MINUTES OF THE LEGISLATIVE MEETING (01-18[l]) OF THE
BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 1
IN THE CITY AND COUNTY OF DENVER AND STATE OF COLORADO
HELD IN THE BOARD ROOM, 900 GRANT STREET
6:15 P.M., THURSDAY, DECEMBER 13, 2001

I. Call To Order

President Elaine Gantz Berman called the meeting to order at 6:35 p.m. The following Board of Education members were present: Ms. Elaine Gantz Berman, Mrs. Susan G. Edwards, Rev. Lucia Guzman, Mrs. Michelle Moss, Mr. Kevin Patterson, and Mr. Lester Woodward. Mr. James Mejia arrived at 6:40 p.m.

Assistant Secretary Jacque Lucero read the notice of the meeting.

RECOGNITION

Denver Public Schools Retirement System

Ms. Gantz Berman introduced and welcomed David Stella, Director of the Denver Public Schools Retirement System, who has taken over that position upon the retirement of Alan Belstock.

Centennial Elementary School Students Story Quilts

Ms. Gantz Berman introduced Joan Meister, representing Centennial Elementary School. Ms. Meister explained that Centennial students had created story quilts and held an exhibition at which over 500 of them were displayed. She said that 130 of them had been selected to display on all seven floors of the district administration building. The project, she said, began in February of 2001, when one class at Centennial undertook an artist study of Faith Ringold’s work in story quilts; that classroom’s work soon spread throughout the entire school and grew into a celebration of the positive side of the lives of children. She said the children were asked to use the quilt concept to commemorate the people, experiences, and events in their lives that made them smile.

She introduced Centennial principal Joellen Davis and the volunteers who helped her mount the exhibit Peggy Welsh, Heidi Ferguson, Carol Earl, and Leslie Vobrick.

Mrs. Edwards thanked the students for sharing their stories and artwork with the employees of, and visitors to, the administration building. It is a treat, she said, for people in the building to have the opportunity to enjoy the artistic efforts of the students of the district, and it has been a heartwarming experience.

Dr. Wartgow agreed and said that he has seen many people lingering over the story quilts, studying them and reading about them and that it has been a good reminder for administrative
employees that everyone employed by the district is there to support the children whose creativity brought this work to the building. He thanked the students for allowing their pictures to be displayed in the administration building.

II. Consent Agenda

Ms. Lucero read the agenda items by number and section. In accordance with consent agenda procedures, Board members requested that the following items be held for discussion:

IV-A-2 Adoption of Textbooks
IV-A-5 Unsatisfactory School Improvement Plans
IV-A-6 Resolution 2765 — KIPP: Sunshine Peak Academy Charter School Application
IV-A-7 Resolution 2766 — Colorado High School of Denver Charter School Application
IV-A-8 Resolution 2767 — Metro Academy of Technology and Science Charter School Application
IV-A-9 Resolution 2768 — Denver School of Science and Technology
IX-A-1a M-01-23 — Policy Deletion — Various Policies, Section B
IX-A-1b M-01-24 — Rescind Board of Education Policies
IX-A-1e M-01-27 — Revisions to Board of Education Bylaws

Mrs. Edwards moved adoption of the items on the consent agenda not held for discussion, and Mr. Mejia seconded the motion. A roll call vote was recorded as follows: voting aye, Ms. Gantz Berman, Mrs. Edwards, Rev. Guzman, Mr. Mejia, Mrs. Moss, Mr. Patterson, and Mr. Woodward. The motion was declared duly carried.

The following items were approved under the consent agenda process:

III. Board of Education Reports

A. Board Member Reports

1. Board of Education Secretary

   a. Minutes of the Staff Hearing and Public Hearing of November 2, 2001; the Special Public Hearing of November 8, 2001; and the Legislative Meeting of November 15, 2001 — It was recommended that the Board of Education approve the minutes for the above meetings.
IV. Superintendent's Reports/Presentations

A. Superintendent's Special Reports

1. Gifts — It was recommended that the Board of Education approve the Gift Report. A copy of this report is appended to the official minutes of this meeting as Appendix 01-18(l), IV-A-1.

3. Curriculum Matrices for Art, Foreign Language, Music, and Physical Education — It was recommended that the Board of Education approve the Curriculum Matrices for art, foreign language, music, and physical education. A copy of these matrices are appended to the official minutes of this meeting as Appendix 01-18(l), IV-A-3.

4. Content Standards for Civics and Economics — It was recommended that the Board of Education approve the Content Standards for civics and economics. A copy of these standards is appended to the official minutes of this meeting as Appendix 01-18(l), IV-A-4.

V. Administrative Services

A. Human Resources/Labor Relations

1. Personnel Report — It was recommended that the Board of Education approve the Personnel Report. A copy of this report is appended to the official minutes of this meeting as Appendix 01-18(l), V-A-1.

2. Motion — To Authorize the Design of a Cafeteria Plan for All Eligible District Employees — It was recommended that the Board of Education approve the recommendation authorizing the district to proceed with the design of a cafeteria plan to be offered to all eligible Denver Public Schools employees (those employees who receive a district contribution for their medical coverage). A copy of this motion is appended to the official minutes of this meeting as Appendix 01-18(l), V-A-2.

3. Motion — To Accept the Arbitrator's Report — DCTA Grievance #01-15 — It was recommended that the Board of Education accept the arbitrator's report, dated November 26, 2001, in the matter of Denver Classroom Teachers Association versus Denver Public Schools, Grievance #01-15. A copy of this motion is appended to the official minutes of this meeting as Appendix 01-18(l), V-A-3.
4. **Motion — To Approve Rate Increases for Three Medicare Choice and Medicare Supplemental Plans** — It was recommended that the Board of Education approve rate increases for three Medicare Choice and Medicare Supplemental Plans: Kaiser Senior Advantage Plan, Pacificare Secure Horizons Plan II, and the DPS Health Plan. A copy of this motion is appended to the official minutes of this meeting as Appendix 01-18(l), V-A-4.

5. **Resolution 2764 — Hearing Officer s Report** — It was recommended that the Board of Education adopt Resolution 2764, in the matter of Loretta Gonzales. A copy of this Resolution is appended to the official minutes of this meeting as Appendix 01-18(l), V-A-5.

**B. Facility Management**

1. **Final Settlements** — It was recommended that the Board of Education approve the Final Settlements for Contracted Services. A copy of this report is appended to the official minutes of this meeting as Appendix 01-18(l), V-B-1.

2. **Architect Selection for the North High School Renovation Project and Storage Sheds for Various Other Schools** — It was recommended that the Board of Education approve the firm of TSP Five, Inc. as the architect for the North High School renovation project and storage sheds at various schools. A copy of this motion is appended to the official minutes of this meeting as Appendix 01-18(l), V-B-2.

3. **Professional Service Contract — Xcel Energy Resource Conservation Management Proposal** — It was recommended that the Board of Education approve the Xcel Energy Resource Conservation Management Proposal as part of the district's utility budget. A copy of this motion is appended to the official minutes of this meeting as Appendix 01-18(l), V-B-3.

4. **Motion — To Approve the Use of Additional Contingency Funds for the Grant Ranch Elementary School Project** — It was recommended that the Board of Education approve the use of additional contingency funds in the amount of $34,742 for the Grant Ranch Elementary School construction project. A copy of this motion is appended to the official minutes of this meeting as Appendix 01-18(l), V-B-4.

5. **Construction Contract for the Lake Middle School Eight-Classroom Addition Project** — It was recommended that the Board of Education approve the construction contract for the Lake Middle School eight-classroom addition project, and the firm of FCI Constructors for the construction contract. A copy of this motion is appended to the official minutes of this meeting as Appendix 01-18(l), V-B-5.
6. Construction Contract for the Kunsmiller Middle School Renovation Project — It was recommended that the Board of Education approve the construction contract for the Kunsmiller Middle School window and mechanical valve replacement project, and the firm of Alliance Construction Solutions for the construction contract. A copy of this motion is appended to the official minutes of this meeting as Appendix 01-18(l), V-B-6.

VI. Budget and Finance

A. Financial Services

1. Resolution 2769 — Authorizing the Issuance of General Obligation Qualified Zone Academy Bonds, Series 2001B, in the Aggregate Principal Amount of $3,615,400 — It was recommended that the Board of Education adopt Resolution 2769, authorizing the issuance of General Obligation Qualified Zone Academy Bonds, Series 2001B, in the aggregate principal amount of $3,615,400. A copy of this Resolution is appended to the official minutes of this meeting as Appendix 01-18(l), VI-A-1.

2. Resolution 2770 — Authorizing the Issuance of General Obligation Bonds, Series 2001C, in the Aggregate Principal Amount of $44,100,000 — It was recommended that the Board of Education adopt Resolution 2770, authorizing the issuance of General Obligation Bonds, Series 2001C, in the aggregate principal amount of $44,100,000. A copy of this Resolution is appended to the official minutes of this meeting as Appendix 01-18(l), VI-A-2.

3. Resolution 2771 — Authorizing Signatures for Banking Transactions — It was recommended that the Board of Education adopt Resolution 2771, authorizing signatures for banking transactions. A copy of this Resolution is appended to the official minutes of this meeting as Appendix 01-18(l), VI-A-3.

4. Resolution 2772 — Supplemental Budget for the Fiscal Year Beginning July 1, 2001, and Ending June 30, 2002 — It was recommended that the Board of Education adopt Resolution 2772, accepting the Supplemental Budget for the fiscal year beginning July 1, 2001, and ending June 30, 2002. A copy of this Resolution is appended to the official minutes of this meeting as Appendix 01-18(l), VI-A-4.

5. Resolution 2773 — Supplemental Budget Appropriation for Expenditures During the Fiscal Year Beginning July 1, 2001, and Ending June 30, 2002 — It was recommended that the Board of Education adopt Resolution 2773, presenting the Supplemental Budget Appropriation for Expenditures during the fiscal year beginning July 1, 2001, and ending June 30, 2002. A copy of this Resolution is appended to the official minutes of this meeting as Appendix 01-18(l), VI-A-5.
6. Resolution 2774 — Identification and Filing of Supplemental Adopted Budget and Appropriation Resolution and Copies Thereof — It was recommended that the Board of Education adopt Resolution 2774, Identification and Filing of Supplemental Adopted Budget and Appropriation Resolution and Copies Thereof. A copy of this Resolution is appended to the official minutes of this meeting as Appendix 01-18(l), VI-A-6.

7. Resolution 2776 — Certification of Levy for 2001— It was recommended that the Board of Education adopt Resolution 2776, certifying the levy for 2001. A copy of this Resolution is appended to the official minutes of this meeting as Appendix 01-18(l), VI-A-7.

VII. Denver Public Schools Retirement System

A. Motion — Compliance with Economic Growth and Tax Relief Act of 2001— It was recommended that the Board of Education approve the amendments to Section 190 of the Denver Public Schools Retirement and Benefit Plan. A copy of this motion and amendments to the plan are appended to the official minutes of this meeting as Appendix 01-18(l), VII-A.

B. Amendments to the Retirement Plan for Elimination of the Requirement that an Internal Control Audit Be Performed Every Five Years — It was recommended that the Board of Education approve amendments to Section 120.202 of the Denver Public Schools Retirement and Benefit Plan, to provide for the elimination of the requirement that an internal control audit be performed every five years. A copy of this motion is appended to the official minutes of this meeting as Appendix 01-18(l), VII-B.

C. Amendments to the Retirement Plan for Accreditation of Permitted Leaves Following Service that is Less Than Full Time — It was recommended that the Board of Education approve amendments to Section 30.03(4) of the Denver Public Schools Retirement and Benefit Plan, to provide for appropriate accreditation of permitted leaves following service that is less than full time. A copy of this motion is appended to the official minutes of this meeting as Appendix 01-18(l), VII-C.

D. Amendments to the Retirement Plan to Reflect Compliance With the Uniformed Services Employment and Reemployment Rights Act of 1994 — It was recommended that the Board of Education approve amendments to Section 230 of the Denver Public Schools Retirement and Benefit Plan, to put the plan into compliance with the requirements of the Uniformed Services Employment and Reemployment Rights Act of 1994. A copy of this motion is appended to the official minutes of this meeting as Appendix 01-18(l), VII-D.

VIII. Old Business

There was no Old Business.
IX. **New Business**

A. Resolution and Policy Revision/Adoption

1. **Second Readings**

   c. M-01-25 — Policy Revision — Policy Procedures JC-R — Pupil Assignment Procedures — It was recommended that the Board of Education approve the revisions to Policy Procedures JC-R — Pupil Assignment Procedures. A copy of this motion is appended to the official minutes of this meeting as Appendix 01-18(l), IX-A-1c.

2. **First Readings**

   a. M-01-28 — Policy Adoption — Policy FB — Historical Designation of Facilities — The Board of Education accepted proposed new Policy FB — Historical Designation of Facilities — on First Reading. A copy of the proposed new policy is appended to the official minutes of this meeting as Appendix 01-18(l), IX-A-2a.

B. **Report of Expelled Students** — The Report of Expelled Students was presented to the Board of Education for information. A copy of this report is appended to the official minutes of this meeting as Appendix 01-18(l), IX-B.

**DISCUSSION AGENDA**

IV-A-2 **Adoption of Textbooks**

Mr. Patterson moved adoption of the list of recommended textbooks. Mrs. Edwards seconded the motion.

Mr. Patterson said that it is his understanding that Board of Education policy requires that textbooks are catalogued before they are issued to individual schools. He said that he has heard that there are insufficient numbers of staff available to accomplish this, and that there are textbooks sitting in the warehouse awaiting cataloguing rather than in schools being used by students. He asked if that were true and, if so, what were the plans to address that problem.

Superintendent Jerry Wartgow said that that Board policy has been under review by staff since the beginning of the school year, and asked Wayne Eckerling, Assistant Superintendent of Research, Planning, and Special Programs, to address the issue.

Dr. Eckerling explained that the policy in question was adopted about two years ago and states that the district would put into place a textbook inventory system. The policy, he said, was revised to allow for a pilot inventory program to be conducted to determine costs and the most
efficient procedures for cataloguing books belonging to the district. He stated that the pilot program was conducted during the previous summer, with district employees receiving and bar-coding books for electronic inventory, but that the process was not smooth or efficient, and was not given adequate resources to remedy the situation. Following that experience, he said, staff reviewed the process and developed an internal proposal for a centrally run receiving and inventory system. He said that it is a very expensive proposition, with costs in excess of $1 million per year, for such things as warehouse space, full-time staff, computer software and hardware, and the cost of transporting the books to the schools.

Following the determination of the costs of the project, he said, staff spoke with school principals to determine if such a system was important enough to them to justify the price tag. He said that he was surprised to find that 75 percent of the principals said that the cost could not be justified and not to bother with such a system. As a result, he said, he and his staff decided to review the policy to see if there is a more efficient and less costly method of addressing the problem of lost or missing textbooks.

Mrs. Edwards thanked Jody Gehrig, Director of Educational Resource Services, her staff and the citizens involved in reviewing the textbooks and making recommendations about them to the Board. She said that she looked through many of the recommended textbooks and found them interesting and informative.

A roll call vote was recorded as follows: voting aye, Ms. Gantz Berman, Mrs. Edwards, Rev. Guzman, Mr. Mejia, Mrs. Moss, Mr. Patterson, and Mr. Woodward. The motion was declared duly carried.

A copy of the report entitled *Elementary, Middle, and High School Textbooks for Adoption* is appended to the official minutes of this meeting as Appendix 01-18(l), IV-A-2.

**IV-A-5 Unsatisfactory School Improvement Plans**

Rev. Guzman moved that the 21 school improvement plans, summarized in the report to the Board of Education entitled *School Improvement Plans*, be approved and that the required information be submitted to the Colorado Department of Education. Mrs. Edwards seconded the motion.

Dr. Wartgow explained that the School Accountability Reports, issued by the State of Colorado, identified schools rated unsatisfactory in the state, according to established criteria and based on the Colorado Student Assessment Program (CSAP) tests. One of the requirements under the Accountability Act, he said, is that every school that is ranked unsatisfactory must develop a school improvement plan within 90 days to be submitted to their local board of education for approval, after which they would be submitted to the Colorado Department of Education. He said that of the 30 schools in Colorado that were rated unsatisfactory, 21 of them were in the Denver Public Schools. He said that this was disheartening, considering all the hard work put into their jobs by teachers, principals, Collaborative Decision Making (CDM) teams, students, and district staff.
Dr. Wartgow said that it had been difficult to comply with the 90-day requirement due to the large number of schools involved. The plans, he said, were designed to support the mission of the Denver Public Schools, and the district’s three goals: (1) to set high expectations for students, parents, principals, teachers, and all district staff; (2) to improve the performance of all students; and (3) to close the gap between better and poorer performing students. He said that over the summer, he and his staff, realizing that the district was failing to meet the needs of many students, began immediately to set in motion remedies to address the three goals.

The first step, he said, was the reorganization of the district into four quadrants with Area Superintendents and Assistant Area Superintendents assigned to the field to be closer to the schools and offer support to the principals and staff. Additionally, he said, district staff has been working jointly and cooperatively with the Denver Classroom Teachers Association (DCTA) to develop a teacher Pay-For-Performance Project, part of which has been a process for setting specific objectives and a means of compensating teachers, at least in part, for the performance of the students that they teach. One of the positive products to emerge from the pilot program, he said, is the OASIS system, which provides teachers with a wealth of data on individual students so that they are better able to determine methods of reaching students who need additional assistance or attention. He explained that OASIS has been made available to all district schools not just to those schools participating in the Pay-For-Performance Pilot.

Dr. Wartgow said that the district has also adopted 14 strategies to support its long-term goals, each of which is designed to improve student performance. These strategies supporting the goals, he said, were developed with the idea of improving student achievement at all levels and in all schools, thus encompassing the 21 schools rated as unsatisfactory.

Dr. Wartgow said that the overall system districtwide goals are individual plans for each of the 21 schools that are rated unsatisfactory. He said that individual school improvement plans are included in the report entitled *School Improvement Plans*, as well as information about the district’s overall improvement plan. The individual school plans, he said, are works in progress and should be viewed as the beginning of methods to insure more improved communication between all the segments of the school community that impact student achievement. He explained that he and district staff would continue to work cooperatively with DCTA representatives to flesh out the plan and ensure consistent implementation of it with every school within the district.

He said that he and district staff hope to do more than simply submit a report that is in compliance with state law; rather they wish to develop real and meaningful plans, that are aligned with other actions within the district designed to foster improved student achievement. Toward that end, he said, the district has retained the services of a consultant, Cal Frazier a former Commissioner of Education for the State of Colorado. He explained that Mr. Frazier’s primary responsibility will be to provide alignment between the school improvement plans, the Pay-For-Performance objectives, the district’s accreditation report, and Title I improvement plans. There are significant challenges ahead, he said, but the only way to address them is through systemic change, rather than non-existent quick fixes. He explained that the school
improvement plans merit a great deal of discussion and that they will be made available to the public for comment over the coming months.

Dr. Wartgow explained that the following seven action steps had already been developed to jumpstart the implementation of the strategies:

- **Develop compacts with parents to support the achievement of their children based on each student’s needs**

  There has been a great deal of discussion about the importance of parents in their children’s educational careers. He said that the idea of compacts with parents is an important strategy to increase parental involvement, but is not the only strategy to deal with parental engagement. The district has contracted with Assets for Colorado’s Youth to expand their successful program for parental engagement; simultaneously, the University of Denver will be conducting an evaluation of that program to identify what in the program is successful and what is not working well. The district has also contracted with the Latin American Research and Service Agency (LARASA) to expand to eleven district schools their Community Walk Program, which has worked well in several schools. Programs for English as a Second Language and literacy programs for adults are also in development to help parents increase their ability to help their children.

- **Extend the school day and school year to provide additional instructional time for students and professional development opportunities for staff members**

  Dr. Wartgow stated that he would speak further about this issue during the Board of Education Work Session.

- **Assign instructional coaches to each school, beginning with schools that are rated unsatisfactory, in order to improve the effectiveness of classroom instruction**

  The district has retained Dr. Pat Gripp, former Douglas County Schools Assistant Superintendent for Instruction, who was responsible for developing a model program known as Building Resource Teachers, which has been widely copied and adopted across the country. Dr. Gripp would work closely with Area Superintendents to develop a full action plan, budget, and timeframe for placing instructional coaches in all school buildings.

- **Implement new programs and strengthen current efforts to increase the number of students who participate and are successful in high level, accelerated, and post-secondary classes**

  Dr. Wartgow stated that he would speak further about this issue during the Board of Education Work Session.
• **Design and implement a more effective recruiting program for teachers and principals based on strategies proven to be effective in a competitive environment**

The district will immediately begin launching a national recruitment effort for principals and assistant principals for openings within the Denver Public Schools. He said that such an effort would supplement the district's Grow Your Own Program, as well as providing an opportunity to obtain new perspectives and round out the district's recruitment program.

• **Increase consistency in all of the district's classrooms through daily use of approved resources**

This step focuses on the desire of district staff to provide more standardization of learning materials across the district. The 21 schools rated unsatisfactory are in a feeder pattern from elementary school to high school, so that the educational shortfalls build from one level to another. Inconsistency of instruction, combined with a high level of mobility within the district, has caused many of the problems suffered in schools rated unsatisfactory. The district must work on establishing more consistency and coherence of the curriculum, which will also allow for a better focus on professional development activities.

• **Integrate the English Language Acquisition Program into all district systems**

The English Language Acquisition (ELA) Program should be removed from the constraints and confines of the United States District Court Order, but still address the goal to ensure that programs are in place that are fully integrated, so that all children who do not have English as their dominant language will learn English as quickly as possible. With or without the Court Order, he said, the district is obligated and responsible to ensure that that occurs.

**First Action Step**

Aaron Gray, Director of Community Relations, said that the concept of developing compacts with parents might be the key to reaching the district's goals and graduating young people who are ready for life. He said that the Community Relations team is in contact with similar entities in other districts and that those districts that have implemented compacts with parents have named those compacts the new frontier — a vital step in basing instruction on the individual needs of the students. He said that although parental involvement has long been considered vital in education, compacts with parents are different in the fact that they call for a commitment to being involved, rather than acting as fringe participants in the education of their children. The goal, he said, is to help parents learn about student achievement to the point that they will understand the goals set for their children. He said that partnerships between the district and parents will bring about a scenario where relationships are built and teachers are assured that work in the classroom will be supported and augmented by active and informed parents. He said that the compact is a call for authentic involvement, in which the district's goals of high expectations, improved performance, and closing the learning gap will not be a vision, but rather
the norm of the Denver Public Schools. He stated that the Community Relations team is currently developing a draft of what the compact might look like, and that they look forward to sharing it with the Board.

Mr. Woodward said he has long believed in the importance of parental involvement, but asked by what methods the parents would be urged to become involved, as the concept might place stress and very important responsibilities onto school staffs.

Rev. Gray agreed and said that the compacts would involve a new process and orientation for school staffs. He said that there is currently a level of parental involvement in the schools, as parents do attend such functions as Back To School Night, holiday programs, and special events. However, he said, it will take a paradigm shift to reach a point at which parents are active enough in the educational process that they truly understand what their child is trying to achieve and what their role will be in that achievement. He said that the process should not be punitive on anyone’s part, as it is about strengthening relationships and must cut across any socio-economic barriers that exist.

Mrs. Edwards said that she is excited about the potential behind the idea of parent compacts and the idea of a partnership among students, parents, and teachers. That ideal, she said, will require a change in culture within the district and will look different in different schools, but it is a concept that must be embraced if the district’s goal of increased student achievement is to be met.

Ms. Gantz Berman said that she has seen written parental agreements before, but that sometimes the involvement ends with the signing of the agreement. She asked how these compacts would be different and what means the district would employ to ensure that they would be adhered to.

Rev. Gray agreed that the agreements and the engagement with parents must be a living dynamic. He said that a great deal of the accountability for this process will rest with teachers and principals, and will become part of how their performance is evaluated. He expressed the hope that, in the long run, staff will not see this process of relationship building as simply something upon which they are assessed, but as a key to how they perform their job.

Ms. Gantz Berman agreed and said that the importance of parental involvement in education is almost universally acknowledged. However, she said, all of the emphasis should not be placed on getting parents into the schools for special events but, instead, the emphasis should be placed on the idea that the compacts are, essentially, an agreement between the parents and the children, offering support and involvement, which could take many different forms.

Rev. Gray stated that agreements have commonly been used at both ends of the educational scale for children in special education and those with special needs, and for those identified as gifted and talented. This step would take those actions much further, he said, with agreements that show that the goals and needs of every child in the district are equally important, and that attention will be paid to how those children learn.
Second Action Step

David Debus, Northwest Area Assistant Area Superintendent, said that he wished to share the staff’s ideas and recommendations regarding both the traditional calendar and the calendar for year-round schools for both the 2002-2003 and 2003-2004 school years. He said that the proposed changes to the calendar are only a single part of the larger process that must be developed and implemented in order to ultimately increase student achievement. The recommended changes, he said, would provide opportunities to increase learning time; opportunities for coordinated, articulated, purposeful professional development for staff members; designated opportunities for individual and group assessment days for teachers; and would help the district become more coordinated and consistent in the use of calendar dates. He pointed out that both the traditional and year-round calendars have deliberate, planned staff development opportunities, some of which are district-oriented professional days and some are area-designated, which includes opportunities for sites to conduct their own professional development activities, based on their individual needs. Another new feature of these calendars, he said, is the proposal that the school day be increased districtwide by 15 minutes for the 2002-2003 school year, and by 30 minutes for the 2003-2004 school year.

In response to a question from Ms. Gantz Berman regarding the addition of student contact days, Mr. Debus stated that one full day would be added to the calendar, but that that day plus increasing the length of the school day by 15 minutes would serve to add approximately seven and one-half additional days of instructional time.

Mr. Debus explained the calendar on a month-to-month basis beginning with August, which has August 1-2 designated as walk-in registration dates for middle and high school students. August 7-9, he said, would include such activities as New Teacher Orientation, area activities, and individual site activities; teachers would officially return to schools on August 13, with that date and August 14 dedicated to teachers setting up classrooms and sites conducting activities for new and returning teachers. He said that August 15-16 would be designated student assessment days, during which individual teachers would find out who their students are and receive data to help them determine the areas in which they need to concentrate their efforts; school would begin for students on Monday, August 19.

In September, he said, September 27 would be designated a district staff development day, during which the district would provide purposeful staff development provided from the district’s perspective. Regarding October, he said, many people have expressed the idea that a small break would be helpful for both students and teachers during this month, and therefore staff proposes a four-day weekend when students are not in school; the teachers would be off for the weekend, but the other two days would be used for intense district- and area-oriented staff development.

Mr. Debus said that November has the traditional holidays of Veterans Day on November 11, and the Thanksgiving Intermission. However, he said, the recommended calendar proposes to add the Wednesday before Thanksgiving to the intermission, to allow families and staff to be able to travel for this very important family-oriented holiday.
December, Mr. Debus said, includes the traditional Winter Intermission, which would run from December 23 through January 3. He explained that Monday, January 6 would be an area/site staff development day and that students would return to school on Tuesday, January 7.

He said that teaching staff has expressed the idea that either an early student start day or an early student dismissal day would provide an opportunity for staff to have additional staff development time. Toward that end, he said, Friday, February 14 will be an early release date for students in conjunction with the three-day weekend for the February 17 observation of Presidents’ Day.

Mr. Debus explained that the traditional Spring Intermission would remain the final week of March. April 17 would be another early dismissal day for students, he said, followed by a full professional development day on Friday, April 18. The final day of school, he said, would be scheduled for May 30, with students in session for one-half day, while the other half would be dedicated to teachers clearing out classrooms and other year-end activities.

Dr. Wartgow reminded the Board that two years of calendars would be up for action when the Board votes on this proposal. He also noted that the proposal for the 2002-2003 school year is to add an additional 15 minutes per day to the school day, while the proposal for 2003-2004 is to add an additional 30 minutes per day. Another aspect of that calendar that is under review, he said, is changing the starting and ending times of the school day, with particular emphasis on responding to national research that has shown that a later start time would be more beneficial to high school students.

Mrs. Moss thanked the Area Superintendents and Assistant Area Superintendents for the work they put in on modifications to the calendar. She said that she finds the new ideas exciting and challenging, and is especially gratified to see increased opportunities for high-quality professional development for teachers.

Ms. Gantz Berman said that in her discussions with teachers, they have expressed a desire for early dismissal days on a fairly regular basis. She asked if that desire had been considered when developing the proposed calendar, as the proposal shows only two early dismissal days.

Mr. Debus replied that staff did discuss the possibility of early dismissal days on a regular basis, such as bi-weekly or monthly. However, he said, they came to the determination that additional research would be needed before they could make such a recommendation, and that the community would need to be prepared for the additional time that students would be out of school, as day care arrangements would have to be made and sources providing after-school activities would need to be notified. He said that if the early dismissal days prove to be successful in 2002-2003, it would give credence to including more of them in the 2003-2004 school year.

Ms. Gantz Berman said that there have been repeated efforts over the past few years to make meaningful alterations to the school year calendar, and that she is pleased to see that it is finally happening.
Third Action Step

Melanie Haas, Southwest Area Superintendent, said that the myriad of professional development opportunities offered in the proposed calendar segues well into the subject of instructional coaches, or building resource people outlined in number three of the Superintendent’s Action Steps. She said that a job description was in the process of being developed but that the building resource person in each school would act as an instructional advisor, mentor, and leader for the teachers in each school. This program, she said, would require both central and area support, and it would be requested that some of the staff of the Department of Curriculum and Instruction be housed in area offices specifically those involved in elementary and secondary literacy, English Language Acquisition, and the Department of Technology Services.

Ms. Haas said that staff has worked closely with Dr. Gripp who provided great insight as to how a similar program works in the Douglas County Schools. She said that the next step is to complete the job descriptions and publish them so that they can begin recruiting and filling positions for building resource people as soon as possible, beginning with the schools that have been rated unsatisfactory.

A unified focus on staff development, she said, is an ultimate desire, with direction needed from both central and area administration. She said that the proposed timeline states that these resource personnel will be hired by the summer of 2001, with training provided during July and August, to have them prepared to begin the school year on August 19.

Rev. Guzman asked who would be the supervisory force for these personnel.

Ms. Haas replied that the building resource personnel would have dual supervisors the school principal would be the primary supervisor, but it is also proposed that they be placed under the supervision of the central Department of Curriculum and Instruction. She confirmed that the unsatisfactory schools would be the first to receive building resource persons, and that they would receive the best and most capable personnel that the department is able to find. Rolling the program out to all schools, she said, might be a time-consuming project, as they want to ensure that the people hired for these positions are the best available, and that they have the training and support to do the best job possible.

Rev. Guzman said that the Board must keep these positions in mind when doing future fiscal planning because it sounds like a very important program and one that should be supported.

Ms. Gantz Berman asked if instructional coaches would be recruited from among district teaching staff and then provided with the additional training necessary to make them able to function in those positions. She said that that could cause a problem, as those teachers would then have to be replaced.

Ms. Haas said that she does believe that current district teachers, especially those in lead teacher positions, will apply for the positions, as well as current Teachers on Special Assignment (TOSAs). She said that they would also recruit outside the district, seeking teachers with a special expertise in instructional delivery.
In response to a question from Mrs. Moss regarding the difference between a literacy coach and a lead teacher, Ms. Haas said that, at the present time, lead teachers have a more specified job, dealing with such things as a certain reading or mathematics program. Instructional resource personnel, she said, will be a specialist on instruction in general rather than an expert on one particular program and will be an available resource for all teachers within that school. She said that lead teachers are primarily in elementary schools, but not all elementary schools have lead teachers.

Fourth Action Step

Irene Martinez-Jordan, Southeast Area Superintendent, said that the fourth Action Step of implementing new programs and strengthening efforts to increase the number of students who successfully participate in high-level, accelerated, and post-secondary classes is a step that encompasses all three of the district’s major goals. The goal of high expectations, she said, is very highly valued in the district, and the plan is to couple those expectations with detailed systems in place to help every student be successful. She said that the aim of district staff is to build a program that is inclusive and rigorous for all students in all schools.

She said that it is important to track the success of students and that that will be accomplished by both vertical and horizontal articulation. Teachers must be able to communicate with one another, she said, to ensure that content and styles complement one another as students move from one course to another. She said that the area system that was put into place has done a great deal to enhance communication both within schools and between schools, with an emphasis on articulating kindergarten through grade twelve. The idea, she said, is to extend that even further by incorporating programs that will create success for all students. She explained that this would be accomplished through the hiring of highly qualified teachers trained to prepare students for accelerated and advanced placement courses; through training counselors to identify students who have potential for success in accelerated classes; through the provision of tutoring, guidance, and support for students in college preparatory classes; and the provision of ongoing staff development for teachers to share curriculum and strategies. This program, she said, will be promoted, monitored, and revised on an ongoing basis.

Fifth Action Step

Andr Pettigrew, Assistant Superintendent for Administrative Services, spoke about the fifth Action Step regarding designing and implementing a more effective recruitment program for teachers and principals. He said that a fundamental part of all of the strategies for improved student achievement is recruiting and retaining quality teachers, and that the Human Resources Department is committed to fully staffing every district school with competent, highly-skilled teachers, who have the ability to raise student achievement in Denver’s urban environment.

He said that three methods would be used to accomplish this:
• **Development of individualized recruiting plans for each district school** — Staff from the Human Resources Department will work with school administrators, Collaborative Decision Making (CDM) teams, and Area Superintendents to review the current staffing needs and staffing plans of schools, with an eye toward identifying strengths and weaknesses of current staffing arrangements. The review will include plans for recruitment and site-centered professional development. Human Resources staff and school administrators will also work cooperatively to identify teachers and principals who might be vacating positions in schools, and then recruiting specifically to meet the needs of the school.

• **Targeting administrator and teacher candidates with proven track records, who have demonstrated the ability to be successful in an urban learning environment** — Recruiting will be conducted on a national level for all principal and assistant principal vacancies. There will also be a great effort made toward identifying teachers within the Denver Public Schools system who have the ability to be future administrators, lead teachers, or instructional leaders; as well as call on teachers who have been successful in other areas of the district and ask them to consider working in schools where there is a desperate need for their skills. Money was included in legislation from last year to be utilized as teacher incentive funding, and the district can use that money for recruitment and retaining quality teachers.

• **Enabling administrators to offer contracts to teachers who fill the qualifications of their vacancies** — In a competitive market, it is important to be able to offer certainty of employment to prospective teaching candidates who meet schools’ criteria and the new plan proposes to give that power to school principals.

Ms. Gantz Berman said that the new plans for staffing and recruitment seem to indicate a very intense effort on the part of the Human Resources Department and asked Mr. Pettigrew if he anticipated a need to increase the staff in that department.

Mr. Pettigrew replied that the department is currently undergoing some revisions and that he anticipates that the planned effort will be able to be accomplished with existing staff. He said that the Human Resources Department staff has been realigned to be consistent with the four quadrants of the city. The four teams, he said, will have the responsibility of working with Area Superintendents and principals to identify staffing needs and recruit teachers who best meet those needs.

He said that the plan will run more smoothly because of the department’s increased and effective usage of the Internet. He says that he hopes very soon to have the entire application process as an on-line function, and there a database is in development listing all current applicants, which will enable department staff to be able to search for ideal candidates from among current applicants. Further, he said, current job listing will also be available on the Internet, including specific job requirements and locations, and links will be provided to these listing at other sites geared to attract teachers with experience in urban learning environments.
Rev. Guzman asked if the idea had ever been contemplated of assigning or appointing certain teachers to certain vacancies based on their qualification and the needs of schools.

Mr. Pettigrew said that the idea of direct placement had been discussed, but was not followed through because staff wishes to try other, non-mandatory, efforts to get qualified candidates to apply for vacancies. He said that he would like to keep a database of information regarding teachers and their qualifications and use that information to be more aggressive in trying to recruit successful teachers to work in schools that have been rated unsatisfactory. He said that he would prefer to present teachers with opportunities to be of great service to the children of Denver and allow them to rise to the occasion, as they have so many times in the past.

Mr. Woodward asked if teacher incentive funds mandated by recently enacted legislation were going to be used as part of the strategy to attract teachers to schools rated unsatisfactory.

Mr. Pettigrew said that he is working with Richard Allen, Assistant Superintendent of Budget and Finance, to develop a plan for just such incentives. He said that he feels that the funds can be used to retain high quality teachers, as well as to recruit new ones to schools rated unsatisfactory.

Sixth Action Step

Wayne Eckerling, Assistant Superintendent of Research, Planning, and Special Programs, addressed the sixth Action Step: increasing consistency in all of the district's classrooms through daily use of approved resources. He said that there are a number of initiatives being developed and implemented to increase consistency of curriculum within the district.

- **Ensuring that the curriculum is taught in its entirety in every classroom within the district** — Area Superintendents are working to ensure that teachers’ pacing and planning is sufficient to address the entire curriculum in one school year, and that curriculum matrices are actively used in each classroom to plan instruction that is complete and comprehensive.

- **Use of key instructional components that should be in place in every classroom in every school** — Meetings will be held on a school-wide and area-wide to discuss student work and progress, as well as what meets district expectations of student achievement. Reviews will be conducted to ensure that instruction is the focus and that every school is looking at students’ work versus expectations. Part of the district’s textbook policy calls for an increased standardization of instructional materials across the board to ensure more consistency, especially within feeder patterns.

Mr. Patterson asked how staff can deal with pacing when CSAP tests are given before the end of the academic year, yet assume that a full year’s curriculum has been taught.

Dr. Eckerling said that that is an issue that every school district in Colorado must face and one that will have to be addressed eventually. That issue, he said, was one of the reasons behind the
changes in the calendar, such as the earlier starting date, which allows for more instruction to occur prior to children taking the CSAPs.

In response to a question from Mrs. Moss, Dr. Eckerling stated that the standardization of instructional materials would allow for greater cohesiveness in the area of professional development and would make it easier for the district to develop effective and comprehensive staff development programs, since more teachers would be pursuing the same kinds of activities.

Seventh Action Step

Regarding the final Action Step, the integration of the English Language Acquisition Program into all district systems, Dr. Eckerling said that the most effective way to teach English to speakers of other languages is to integrate them into the fabric of the district as quickly as possible. At the elementary level, he said, English language learners constitute 30 percent of the entire pupil membership, and the goal of the ELA Program and the district is to ensure that these students are integrated through systems such as OASIS, the textbook adoption process, training for the Spanish language version of the CSAPs, and a variety of initiatives to ensure that the needs of English language learners are taken into account in all sectors of the city. He said that complete integration of these children would help them to feel that their eventual introduction into mainstream classes is not such a great barrier.

Ms. Gantz Berman said that she feels that this step is especially important because, in the past, she often got the impression that people considered the ELA Program as a separate entity, apart from the district. She said that that situation is improving and that staff has worked diligently to pull it in and make it a part of everything else that goes on in the district.

Dr. Wartgow said that there are many people and organizations who should be made aware of this plan, but who have not yet been contacted, such as CDMs, PTAs, and the Denver Classroom Teachers Association (DCTA). He said that the Action Steps have the full support of the Superintendent and the Cabinet and expressed the hope that the schools and their communities would work collaboratively to refine them, is necessary. He expressed hope that the district's constituents would provide feedback and collaboration, and that it is evident to them that this plan is not the work of one person or department all district departments are working together to keep the focus on student achievement and targeting it from every imaginable angle.

Rev. Guzman thanked Dr. Wartgow and his staff for their hard work in developing and presenting the action plan. She said that the plan addresses not only the 21 schools identified as unsatisfactory, but also shows state educators that Denver has a whole and systemic plan for improving student achievement.

Mr. Mejia echoed Rev. Guzman's thanks and said that Dr. Wartgow and his staff rose to the challenge of student achievement with fresh, out-of-the-box thinking. He voiced his approval for extending the school day and school year and said that he was pleased to see district staff step up to the plate and provide innovative, well-thought-out school plans, rather than waiting to have ideas brought to them. He said that he is excited about the plan and congratulated the members of the team involved in the development of the plan.
A roll call vote was recorded as follows: voting aye, Ms. Gantz Berman, Mrs. Edwards, Rev. Guzman, Mr. Mej a, Mrs. Moss, Mr. Patterson, and Mr. Woodward. The motion was declared duly carried.

A copy of the report entitled *School Improvement Plans* is appended to the official minutes of this meeting as Appendix 01-18(l), IV-A-5.

IV-A-6  

Resolution 2765 — KIPP: Sunshine Peak Academy Charter School Application

Mr. Mej a moved adoption of Resolution 2765 as follows:

Whereas, the Board of Education has received an application for approval of a charter school referred to as KIPP: Sunshine Peak Academy (KIPP); and

Whereas, the Board of Education has considered the application materials submitted by KIPP, the comments of the applicant, the report of the School Improvement and Accountability Council, information received at a public hearing, and information from the school district administration.

Now, therefore, be it resolved that:

1. The application for KIPP is approved, subject to the following conditions:

   a. By February 28, 2002, the applicant shall secure a location for the school that is south of Alameda Avenue and west of the Platte River, and that is consistent with the application and acceptable to the school district; and

   b. By February 28, 2002, the applicant shall provide an estimate of necessary construction and/or renovation expenses for the school facility, which estimate shall be prepared by a professional architect; and

   c. By February 28, 2002, 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 31, 2002, 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; and

   e. By March 31, 2002, the applicant shall provide the district with written enrollment commitments from at least 80 students, setting forth names and other information necessary to enroll those students in the charter school for the 2002-2003 school year; and
f. By April 30, 2002, the applicant shall obtain written commitments for all funds necessary to construct or renovate the facility and for startup funds; and

g. Enrollment shall be limited to students in grades five through eight, except that enrollment shall be limited to students in grade five in 2002-2003, and that the school shall add one additional grade each school year; and

h. The maximum number of students who may be enrolled in the school shall be limited to 80 for the first year of the school's operation, 160 during the second year, 240 during the third year, and 320 thereafter; and

i. School district funding for the charter school shall be as required by the Charter Schools Act; and

j. A plan that is acceptable to the district to ensure successful implementation of the school support by KIPP: National and other organizations as appropriate; and

k. A plan that is acceptable to the district for ensuring ongoing support for the school by KIPP: National and that ensures long-term continuity and consistency of the KIPP leadership; and

l. No waiver of state law or regulations or district policies related to discipline shall be considered without a written alternative that is acceptable to the district and addresses such concerns as student safety and due process.

2. The applicant and school district staff shall develop and submit to the Board of Education a charter contract with the application, the Charter Schools Act, and the foregoing conditions.

Mr. Patterson seconded the motion.

Mr. Mej a said that he is not convinced of a strong relationship between KIPP: National and the applicant, KIPP: Sunshine Peak Academy. He said that, in approving this charter application, he is not convinced that the Board used the same high standard as they did in reviewing other charter school applications, such as the Metro Academy of Technology and Science Charter School, both in the staff review and the review by the District School Improvement and Accountability (DSIAC). Regarding the budget, he stated that he feels that the budget for the KIPP school is very shaky at least as shaky as those for charter school applicants whose schools were not approved. The large number of conditions that must be met by the applicant, he said, makes him feel that the Board should not move ahead with approval for this application. Also, he said, the applicants do not seem to have been held to the same strict standard regarding community support, as it seems to be notably lacking for this application. He also expressed serious concerns that the applicant might not be able to locate the school in the desired area of the city and would be allowed to open the school in an area that is less in need of a charter school than the neighborhood proposed.
Mrs. Edwards said that DSIAC and district staff feels that this charter school proposes an educational model that has great potential for the students of the district. The conditions in the Resolution, she said, provide a safeguard for the district to ensure that the school complies with the district's guidelines because failure to meet any of them causes the entire Resolution to come before the Board for further consideration. Based on these factors, she said that she would be voting in support of the Resolution.

Mrs. Moss said that she is excited about the prospect of another educational choice for parents in southwest Denver, an area that has not had a great deal of opportunity for choice. She said that she was pleased to be able to support the Resolution and the addition of the Sunshine Peak Academy in her district.

In response to Ms. Gantz Berman's question about whether Sunshine Peak Academy officials had accepted the terms of the Resolution, Dr. Eckerling said that staff has spoken with them about some of the concerns contained therein, but that they do not meet with charter school officials beforehand to determine their degree of agreement. He said that the Resolution contains terms and conditions that staff feels should be adhered to in order for the charter school to be acceptable to the district, but that if the applicants do not feel that some of them are justifiable, they can be renegotiated and the Resolution amended.

A roll call vote on the motion was recorded as follows: voting aye, Ms. Gantz Berman, Mrs. Edwards, Rev. Guzman, Mrs. Moss, Mr. Patterson, and Mr. Woodward; voting no, Mr. Mejia. The motion was declared duly followed.

A copy of Resolution 2765 regarding KIPP: Sunshine Peak Academy is appended to the official minutes of this meeting as Appendix 01-18(l), IV-A-6.

IV-A-7  Resolution 2766 — Colorado High School of Denver Charter School Application

Rev. Guzman moved adoption of Resolution 2766 as follows:

Whereas, the Board of Education has received an application for approval of a charter school referred to as Colorado High School of Denver; and

Whereas, the Board of Education has considered the application materials submitted by Colorado High School of Denver, the comments of the applicant, the report of the School Improvement and Accountability Council, information received at a public hearing, and information from the school district administration; and

Whereas, the applicant has requested that the deadline for consideration of its application be waived;

Now, therefore, be it resolved that:
1. Pursuant to Colorado Revised Statutes /22-30.5-107(2.5), the Board agrees to waive the deadline determination of the Colorado High School of Denver application.

2. Action on the application shall be taken by the Board on or before February 21, 2002.

Mrs. Edwards seconded the motion.

Rev. Guzman said that the application submitted by the representatives of Colorado High School of Denver was reviewed by district staff and DSIAC. She said that the school has been in existence as a private school for several years, and that it has an outstanding history of its ability to help underserved, at-risk high school students. However, she said, according to state statutes, the Board of Education is not able to approve conversion of a private school into a charter school. She said that there are internal measures that Colorado High School can take to remedy this situation, and that the Board has agreed to allow them extra time to accomplish that, as they are very supportive of the program and would like to consider it for approval, should the legal obstacles be cleared.

A roll call vote was recorded as follows: voting aye, Ms. Gantz Berman, Mrs. Edwards, Rev. Guzman, Mr. Mejia, Mrs. Moss, Mr. Patterson, and Mr. Woodward. The motion was declared duly carried.

A copy of Resolution 2766, regarding the Colorado High School of Denver, is appended to the official minutes of this meeting as Appendix 01-18(l), IV-A-7.

IV-A-8 Resolution 2767 — Metro Academy of Technology and Science Charter School Application

Mr. Woodward moved adoption of Resolution 2767 as follows:

Whereas, the Board of Education has received an application for approval of a charter school referred to as Metro Academy of Technology and Science (MTech); and

Whereas, the Board of Education has considered the application materials and additional information provided by the applicant, the public, and school district administrators;

Now, therefore, be it resolved that:

The charter application for MTech be denied for the following reasons:

1. The proposed educational plan is inadequate.
   a. The curricula for language arts, mathematics, social studies, and science is not provided for all grades that will be offered by charter school.
b. The proposed educational program does not meet or exceed the standards in the district’s curriculum.

c. A description of how the needs of disabled students are to be addressed is not provided.

d. A description of the relationship between the traditional classroom and the online program offerings is inadequate because there is no description of how these will be integrated in order to provide effective educational services to students.

e. No evidence is presented that the myriad of programs listed in the application (Pre-Primary Literacy and Montessori Instruction, Reading Recovery, Acaletics, Balanced Literacy, Phonemic Awareness, Junior Great Books, 4MAT, etc.) can be combined into an effective school where high student achievement is realized.

2. The plan is not economically sound for the charter school and the district in that:

a. The budget depends on a variety of loans that may not be realized.
   - $3.6 million dollars from Better School Facilities
   - $700,000 from Pueblo Bank and Trust
   - $750,000 from MOED

b. The revenue stream to repay the loans will likely not materialize.

c. The budget depends on grants that may not be realized.
   - Even Star Grant
   - Colorado Department of Education Grant
   - Federal U.S. Grant
   - Technology Grant
   - Private Grants

d. Revenues from MTech Institute depend on selling online services to students and schools other than those from the charter school.

e. Repayment of the loans is likely to exceed the term of the proposed charter.

f. The proposed amount of the capital construction revenue will likely not materialize.


g. The budget assumes that the school will automatically qualify for and receive Title I funding each year as a revenue source.

h. The proposed funding for Special Education expenditures is insufficient.
3. Parent, teacher, pupil, and community support for the program is inadequate.
   a. Sufficient evidence has not been presented that there is parent, student, or teacher support for this program.
   b. The original application contained letters of endorsement from people or groups that want to provide services to the new school, want to participate in a conference sponsored by the applicant, or are interested in on-line services.
   c. There is no evidence that parents, students, or teachers were involved in the development of this application.
   d. Denver residents did not develop the application.
   e. There is little evidence that educational partnerships have been developed with organizations in Denver.

4. The application is incomplete.
   a. A timeline for achievement of pupil performance standards is missing.
   b. A plan for reviewing and reporting progress toward meeting performance standards consistent with the timeline is missing.
   c. Procedures for taking corrective action in the event that pupil performance falls below standards is missing.
   d. Employment policies of the proposed charter are missing.
   e. Sufficient information regarding waivers from district policy and state law is not presented in the application.

5. The program will not likely be implemented as planned.
   a. The resources for staff training listed in the application are insufficient to effectively implement the program.
   b. There is insufficient planning for the proposed on-line school. It is unclear how students in the on-line school will be identified, enrolled, taught, and assessed.
   c. The plan for evaluating student performance provides insufficient detail to ensure that it can be effectively implemented.
   d. The number of grade levels to be served has changed significantly.
6. The District School Improvement and Accountability Council did not recommend that this charter school be approved for reasons cited in a report presented to the Board of Education.

Mr. Mej a seconded the motion.

Mr. Woodward said that the Resolution denying a charter to MTech is not so much a document listing the application’s deficiencies as it is a roadmap of things that could be done over the next year in order for the applicants to be able to apply again. The applicants, he said, are educators who are obviously interested in offering a varied and unique program, but did not develop those various programs into a cohesive and attainable educational program that could be articulated, understood, or presented. He said that the applicants possess enough energy and knowledge, and could revise the program and application over the next ten months with the aim of reapplying next year. He also urged staff to make themselves available to the applicants for questions and assistance in the educational aspects of the application, although serious financial aspects might remain unresolved. There was enough in the application that was positive, he said, that he would like to see the applicants try again with an application that is more structured, specific, and well considered.

Mr. Mej a agreed with Mr. Woodward’s comments and expressed hope that the MTech applicants would work with staff to improve the educational concerns listed in the Resolution. He said that he feels that the concept for the school is sound, with its emphasis on science and technology, and that it would target the right students.

Mr. Patterson said that he is in favor of opportunities that offer educational choices to parents in northeast Denver who are frustrated with the more traditional educational options provided by the district. He said that he had discussed this application at length with staff members and understands their concerns about the educational program and the fiscal impact on the school and on the district. He urged the applicants to provide more substance and to obtain the necessary community support, and then to reapply, making sure to consult with the community for guidance and support.

Ms. Gantz Berman said that she had been asked if the district applies the same standards to every charter school application. She asked Dr. Eckerling to explain the review process for clarification.

Dr. Eckerling said that he believes that the same standards for review are used for every charter school application. However, he said, decisions about charter schools and many other things upon which the Board of Education renders decisions are judgments based on evidence presented, and supported by DSIAC and staff findings.

He said that many applicants for past charter schools have been urged to resubmit an application a year after having one denied, including P.S. 1 the district’s longest running charter school. Where there is potential for a successful program, he said, applicants are told to refine their efforts and resubmit.
Regarding extensions to applications, Dr. Eckerling explained that extensions have only been granted a few times since the inception of charter schools. One was for the Odyssey Charter School, whose applicants misread the deadline date to apply, and the others were in cases where the Board felt they needed extra time to make a decision. Had the applicants for Colorado High School spoken with him prior to submitting their application, he said, he would have told them that the district could not accept an application to convert a private school into a charter school, rather than accepting the application and granting a waiver from the deadline date in order for them to place themselves in a legal situation where they would be allowed to convert to a charter school.

He said that the first aspect of a charter school application during the review process is the status of their educational program. If the educational program is deficient beyond redemption, he said, there is not any reason to delve very deeply into the rest of the application. The program for MTech, he said, is not as clear and focused as it should be, but he would welcome resubmission next year, if the concerns listed in the Resolution are addressed.

Dr. Eckerling said that he was uncertain of the extent to which the Board’s concerns about MTech’s financial status could be addressed by the applicant. He said the school’s entire financial situation was based on grants and loans, and even in their current budget, balance depends on MTech Foundation making payments to the school. There are genuine concerns, he said, about how the school would balance itself financially, and the applicants must take the time to work through these issues if they expect to have even an improved application approved next year.

A roll call vote on the motion was recorded as follows: voting aye, Ms. Gantz Berman, Mrs. Edwards, Rev. Guzman, Mr. Mejia, Mrs. Moss, Mr. Patterson, and Mr. Woodward. The motion was declared duly carried.

A copy of Resolution 2767, regarding the Metro Academy of Science and Technology, is appended to the official minutes of this meeting as Appendix 01-18(l), IV-A-8.

IV-A-9 Resolution 2768 — Denver School of Science and Technology

Mr. Patterson moved adoption of Resolution 2768 as follows:

- Whereas, the Board of Education has received an application for approval of a charter school referred to as Denver School of Science and Technology (DSST); and

- Whereas, the Board of Education has considered the application materials submitted by DSST, the comments of the applicant, the report of the School Improvement and Accountability Council, information received at a public hearing, and information from the school district administration.

Now, therefore, be it resolved that:
1. The application for DSST is approved, subject to the following conditions:

   a. The school shall be located at the Lowry Campus of the Community Colleges of Colorado. By March 31, 2002, the applicant shall secure a signed agreement with the Community College of Colorado (CCC) to locate the proposed school on CCC’s Lowry Campus; and

   b. By March 31, 2002, the applicant shall secure a signed agreement for the term of the charter allowing DSST to have access to CCC’s Lowry Campus facility, programs, and faculty; and

   c. By April 30, 2002, the applicant shall have hired a recruitment director and developed a plan that is acceptable to the district to recruit and support the academic success of a student membership that is at least 45 percent female and 40 percent students eligible for free or reduced price lunch.

   d. By August 31, 2002, the applicant shall provide a revised budget for the school that is economically sound for the proposed school and the district, that includes projected costs for the facility and identifies startup funds necessary to implement the school’s educational program; and

   e. By September 30, 2002, the applicant shall provide the district with written commitments for all of the funds necessary to construct the proposed facility; and

   f. By December 31, 2002, the applicant shall provide the district with written commitments for at least 50 percent of necessary startup funds; and

   g. By March 31, 2003, the applicant shall provide the district with written enrollment commitments from at least 100 students, setting forth names and other information necessary to enroll those students in the charter school for the 2003-2004 school year; and

   h. By March 31, 2003, the applicant shall provide the district with written commitments for at least 50 percent of necessary startup funds; and

   i. Enrollment shall be limited to students in grades nine through twelve, except that enrollment shall be limited to students in grade nine in 2003-2004, and that the school shall add one additional grade each year; and

   j. The maximum number of students who may be enrolled in the school shall be limited to 125 for the first year of the school’s operation, 240 during the second year, 325 during the third year, and 400 thereafter; and

   k. School district funding for the school shall be as required by the Charter Schools Act; and
1. The school's graduation requirements shall equal or exceed those of the Denver Public Schools and shall be subject to approval by the district.

2. The applicant and school district staff shall develop and submit to the Board of Education a charter contract consistent with the application, the Charter Schools Act, and the foregoing conditions no later than September 30, 2002.

Mr. Woodward seconded the motion.

Mr. Woodward explained that DSST was another school whose applicants applied with the intention of opening during the 2003-2004 school year. He said that the educational model for the school was based on a very successful science and technology school in San Diego, California, and that he has recently seen a presentation about the California school and felt that the program was well designed and well thought out.

Mr. Woodward said that the conditions of the Resolution are fairly strict, especially the timeline regarding the submission of an acceptable recruitment plan for a membership that is at least 45 percent female and 40 percent students eligible for free or reduced price lunch. He said that the level of diversity is more demanding than what was proposed in the original application and that he is very supportive of that measure. However, he said he felt that the date of April 30, 2002, might be too soon to expect the applicants to be able to develop such a plan, given that it would be almost one and one-half years prior to the opening of the school and long before they will have had any indication of who would apply to attend the school.

Ms. Gantz Berman said that the Board had discussed the issue at a meeting that Mr. Woodward had not been able to attend, at which it was determined that the applicants should seek a higher level of diversity. Mr. Woodward replied that he was satisfied with that decision, but still wondered whether the applicants would be able to comply with such a strict timeline.

Dr. Eckerling said that the date for the submission of the plan is consistent with the timelines proposed in the application. He said that the applicants need to begin the planning and recruiting well ahead of time in order to meet the goals required for their opening. The proposed date of April 30, 2002, he said, is merely for the submission of the recruitment plan; it does not require that the school show any evidence of student enrollment.

A roll call vote was recorded as follows: voting aye, Ms. Gantz Berman, Mrs. Edwards, Rev. Guzman, Mr. Mejia, Mrs. Moss, Mr. Patterson, and Mr. Woodward. The motion was declared duly carried.

A copy of Resolution 2768 regarding the Denver School of Science and Technology is appended to the official minutes of this meeting as Appendix 01-18(l), IV-A-9.
Mrs. Edwards moved that the Board of Education postpone until January 17, 2002, action on motions M-01-23, M-01-24, M-01-26, and M-01-27. Mr. Mej a seconded the motion.

Mrs. Edwards said that the agenda items mentioned in the motion all have to do with revisions or deletions of policies that deal with procedures and bylaws of the Board of Education. She said that she felt that the Board should take more time with these items and give them more careful consideration and discussion. Given the amount of time it took to give full consideration to charter schools, she said, she did not have time to fully read and consider the implications of the proposed changes. She thanked Mary Ellen McEldowney, district legal counsel, for the time and effort she put into the proposed changes.

A roll call vote was recorded as follows: voting aye, Ms. Gantz Berman, Mrs. Edwards, Rev. Guzman, Mr. Mej a, Mrs. Moss, Mr. Patterson, and Mr. Woodward. The motion was declared duly carried.

Copies of the proposed revisions and deletions of Board of Education policies are appended to the official minutes of this meeting as Appendix 01-18(l), IX-A-1a; Appendix 01-18(l), IX-A-1b; Appendix 01-18(l), IX-A-1d; and Appendix 01-18(l), IX-A-1e.

X. Adjournment

Ms. Gantz Berman adjourned the meeting at 8:41 p.m.

Susan G. Edwards, Secretary
Board of Education