office

To: Members, Board of Education

From: Shayne Spalten, Senior Officer and Counsel, New Schools

Date: November 16, 2007

Subject: **Charter School Resolutions**

Please find the attached resolutions for your consideration in anticipation of the Board of Education's vote on new charter school applicant proposals on November 19, 2007.

Cc: Michael Bennet, Superintendent
Sarah Hughes, Chief of Staff
Tom Boasberg, Chief Operating Officer
Jaime Aquino, Chief Academic Officer
Brad Jupp, Senior Academic Policy Advisor

**SCHOOL DISTRICT NO. 1
IN THE CITY AND COUNTY OF DENVER,
STATE OF COLORADO
RESOLUTION NO. ____**

WHEREAS, on September 11, 2007, the Board of Education received an application for consideration of a "DENVER SCHOOL OF SCIENCE AND TECHNOLOGY CHARTER SCHOOL MIDDLE GRADES EXPANSION"; and

WHEREAS, on September 20, 2007, the applicants presented to the Board of Education; and

WHEREAS, the Board of Education, through District staff, informed the applicant of any missing contents required by statute in the application and the applicant was provided reasonable opportunity to provide additional information; and

WHEREAS, the District School Improvement and Accountability Council reviewed the application; and

WHEREAS, on October 18, 2007, the District School Improvement and Accountability Council presented to the Board of Education its recommendation to approve the application; and

WHEREAS, on September 20, 2007, October 18, 2005, and November 15, 2007, the Board of Education held public hearings in which the applicants and other interested parties could provide information regarding the application; and

WHEREAS, on November 8, 2007, the District staff presented its recommendation to approve the application to the Board of Education; and

WHEREAS, following reasonable public notice, the Board of Education has considered the application submitted by the "DENVER SCHOOL OF SCIENCE AND TECHNOLOGY," the comments and all additional information provided by the applicant, the report of the District School Improvement and Accountability Council, information received at public hearings, and the report from the District staff.

NOW, THEREFORE, be it resolved that:

The charter application for "DENVER SCHOOL OF SCIENCE AND TECHNOLOGY MIDDLE GRADES EXPANSION" be approved for negotiation of a charter contract with the following conditions:

- A. By March 1, 2008, the applicant shall provide evidence that it has secured a location in Northeast Denver that is acceptable to the District; and

- B. By March 1, 2008, the applicant shall provide an estimate of necessary construction and/or renovation expenses for the school facility, such estimate shall be prepared by a professional architect; and
- C. By March 1, 2008, the applicant shall provide a revised budget for the school that includes projected costs for the facility and identifies startup funds necessary to implement the school's educational program; and
- D. By March 1, 2008, the applicant shall establish an enrollment process that ensures that the school is open to all students and a recruitment plan to attract and enroll a diverse student population, which shall include but not be limited to, enrolling at least 40 percent of students who are eligible for free/reduced price lunch, and make annual progress towards achieving this goal; and
- E. By March 1, 2008, the applicants shall establish benchmarks for implementation of the proposed educational program, including, but not limited to:
 - 1. The specific content and materials for courses to be offered, explicitly aligned to district and state standards;
 - 2. Instructional guides for courses aligned with district and state standards;
 - 3. Development of academic assessments aligned to district and state standards;
 - 4. A more clear definition of the program for English language learners that the school will implement, including but not limited to:
 - a. The methods of instruction;
 - b. The human and fiscal resources necessary to implement such a program; and
 - c. A detailed description of the professional development activities that will help all teachers meet the needs of diverse learners, particularly English language learners.

These benchmarks are to be developed by the applicant and subject to District approval. Opening of the proposed charter school for the 2008-2009 school year shall be subject to attainment of these benchmarks; and

- F. By March 1, 2008 or a date otherwise agreed to by the District, the applicant shall provide the District with written enrollment commitments from at least 75 students, including such information necessary to enroll those students in the charter school for the 2008-2009 school year; and

- G. By March 31, 2008, the applicant shall provide the District with written commitments for at least 75 percent of the funds necessary to construct or renovate the proposed facility, and for at least 50 percent of necessary startup funds; and
- H. By May 1, 2008, the applicant shall obtain written commitments for all funds necessary to construct or renovate the facility and for startup funds; and
- I. By May 1, 2008, the applicant shall provide the District with written enrollment commitments from at least 120 students, including such information necessary to enroll those students in the charter school for the 2008-2009 school year; and
- J. Enrollment shall be limited to students in grades six through eight except that enrollment in 2008-2009 shall be limited to students in grade six and that the school may add one additional grade each year; and
- K. The maximum number of students who may be enrolled in the school shall be limited to 375 (consistent with facilitating the academic success of students enrolled in the charter school, facilitating the charter school's ability to achieve the other objectives specified in the charter contract, and ensuring that the school does not exceed the capacity of the charter school facility); and
- L. The term of the charter shall be five years.

The applicant and District staff shall develop and submit to the Board of Education for approval a charter contract consistent with the application, the foregoing conditions and state and federal law.

**SCHOOL DISTRICT NO. 1
IN THE CITY AND COUNTY OF DENVER,
STATE OF COLORADO
RESOLUTION NO. _____**

WHEREAS, on September 11, 2007, the Board of Education received an application for consideration of a charter school referred to as "THE DENVER VENTURE SCHOOL"; and

WHEREAS, on September 20, 2007, the applicant presented to the Board of Education; and

WHEREAS, the Board of Education, through District staff, informed the applicant of any missing contents required by statute in the application and the applicant was provided reasonable opportunity to provide additional information; and

WHEREAS, the District School Improvement and Accountability Council reviewed the application; and

WHEREAS, on October 18, 2007, the District School Improvement and Accountability Council presented to the Board of Education its recommendation to approve the application; and

WHEREAS, on September 20, 2007, October 18, 2007, and November 15, 2007, after giving reasonable public notice, the Board of Education held public hearings in which the applicant and other interested parties could provide information regarding the application; and

WHEREAS, on November 8, 2007, the District staff presented its recommendation to approve the application to the Board of Education; and

WHEREAS, following reasonable public notice, the Board of Education has considered the application submitted by "THE DENVER VENTURE SCHOOL," the comments and all additional information provided by the applicant, the report of the District School Improvement and Accountability Council, information received at public hearings, and the report from the District staff.

NOW, THEREFORE, be it resolved that:

The charter application for "THE DENVER VENTURE SCHOOL" be approved for negotiation of a charter contract with the following conditions:

- A. By March 1, 2008, the applicant shall provide evidence that it has secured a location that is acceptable to the District; and

- B. By March 1, 2008, the applicant shall provide an estimate of necessary construction and/or renovation expenses for the school facility, such estimate shall be prepared by a professional architect;
- C. By March 1, 2008, the applicant shall provide a revised budget for the school that includes projected costs for the facility and identifies startup funds necessary to implement the school's educational program;
- D. By March 1, 2008, the applicant shall establish an enrollment process that ensures that the school is open to all students and a recruitment plan to attract and enroll a diverse student population;
- E. By March 1, 2008, the applicants shall establish benchmarks for implementation of the proposed educational program for serving students with special needs, including, but not limited to, English language learners. Such benchmarks shall address the following:
 - 1. The methods of instruction;
 - 2. The staff and resources available for instructing such students; and
 - 3. The professional development activities that will help all teachers meet the needs of students with special needs, including English language learners.

These benchmarks are to be developed by the applicant and subject to District approval. Opening of the proposed charter school for the 2008-2009 school year shall be subject to attainment of these benchmarks;

- F. By March 1, 2008, the applicant shall submit a Memorandum of Understanding, or other evidence acceptable to the District, detailing an adequate plan regarding the respective legal liabilities of the Denver Venture School and the Junior Achievement Program, including appropriate insurance coverage, for the proposed student-run business;
- G. By March 31, 2008 or a date otherwise agreed to by the District, the applicant shall provide the District with written enrollment commitments from at least 75 students, setting forth names and other information necessary to enroll those students in the charter school for the 2008-2007 school year;
- H. By March 31, 2008, the applicant shall provide the District with written commitments for at least 75 percent of the funds necessary to renovate the proposed facility, and for at least 50 percent of necessary startup funds;
- I. By May 1, 2008, the applicant shall obtain written commitments for all funds necessary to construct or renovate the facility and for startup funds;
- J. By May 1, 2008, the applicant shall provide the District with written enrollment commitments from at least 110 students, including such

information necessary to enroll those students in the charter school for the 2008-2009 school year; and

- K. Enrollment shall be limited to students in grades nine through twelve except that enrollment in 2008-2009 shall be limited to students in grade nine and that the school may add one additional grade each year;
- L. The maximum number of students who may be enrolled in the school shall be limited to 450 (consistent with facilitating the academic success of students enrolled in the charter school, facilitating the charter school's ability to achieve the other objectives specified in the charter contract, and ensuring that the school does not exceed the capacity of the charter school facility); and
- M. The term of the charter shall be granted for three years.

The applicant and District staff shall develop and submit to the Board of Education for approval a charter contract consistent with the application, the foregoing conditions and state and federal law.

**SCHOOL DISTRICT NO. 1
IN THE CITY AND COUNTY OF DENVER,
STATE OF COLORADO
RESOLUTION NO. ____**

WHEREAS, on September 11, 2007, the Board of Education received an application for consideration of a charter school referred to as "THE GUADALUPE SCHOOL"; and

WHEREAS, on September 20, 2007, the applicant presented to the Board of Education; and

WHEREAS, the Board of Education, through District staff, informed the applicant of any missing contents required by statute in the application and the applicant was provided reasonable opportunity to provide additional information; and

WHEREAS, the District School Improvement and Accountability Council reviewed the application; and

WHEREAS, on October 18, 2007, the District School Improvement and Accountability Council presented to the Board of Education its recommendation to deny the application; and

WHEREAS, on September 20, 2007, October 18, 2007, and November 15, 2007, after giving reasonable public notice, the Board of Education held public hearings in which the applicant and other interested parties could provide information regarding the application; and

WHEREAS, on November 8, 2007, the District staff presented its recommendation to deny the application to the Board of Education; and

WHEREAS, following reasonable public notice, the Board of Education has considered the application submitted by "THE GUADALUPE SCHOOL," the comments and all additional information provided by the applicant, the report of the District School Improvement and Accountability Council, information received at public hearings, and the report from the District staff.

NOW, THEREFORE, be it resolved that:

The charter application for "THE GUADALUPE SCHOOL" as proposed is incomplete or insufficient in addressing the application requirements; is not in the best interests of the pupils, school District, or community; and is therefore denied for the following reasons:

- I. The applicant has not submitted a fully developed, research-based educational program that has been aligned with State and District standards as follows:

- A. The applicant has failed to provide a research basis for its proposed science, social studies and fine arts curricula and instructional plan;
 - B. The applicant has failed to provide an instructional plan and research basis for its program at the middle grades. The applicant has also explained that it would take significant time to develop such a program, indicating that the applicant's proposed educational program is a work in progress; and
 - C. The applicant has failed to show how its proposed educational program for the K-5 grades is aligned with State content standards.
- II. The applicant has not demonstrated adequate parent, teacher, and community support for the proposed school as follows:
- A. The applicant admits that, given the location of three other public dual language programs in the vicinity of the school (Academia Ana Maria Sandoval, Bryant-Webster and Valdez), there may not be demand for the program beyond the first year in the area which it intends to locate;
 - B. The applicant claims that it is still in the process of collecting "hard evidence" that students currently enrolled at the *Escuela de Guadalupe* will be interested in enrolling at The Guadalupe School;
 - C. While the applicant has indicated that it would expect current students at the *Escuela de Guadalupe* to enroll at The Guadalupe School, there are likely some students that have been motivated to attend the *Escuela de Guadalupe* because of its religious mission, who would not be motivated to enroll at a school that does not include a religious program;
 - D. Furthermore, according to the applicant, the *Escuela de Guadalupe* is not currently at full capacity. The applicant's proposal calls, however, for more than double the current enrollment at the *Escuela de Guadalupe*;
 - E. The applicant has not yet provided any other evidence of intent to enroll at the proposed Guadalupe School; and
 - F. The District School Improvement and Accountability Council recommended that the charter school be denied (see the District School Improvement and Accountability Report).
- III. The program is not likely to be implemented as proposed as follows:
- A. The applicant intends to enroll students only in the Kindergarten and the Sixth Grade. However, the applicant's enrollment projections do not reflect the likely attrition rate in the area in which it intends to locate;

- B. The applicant has indicated that it does not expect that its current facility is a viable option after the proposed school's first year of operation, but has not yet identified a potential facility for its second year and beyond; and
 - C. It is unlikely that the applicant will be able to recruit sufficient numbers of teachers who are highly qualified and bilingual or proficient in Spanish or have an endorsement in English as a Second Language or Bilingual Education.
- IV. The applicant's proposed budget is not economically sound as follows:
- A. The applicant depends on substantial grants and fundraising to sustain its operating costs and has provided no contingency budget should its grant and fundraising goals not be met;
 - B. The program's reliance on fundraising to meet its operating costs is projected to increase over time; and
 - C. The applicant has not budgeted adequately for the costs of leasing and operating a school facility.
- V. The application appears to constitute a request for the conversion of a private school to a public charter school, which is prohibited by law.

MOTION

I move that the The Board of Education approves the ground lease agreement with Denver School of Science and technology on the terms set forth herein. The Board of Education authorizes officers of the Board and Staff to negotiate and execute an agreement to implement this action.

DENVER PUBLIC SCHOOLS
Interdepartmental Communication

To: Board of Education

Through: Michael Bennet, Superintendent

From: Trena Deane, Acting Executive Director, Facility Management

Date: November 8, 2007

Subject: Request Approval Of The Ground Lease With A Purchase Option For The Denver School Of Science And Technology To Construct An Addition On The Building And Property Belonging To Denver Public Schools

Purpose.

To receive approval of authorizing officers of the Board and staff to negotiate and execute ground lease between School District No.1 in the City and County of Denver, State of Colorado DSST Building Corporation, a Colorado nonprofit corporation.

Facts on the Issue.

On July 1, 2003, the Denver Public Schools' ("District") Board of Education approved the charter application ("Charter") of the Denver School of Science and Technology ("DSST"). On January 30, 2004, because DSST received approval to operate a charter school, Forest City Stapleton II LLC ("Forest City") donated 10 acres of land to construct a charter school on Stapleton to DSST. ("Land Contract") Forest City's Land Contract included as a condition of the donation that DSST would transfer a portion of the land described as Parcel A, to the District (Exhibit 1) while land that remained, or Parcel B, would belong to DSST (Exhibit 2).

On May 6, 2004, to support the construction of the charter school, the District amended the DSST Charter by incorporating the relevant conditions from the Forest City Land Contract as follows: (a) DSST would transfer Parcel A to the District by executing Buy and Sell of Real Estate Contract; (b) the District would provide five million dollars (\$5,000,000) of its 2003 General Obligation Bond to help fund the construction of a building on Parcel A; which it owns; (c) the District would permit DSST to lease the portion of the district-owned school building; and (d) permit DSST to secure a construction loan to fund the construction for its portion of the building, for by which encumbered its property adjacent to District property. Reportedly, DSST will have its \$1,500,000 bond obligation paid in full by 2014 and once those financial obligations are retired their building and land will become District property.

In 2008, DSST will seek to add grades six through eight to its education program. Therefore, to accommodate the anticipated student increase at the school, DSST would like to construct an addition to the building. The structure however would be on property that is likely to become District property in 2014. Consequently, DSST requests the Board to approve the proposed ground lease for the following reasons: First, because the building addition would be a capital improvement of more than \$100,000, the Board authorization is required. Also, DSST cannot build the addition based on the possible but uncertain contingency the Board will approve the proposed ground in 2014 after the land becomes District property. Approval of a ground lease by this Board would resolve this uncertainty.

In anticipation that the Board approves the ground lease, the parties have reached an agreement; it should be noted the term of the ground lease is for ten years beginning in 2014 and would run with the current DSST Charter Contract or any charter that may be approved in the future. In the unlikely event their charters were revoked without cause by the District would then have the option to purchase the DSST building addition for two million five thousand dollars (\$2,500,000). Also, it should be made clear, 'With Cause' is the legal standard the District would have to establish to revoke any charter.

Finally, as was the case with the first construction project, DSST will be responsible for the entire cost and management of the construction project. Furthermore, the construction project would not require the expenditure of any District funds. Additionally, DSST would have to provide a performance bond and other assurances that project is financially feasible and will not exceed the required 5% debt allowance under the Charter Contract, or the other financial commitments DSST has with respect to its bonds, loans, and leases.

Recommendation.

Approve the ground lease so DSST can construct the building addition to the current school and authorize the District's staff to complete the negotiations for a ground lease with a purchase option contingent upon successful renewal and amendment of the 2003 DSST Charter Contract to implement this action.

The Board of Education approves the ground lease agreement with Denver School of Science and technology on the terms set forth herein. The Board of Education authorizes officers of the Board and Staff to negotiate and execute an agreement to implement this action.

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1 IN THE CITY AND COUNTY OF DENVER,
COLORADO

RESOLUTION NO. _____

IMPROVING THE ACADEMIC AND FINANCIAL CONDITION OF THE DISTRICT

WHEREAS, the Board and Denver Public Schools believe that over the next decade Denver can lead the nation's cities in student achievement, high school graduation, college and career preparation, and college matriculation;

WHEREAS the Denver Plan serves the district as a broad strategic plan to reform the Denver Public Schools to better accomplish this goal;

WHEREAS Denver Public Schools has worked closely with A+ Denver, a citizens group of 150 people who live and work in Denver and whose mission is to make student achievement and public school reform the top priority in Denver;

WHEREAS A+ Denver established a Finance and Facilities Subcommittee to review the financial condition of the district and make recommendations to improve resource allocation to more fully implement the Denver Plan and improve student achievement;

WHEREAS A+ Denver and the Denver Public Schools Board of Education believe that allocation of instructional resources is improved through increased enrollment in schools and reduced facility and other operational costs, which would allow for increased academic resources focused on student learning and meeting the goals of the Denver Plan;

WHEREAS A+ Denver Finances and Facilities Subcommittee developed a set of principles and criteria for the District to use when considering program and facility changes necessary to improve resource allocation and advance the reform agenda of the Denver Plan;

WHEREAS the Denver Public Schools further believes that it can dramatically improve the academic and financial condition of the district through increased opportunity for early childhood education, development of new, innovative, and high performing schools, stabilization of finances, deployment of additional resources to drive improved academic performance in targeted underperforming schools, and, over time, the full implementation of the Denver Plan;

WHEREAS, on October 1, 2007 the Denver Public Schools announced six central proposals to dramatically improve the academic and financial condition of the district that

reflect these beliefs and are faithful applications of the principles and criteria set forth by the A+ Denver Finance and Facilities Subcommittee;

WHEREAS Denver Public School and A+ Denver have engaged the community through a wide range of forums, school meetings and other opportunities to ensure open and transparent consideration of the Denver Plan, the A+ Denver principles and criteria, and the recommendations for reform

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Denver Public Schools shall continue to pursue the instructional reforms of the Denver Plan.
2. The Denver Public Schools shall create innovative and high performing schools, especially secondary schools, by conducting a Request for Proposal (RFP) process to solicit new schools for the 2009 school year and beyond.
3. The Denver Public Schools shall work to expand high quality Early Childhood Education and Kindergarten programs to improve student achievement, close the learning gap and increase enrollment.
4. The Denver Public Schools shall pursue stabilizing its budget by financing its pension liabilities, fully funding its pension and selling surplus real estate.
5. Close eight school buildings and create five new schools in existing buildings.
 - a. All new schools will develop according to a New School Development Plan. The New School Development Plan will be based on best practices for school development. It shall incorporate specific conditions and common milestones for reporting progress. Conditions are specific actions the district and school must complete by a date certain articulated in the plan to ensure a strong school, including selection of a school leader. Milestones are important deadlines in the overall process of the school's development to be monitored by the district and the board to ensure a strong school, including: student recruitment rates, fiscal plans, academic program development, staff selection and professional development, community engagement, school/community safety initiatives and facility improvement. The plan will also reflect the unique nature of each new school development project, especially academic programming and the school's relations to the community of learners it will serve.
 - b. District staff shall make regular updates to the Board of Education on the progress of all schools toward the milestones in the New School Development Plan.
 - c. New School Plans will be effective until the district approves the school's Improvement Plan. From that point, the new school will be

held accountable for academic outcomes using the district's School Performance Framework.

6. Ensure that all students affected by school closures have better educational opportunity and that additional resources go to drive improved academic performance in targeted underperforming schools.
 - a. District staff shall make regular updates to the Board of Education on the academic progress of all students affected by school closures, including students displaced by school closings.

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1 IN THE CITY AND COUNTY OF DENVER,
COLORADO

RESOLUTION NO. _____

NEW SCHOOLS DEVELOPMENT

WHEREAS, the Board and Denver Public Schools believe that over the next decade Denver can lead the nation's cities in student achievement, high school graduation, college and career preparation, and college matriculation;

WHEREAS, the Board of Education seeks to make Denver Public Schools the best urban school district in the nation by dramatically improving the academic and financial condition of the district;

WHEREAS, the Denver Plan represents the core instructional reforms to improve achievement for all students and also calls for creation of compelling school choices across the district;

WHEREAS, the Board of Education believes that critical to this goal is the creation of innovative and high performing schools, especially secondary schools;

WHEREAS, the Board of Education understands that national research and experiences in similar urban school districts indicate that new schools are best created through a "request for proposal" (RFP) process that draws on internal and external, local and national, educational expertise and talent;

NOW, THEREFORE, BE IT RESOLVED:

1. The Board of Education is hereby directing staff to initiate a "request for proposal" process with the purpose of creating new and innovative school options within Denver Public Schools to begin in the spring 2008.
2. The Board of Education is hereby directing staff to create systems which will develop and support the innovative and high performing new school options created by the RFP in Denver Public Schools.

MOTION

I move that the Board of Education approve the following school actions consistent with the accompanying Board resolutions and supporting documents:

(1) closure of the following schools at the end of school year 2007 - 2008:

- i. Del Pueblo
- ii. Fallis Elementary School
- iii. Hallett Elementary School
- iv. Mitchell Elementary School
- v. Remington Elementary School
- vi. Smedley Elementary School
- vii. Whiteman Elementary School, and
- viii. Wyman Elementary School

(2) rolling grade level closure of existing academic program at Kunsmiller Middle School starting at the end of school year 2007-2008 through end of school year 2009 – 2010 (academic program continues for currently enrolled students);

(3) open Kunsmiller Creative Arts Academy as early as school year 2008-2009;

(4) closure of existing academic program at Place Middle School at the end of school year 2007-2008

(5) open new ECE-8 for school year 2008-2009;

(6) closure of existing academic program at Horace Mann Middle School at the end of school year 2007-2008;

(7) open new ECE-8 at Horace Mann for school year 2008-2009;

(8) program change at Gilpin Elementary School to a neighborhood Montessori ECE-8 to be gradually introduced beginning 2008-2009;

(9) opening of a new ECE-8 at Cole Middle School beginning as an ECE-7 in 2008-2009 on the condition that a qualified school leader is selected by December 20, 2007;

(10) re-allocation of annual savings from above school closures according to the attached financial plan, to be annually reviewed and approved by the Board of Education during its annual budget process.

Ensure Savings Follow Affected Students

In addition to the standard per pupil revenue that will follow students to their new schools, the district will also reinvest \$2 million or 60% of the total savings into the schools of reassignment. Another 29% of the overall savings (\$1 million) will be used to support under-performing schools to improve student learning. The remaining 11% of the savings (\$400,000) will be used to fund the development of new, high performing schools and programs through the creating of the RFP process. The central office will receive none of the revenue from the school closings.

\$3.5 million saved in annual costs from 8 closed buildings

- o **60%** of the savings from school closures will be reinvested in the schools of reassignment listed below. These funds will be available to the school for three years and then the District will revisit the commitment.

60% to the New Assignment Schools:

Greenlee	\$150,000
Horace Mann	\$475,000
Cole	\$525,000
Place	\$500,000
Smith	\$275,000
Stedman	\$175,000

- o **29%** of the savings from school closures will be used to support **targeted under-performing schools** (\$1 million) with the lowest School Accountability Ratings (Barrett, Bruce Randolph, Cheltenham, Cowell, Ford, Howell, Gilpin, Godsmen, North, and Rishel). These funds will be available to the school for two years and then the District will revisit the commitment.
- o **11%** of the savings from school closures will be used to fund the **development of new, high performing schools** and programs throughout the District (\$400 K).

Additional funds

Additional funds will be targeted at enhancing the instructional program at the new schools. A listing of possible research-based strategies for use of these funds is below. Schools will be expected to engage the school community in recommending how to spend these funds. Instructional Superintendents and the Chief Academic Officer will approve how the funds are spent to ensure the following criteria:

- they are focused on improving the academic program at the new school;
- they meet the goals of the Denver Plan; and
- they are sustainable over time.

Guidelines for spending of additional funds include:

- Reducing class size;
- Eliminating split classes;
- Full-day kindergarten;
- Intervention teachers/paraprofessionals;
- Intervention programs;
- Extended day/year opportunities;
- Enrichment opportunities;
- Programs to develop intentional school cultures;
- Community/parent outreach programs, i.e. Program Coordinators;
- More social/emotional support, i.e. counselors, social workers, psychologists; and
- More job-embedded professional development opportunities geared at improving student achievement.

MOTION

I move that the Board of Education receive the Denver Election Commission Certification of Election Results in the school board election on November 6, 2007, and declare that the following individuals have been elected as directors of School District No. 1, in the City and County of Denver, State of Colorado:

Bruce Hoyt	District No. 1	4-year term
Arturo Jiminez	District No. 5	4-year term
Theresa K. Peña	Director-at-Large	4-year term



CITY AND COUNTY OF DENVER

CLERK and RECORDER ELECTIONS DIVISION

Stephanie Y. O'Malley
CLERK and RECORDER
ELECTIONS DIVISION

303 W. Colfax Ave, Dept 101
Denver, Co. 80204

TELEPHONE: 720-913-8683
FAX: 720-913-8600
TTY: 720-913-8657

November 19, 2007

Denver Public Schools

Please find enclosed an official Certificate of Election for the offices of Director-At-Large, Director District 1, and Director District 5 as a result of the November 6, 2007 Coordinated and Regular Biennial School Election.

The official results for Director-At-Large are as follows:

Rita Montero	12,534
Theresa Peña	34,760
John McBride	26,054

The official results for Director District 1 are as follows:

Frank E. Derserino	2,304
Bruce L. Hoyt	12,079
Laurence E. Botnick	4,226

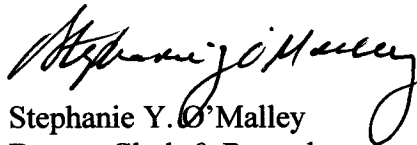
The official results for Director District 5 are as follows:

Jose G. Silva	1,098
Raymond J. Gutierrez	2,413
Tony Curcio	3,488
Arturo Jimenez	3,878

I have also enclosed an Official Summary of Results for your records.

If you have any questions with regards to the election, please feel free to contact me.

Very truly yours,



Stephanie Y. O'Malley
Denver Clerk & Recorder

Certificate of Election City and County of Denver

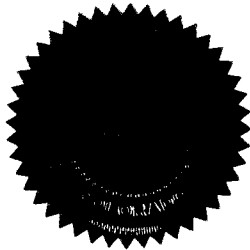
I, Stephanie O'Malley, Clerk and Recorder for Denver County, do hereby certify that at a Coordinated and Regular Biennial School Election held in Denver County on the 6th day of November, 2007.

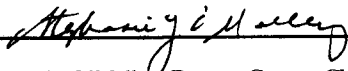
The following number of votes were cast for the office of

SCHOOL DISTRICT NUMBER 1 – DIRECTOR DISTRICT 5

Jose G. Silva	1,098
Raymond J. Gutierrez	2,413
Tony Curcio	3,488
Arturo Jimenez	3,878

In Witness Whereof, I have hereunto set my hand and official seal this 19th day of November, 2007.




Stephanie O'Malley, Denver County Clerk and Recorder

Certificate of Election City and County of Denver

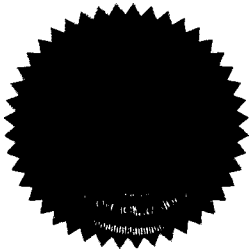
I, Stephanie O'Malley, Clerk and Recorder for Denver County, do hereby certify that at a Coordinated and Regular Biennial School Election held in Denver County on the 6th day of November, 2007.

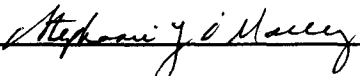
The following number of votes were cast for the office of

SCHOOL DISTRICT NUMBER 1 – DIRECTOR DISTRICT 1

Frank E. Deserino	2,304
Bruce L. Hoyt	12,079
Laurence E. Botnick	4,226

In Witness Whereof, I have hereunto set my hand and official seal this 19th day of November, 2007.




Stephanie O'Malley, Denver County Clerk and Recorder

Certificate of Election City and County of Denver

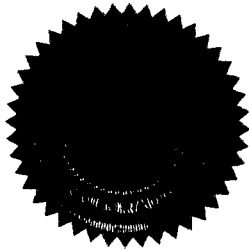
I, Stephanie O'Malley, Clerk and Recorder for Denver County, do hereby certify that at a Coordinated and Regular Biennial School Election held in Denver County on the 6th day of November, 2007.

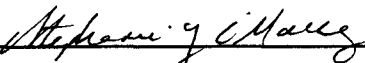
The following number of votes were cast for the office of

SCHOOL DISTRICT NUMBER 1 – DIRECTOR-AT-LARGE

Rita Montero	12,534
Theresa Peña	34,760
John McBride	26,054

In Witness Whereof, I have hereunto set my hand and official seal this 19th day of November, 2007.




Stephanie O'Malley, Denver County Clerk and Recorder

OATH OF OFFICE FOR SCHOOL DISTRICT NO. 1

STATE OF COLORADO
CITY AND COUNTY OF DENVER

I, Arturo Jiminez, do solemnly swear, or affirm, that I will faithfully perform the duties of the office of Board Member of School District No. 1 in the City and County of Denver and State of Colorado, as required by law; and that I will carefully keep and preserve all records, books, and other property of the District that may come into my hands, and deliver the same to my lawful successor in office; and, further, that I will support the Constitution of the United States, the Constitution of the State of Colorado, and the laws made pursuant thereto.

Arturo Jiminez

Subscribed and sworn to before me this 19th day of November, 2007.

Judge Andre Rudolph

Jacquie Lucero,
Notary Public

My commission expires: _____

OATH OF OFFICE FOR SCHOOL DISTRICT NO. 1

STATE OF COLORADO
CITY AND COUNTY OF DENVER

I, Bruce Hoyt, do solemnly swear, or affirm, that I will faithfully perform the duties of the office of Board Member of School District No. 1 in the City and County of Denver and State of Colorado, as required by law; and that I will carefully keep and preserve all records, books, and other property of the District that may come into my hands, and deliver the same to my lawful successor in office; and, further, that I will support the Constitution of the United States, the Constitution of the State of Colorado, and the laws made pursuant thereto.

Bruce Hoyt

Subscribed and sworn to before me this 19th day of November, 2007.

Judge Andre Rudolph

Jacquie Lucero,
Notary Public

My commission expires: _____

OATH OF OFFICE FOR SCHOOL DISTRICT NO. 1

STATE OF COLORADO
CITY AND COUNTY OF DENVER

I, Theresa Peña, do solemnly swear, or affirm, that I will faithfully perform the duties of the office of Board Member of School District No. 1 in the City and County of Denver and State of Colorado, as required by law; and that I will carefully keep and preserve all records, books, and other property of the District that may come into my hands, and deliver the same to my lawful successor in office; and, further, that I will support the Constitution of the United States, the Constitution of the State of Colorado, and the laws made pursuant thereto.

Theresa Peña

Subscribed and sworn to before me this 19th day of November, 2007.

Judge Andre Rudolph

Jacquie Lucero,
Notary Public

My commission expires: _____

MOTION

I move that the Board of Education certify the Board of Education Officers elections and further, recognize _____ as President; _____ as Vice President _____; _____ as Vice President _____; _____ as Secretary; and _____ as Treasurer, conditioned upon the filing of a surety bond in a form satisfactory to the Board and the faithful performance of duties as required by law and the bylaws of the Board of Education.

MOTION

I move that Jacquie Lucero be re-appointed as Assistant Secretary of the Board of Education, conditioned upon the filing of a surety bond in the form satisfactory to the Board and the faithful performance of duties as required by law and the bylaws of the Board of Education.

MOTION

I move that Velma Rose be re-appointed as Assistant Treasurer of the Board of Education, conditioned upon the filing of a surety bond in the form satisfactory to the Board and the faithful performance of duties as required by law and the bylaws of the Board of Education.