I. Call to Order – 5:00 p.m.

A. Pledge of Allegiance

Members of the Board of Education and the audience recited the Pledge of Allegiance.

B. Roll Call

President Elaine Gantz Berman called the meeting to order at 5:12 p.m. The following Board of Education members were present: Ms. Elaine Gantz Berman, Mrs. Susan G. Edwards, Rev. Lucia Guzman, Mr. James Mejía, Mrs. Michelle Moss, Mr. Kevin Patterson, and Mr. Lester Woodward.

C. Recognitions

There were none.

D. Approve Agenda

Mr. Woodward moved that the Board of Education approve the agenda for this meeting. Mr. Mejía seconded the motion. A roll call vote was recorded as follows: voting “aye,” Ms. Gantz Berman, Mrs. Edwards, Rev. Guzman, Mr. Mejía, Mrs. Moss, Mr. Patterson, and Mr. Woodward. The motion was declared duly carried.

II. Board Member Reports

There were none.

III. Superintendent’s Reports

A. Seven Action Steps

Superintendent Jerry Wartgow reminded the Board and the audience that the seven action steps are the means by which district staff are working toward the district’s goals of high expectations, improving the performance of all students, and closing the gap between poorer and better performing students. He said that the action steps were geared toward assisting the 21 district schools rated “unsatisfactory” on the
state accountability reports, but that they have been designed with all schools in the district in mind. He stated that an eighth action step had been added, as follows:

8. Communicate fully with all stakeholders progress on the seven previous action steps.

Dr. Wartgow said that communication with all stakeholders is vital to the success of the plan and stated that the district’s website would provide updates on an almost daily basis regarding the progress of the action steps and the district’s goals. He gave a brief overview of the other action steps:

1. Develop compacts with parents to support the achievement of their children based on each student’s needs.
2. Extend the school day and school year to provide additional instructional time for students and professional development opportunities for staff members.
3. Assign instructional coaches to each school, beginning with schools that are rated unsatisfactory, in order to improve the effectiveness of classroom instruction.
4. 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.
5. Design and implement a more effective recruiting program for teachers and principals based on strategies proven to be effective in a competitive environment.
6. Increase consistency in all of the district’s classrooms through daily use of approved resources.
7. Integrate the English Language Acquisition Program into all district systems.

He said that Aaron Gray, Director of Community Relations, and his staff have been working on a draft version of the parent compact referred to in the first action step, which has been approved by the Superintendent’s Cabinet and will be concept tested in select pilot schools during the spring and fall.

Regarding the extension of the school day and school year, Dr. Wartgow said that the Board has approved the revised school year calendar for the 2002-2003 school year. He said that start times for the schools have been established, although the possibility exists for schools to alter their start times if a request for a waiver is submitted and the reasons are justifiable. The school day for elementary schools, he said, will begin at 9:00 a.m. and end at 3:45 p.m., including the extra 15 minutes of instructional time. He further explained that the day for middle schools would begin at 7:30 a.m. and end at 2:30 p.m., and that high schools would begin at 7:30 a.m. and end at 2:45 p.m.

He said that work is progressing in the area of assigning instructional coaches to each school, with interviews occurring on an ongoing basis. There are 204 teachers who have gone through the qualifying process, he said, and it is expected that an
announcement about the final assignments for instructional coaches would be made within the week. He said that position descriptions for instructional coaches could be found at the district’s website.

Dr. Wartgow said that the fourth action step—implementing new programs and strengthening current efforts to increase the number of students participating in high level, accelerated, or post-secondary courses—is geared at the goal of closing the gap between better and poorer performing students. He said that district staff is working with school counselors to accomplish this step and that additional funds had been allocated in the budget to provide training for them. There is a great deal of excitement about a program called Avid, he said, which has been very successful in schools across the country; the program prepares middle school students to take part in high level classes upon entering high school. He said that the program is in place at Manual High School and will be piloted at Kunsmiller Middle School in the fall of 2002.

He asked André Pettigrew, Assistant Superintendent for Human Resources, to outline the progress made regarding the design and implementation of an effective recruitment program for principals.

Mr. Pettigrew presented an analysis of efforts to fill principal vacancies for the 2002-2003 school year, listed by school and the number of applicants for each position, broken down by in-district applicants, out-of-district applicants from Colorado, and out-of-district applicants from other states. He said that strong leadership is vital to the success of schools and, given that fact, the Department of Human Resources has developed a strategy designed to attract candidates with strong leadership capability.

He said that the first step in that process was the elimination of the “administrative pool” that the district had in past years. In that process, he said, a pool of administrators was created from which Assistant Superintendents for Elementary and/or Secondary Education would be selected to fill vacancies at individual schools. He explained that listing vacancies for principal positions separately, both on an individual and national basis, would allow them to accept applications from people who feel that they are qualified for a position based upon the needs of that school and its students. There were many interim principals during the 2001-2002 school year, he said, and those positions were posted as well to determine if suitable applicants would express an interest in filling them. He said that selection committees from school Collaborative Decision Making (CDM) teams were working closely with Area Superintendents and the Department of Human Resources to develop specific criteria for principal candidates in their schools. Upon screening applicants, he said, CDM selection teams would provide to the Area Superintendent and the Department of Human Resources a list of the final three candidates so that interviews may be conducted.

Mr. Pettigrew said that the recruiting strategy includes the posting of all principal positions at education schools throughout the state, including the University of
Colorado at Boulder and Denver, and Metropolitan State College. Additionally, he said, positions are being listed at education sites on the Internet to garner national attention; these sites include the websites for the Colorado Association of School Executives (CASE), the Colorado Department of Education (CDE), the National Association of Elementary School Principals, and the National Association of Secondary School Principals. He stated that Human Resources staff have attended, and distributed information at, national education conferences; and information regarding principal openings has been provided to community-based organizations, such as the various Chambers of Commerce and the Urban League of Denver.

Mr. Pettigrew said that these efforts have paid off in that there have been more applicants for principal positions than in previous years. Especially significant is the great increase in the number of candidates from out of state, he said, with 71 such applicants as opposed to six last year. He said that the advertising stresses that applicants must be aware of and sensitive to the needs of an urban educational environment, as well as cognizant of the district’s goals and objectives. Successful applicants, he said, are those who are willing to meet the challenges of Denver’s diverse student population. He said that the level of in-district interest in principal vacancies is about the same as in previous years.

Dr. Wartgow said that it is important that Board members reading the analysis be aware that vacancies are posted at different times and that those with fewer respondents might have been posted only a few days before. He said that four principal positions have been filled thus far and that the Area Superintendents involved have reported to him that they were impressed by the quality of the applicants and that they did not have any difficulty in finding three qualified candidates to recommend for each position.

Mr. Mejía said that the principal recruitment strategy has resulted in approximately 19 applicants per vacancy, and that those results are better than any year he has seen since being elected to serve on the Board of Education. He said that he is pleased with the changes in the Human Resources Department and its recruitment strategies.

Ms. Gantz Berman echoed Mr. Mejía’s sentiments and said that the changes in the department and in recruitment strategies are exactly what the Board was hoping for when reorganization was initially discussed.

Dr. Wartgow said that four principals have been selected to fill principal vacancies and that they appear on the Personnel Transaction Report before the Board for action that evening. He stated that Brenda Kazan had been recommended for the principal position at Fallis Elementary School, and that Ms. Kazan has served for a number of years as a principal in the Mapleton School District, and as a former teacher in the Denver Public Schools. For the vacancy at Moore Elementary School, he said, the CDM has recommended Jason Martinez, who has served for a number of years as principal of Platte Middle School in Boulder, which received an accountability rating of “excellent” this year. He said that the recommended candidate for the vacancy at
Steck Elementary School is Charles Raisch, who served for several years as a principal in the Thompson R-2J School District, and was promoted to Director of Elementary Education in that district. For the vacancy at Carson Elementary School, he said, the CDM recommends retaining Gwen Henderson-Gethers, who served as interim principal for the 2001-2002 school year. He said that he is pleased with this selection of principals and feels that all of them will prove to be high quality leaders in their positions.

Rev. Guzman asked how interviews would be conducted for out-of-state applicants.

Mr. Pettigrew said that it is a challenge to interview applicants from other states while still keeping costs low for the district. He said that screening and initial interviews are conducted using teleconferencing capabilities; out-of-state candidates being considered finalists for positions have been interviewed using video conferencing, eliminating the need for travel expenses, yet allowing selection committees to see applicants face-to-face. In response to a question from Rev. Guzman, he said that in cases in which an in-state applicant and an out-of-state applicant were both in serious contention for a position, the out-of-state candidate might be brought in for an interview for comparison’s sake.

Mrs. Edwards said that many of the vacancies that have prompted these recruitment efforts are due to the fact that many extraordinary district administrators are slated for retirement with the end of the current school year. She said that some of these retirees have served the district in various capacities for up to forty years, and that they would be sorely missed and difficult to replace. However, she said, as has been shown repeatedly throughout the years, as excellent people retire, more excellent people come forward to take their place and that she is very excited about the caliber of the people who have applied and been selected to fill the current vacancies. She said that in speaking with some of the applicants, she found that many of them had considered appointments from all over the country, yet had chosen to align themselves with the Denver Public Schools. She thanked those who are retiring for their many years of dedicated service, and those who are now joining the district for choosing to become part of the Denver Public Schools team.

Regarding the sixth action step—increasing consistency in all of the district’s classrooms through the daily use of approved resources—Dr. Wartgow said that consistency in literacy is the foremost consideration of this step. He said that a standard program would be put in place at the elementary level and that learning blocks for secondary schools would be addressed soon. These measures, he said, would help lessen the impact of student mobility and allow for large-scale opportunities for staff development.

The seventh action step, he said, concerns the integration of the English Language Acquisition Program (ELAP) into all district systems. He said that monitor reports come to the district on a regular basis regarding compliance with the English Language Acquisition Act and that these reports have been very favorable about the
increasing number of district schools in full compliance with the act. That means, he said, that the number of schools not in compliance is being systematically reduced, and that for those schools not in complete compliance, the number of areas in which they are out of compliance is also being significantly reduced. He said that a report from staff to the Board on the reorganization of ELAP would be forthcoming.

Mary Ellen McEldowney, district legal counsel, stated that monitor reports arrive at the district on an ongoing basis, and that reports regarding six secondary schools state that much progress has been made in program implementation and that strong efforts continue to ensure compliance in all areas.

Ms. Gantz Berman thanked the Superintendent and his staff for their reports and continued efforts to keep the Board and the public informed of the status of programming within the district.

IV. Consent Agenda

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

IV-B-2 Resolution 2782 – Colorado High School Charter School
IV-C-2b Construction Contract for the Denver School of the Arts Division 2-16 Construction Project

Mrs. Edwards moved adoption of the consent agenda and Mr. Mejía seconded the motion.

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

The following items were approved under the consent agenda process:

A. Board of Education

1. Minutes of the Staff Hearing and Public Hearing of January 3, 2002; the Legislative Meeting of January 17, 2002; and the Regular Meetings of February 7, 2002, and February 21, 2002 – It was recommended that the Board of Education approve the minutes for the above-referenced meetings.
2. Policy Adoption/Revision

a. Policy Revision – EGAEB – Internet Policy – It was recommended that the Board of Education approve the proposed revisions to Policy EGAEB – Internet Policy – and that the Superintendent direct appropriate staff to inform schools and other sites of these revisions. A copy of the revisions is appended to the official minutes of this meeting as Appendix 02-05, IV-A-2a.

b. Policy Revision – EGAEA – Electronic Mail – It was recommended that the Board of Education approve the proposed revisions to Policy EGAEA – Electronic Mail – and that the Superintendent direct appropriate staff to inform schools and other sites of these revisions. A copy of the revisions is appended to the official minutes of this meeting as Appendix 02-05, IV-A-2b.

c. Policy Revision – EGAD-R-1 – Copyright Compliance – It was recommended that the Board of Education approve the proposed revisions to Policy EGAD-R-1 – Copyright Compliance – and that the Superintendent direct appropriate staff to inform schools and other sites of these revisions. A copy of the revisions is appended to the official minutes of this meeting as Appendix 02-05, IV-A-2c.

B. Superintendent’s Office

1. Gift Report – 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 02-05, IV-B-1.

3. Motion – Continuous Year Calendar School Design Proposals – It was recommended that the proposed continuous school year calendar school design proposals submitted by Amesse, Barrett, Fairmont, Johnson, and Smith Elementary Schools be approved, and that staff take all steps necessary to implement the proposals for the 2002-2003 school year, with the understanding that no funds over the regular school budget will be allocated. A copy of this motion is appended to the official minutes of this meeting as Appendix 02-05, IV-B-3.

4. Motion – Mitchell Elementary School Continuous Year Calendar – It was recommended that, effective with the 2002-2003 school year, Mitchell Elementary School follow the continuous year calendar that has been approved by the Board of Education. A copy of this motion is appended to the official minutes of this meeting as Appendix 02-05, IV-B-4.
C. Administrative Services

1. Human Resources

   a. Personnel Transaction Report – It was recommended that the Board of Education approve the Personnel Transaction Report. A copy of this report is appended to the official minutes of this meeting as Appendix 02-05, IV-C-1a.

2. Facility Management

   a. Final Settlements – It was recommended that the Board of Education approve the report of Final Settlements for Contracted Services. A copy of this report is appended to the official minutes of this meeting as Appendix 02-05, IV-C-2a.

D. Budget and Finance

1. Statement of Revenue Allocations, Appropriations, Commitments, and Expenditures for the Period July 1, 2001, through February 28, 2002 - It was recommended that the Board of Education approve the Statement of Revenue Allocations, Appropriations, Commitments, and Expenditures for the period July 1, 2001, through February 28, 2002. A copy of this statement is appended to the official minutes of this meeting as Appendix 02-05, IV-D-1.

DISCUSSION OF HELD AGENDA ITEMS

IV-B-2 Resolution 2782 – Colorado High School Charter School

Rev. Guzman moved adoption of Resolution 2782, as follows:

   Whereas, the Board of Education has received an application for approval of a charter school referred to as “Colorado High School” (CHS); and

   Whereas, the Board of Education has considered the application materials submitted by CHS, the comments of the application, 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 CHS is approved, subject to the following conditions:

      a. The school shall be located at 1111 Osage Street;
b. By May 31, 2002, the applicant shall provide a revised budget for the school that is economically sound for the proposed school and the district, and includes projected costs for the facility and identifies startup funds necessary to implement the school’s educational program;

c. By May 31, 2002, 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 2002-2003 school year;

d. Enrollment shall be limited to students that are 16 years of age or older;

e. The maximum number of students who may be enrolled in the school shall be 90 students each year;

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

g. The school’s graduation requirements shall include the core courses required to graduate from district high 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 June 20, 2002.

Mr. Woodward seconded the motion.

Rev. Guzman said that, throughout the City and County of Denver, there are many opportunities for children and young adults to become educated—some of those opportunities provided by the Denver Public Schools and some coming from other sources. She said that charter schools give the district a chance to work in partnership with other entities to provide new scenarios in which children gain such opportunities. Approval of the Colorado High School charter application, she said, would create a meaningful partnership with another educational entity in Denver, staffed by competent people who have set an example in terms of educating young people who have not been successful in other educational venues. She said that she looked forward to a fruitful partnership with Colorado High School.

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

A copy of Resolution 2782 is appended to the official minutes of this meeting as Appendix 02-05, IV-B-2.
Mr. Mejía moved that the Board of Education approve the construction contract for the Denver School of the Arts Division 2-16 construction project; and that the firm of Taylor Ball/DRG, acting as the construction manager for the contract, be approved to award purchase contracts to vendors. Mrs. Edwards seconded the motion.

Mr. Mejía said that he is greatly concerned over the increase in the budget over what was originally proposed when the project was approved.

He said that he also feels that great effort must be put into diversifying the student body at the school and that he is very disappointed that the current population of the school does not reflect the ethnic makeup of the district’s student body. The Denver School of the Arts (DSA), he said, could be a great opportunity for the district and one of the premiere examples of such a school if the student body were more diversified. He said that there is a great deal of work to be done in this area and that he intends to become personally involved in that diversification.

Mr. Langley, Executive Director of Facility Management, said that the original budget for the DSA project was approved in August 1998, as part of the original General Obligation Bond (GOB) proposal to be taken before the voters the following November. At that time, he said, the project was approved without being fully funded in the hope of completing funding with donations and sponsorships. He explained that there was a presentation to the Board approximately a year ago providing an update about funding for the DSA project and how much additional money would be needed to complete the project. That update, he said, was after the final decisions of the Program Design Advisory Committee and the Construction Advisory Committee, and it was made clear to the Board that, even after the reductions made by the committees, additional funds would have to be provided by the district in order to complete the project. At that time, he said, the Board approved an additional $2.5 million in funding, to be taken from GOB interest.

Currently, he said, given delays in construction due to permit problems and design problems, the cost of the project has increased by another $900,000; however, there is not a shortfall of any type in the GOB funds or in the interest derived from those funds, so the additional funding for the DSA project could be taken from there.

In response to a question from Mrs. Edwards, Mr. Langley stated that a brand new high school designed to serve 900 students would cost approximately $21 million, excluding the cost of land acquisition and extra features that would make it appropriate as a facility to teach fine arts. It is important to remember, he said, that the $18 million price tag for the DSA project includes the $7.75 million cost of acquiring the existing site, including the Houston Fine Arts facility.

Patty Bippus, DSA Principal, said that there is a great deal of concern within the school community about the diversity of the student population and it is a problem that the CDM has been addressing for the past two years. This year, she said, the CDM has formed a Diversity Subcommittee, to closely examine population issues at DSA, and to question methods by which
students enter the school. She said that the first question was whether the audition process is not conducive to bringing diversity to the school, and to address that question they examined the process only to find that the initial applicant pool almost exactly matched the district’s ethnic breakdown. The current student population, she said, is approximately 27 percent students of color and 73 percent Anglo students, and has had about the same ethnic makeup for the past 11 years.

Ms. Bippus said that the Diversity Subcommittee has made some very good suggestions for improving the audition process next year, including an outreach program for elementary schools conducted by senior DSA students as an internship project, to help young students assemble portfolios and prepare for auditioning. A significant part of the DSA School Improvement Plan, she said, includes strategies to address population inequities. She said that, this year, groups of student performers visited elementary and middle schools to encourage children’s interest in pursuing an educational path in the arts. Next year, she said, a dance troupe will visit schools providing a multi-cultural dance exhibition to demonstrate the importance of diversity in the arts.

She said that DSA staff has analyzed their student population data, with an eye toward ethnic makeup. She said that the overall Hispanic population has remained stable at DSA for the past several years, but that the largest increase in Gifted and Talented student enrollment is in Hispanic students. The overall African-American students population, she said, has started to decline somewhat, but it was interesting to note that that student group has the highest overall writing scores in the school.

Ms. Bippus said that a great deal of effort has gone into examining what is positive at DSA and what is not positive. They have implemented tutorial opportunities for students three times per week after school, she said, and when students are on academic probation, oftentimes they are removed from elective coursework and placed into an intensive study period until their grades improve. She said that there have been staff training opportunities for teachers to learn how to intervene and assist students before situations come to the point of having to place students on academic probation, and the results have been a dramatic decrease in the number of students on probation—down from 40 students last year to 12 students this year.

She said that one of the features of the program design for the new school is the creation of a preparatory program with teams visiting elementary schools with the aim of identifying students who possess the passion and the innate ability to pursue a career in the arts, even if they do not have the opportunities and resources to do so. For example, she said, many students come from families that cannot afford to purchase musical instruments or artistic supplies, but they still have the talent and potential for success in those areas. Currently, she said, children who have had the opportunity to pursue private instruction in music, art, or dance have a distinct advantage in the audition process, and the purpose of the visiting teams is to help level the playing field for those students with the talent and the drive, but who don’t have the financial resources to pursue the arts.

Mr. Woodward asked if the school’s current location on South Pearl Street could possibly have anything to do with the paucity of students of color attending school there, and whether
Ms. Bippus feels that the move to northeast Denver might help in achieving a better ethnic balance in the student membership.

Ms. Bippus said that she could not answer that question with certainty, but that she has heard from people in the northeast community that they feel that locating DSA there will lead to an increase in applications from African-American students, but might cause a decrease in applications from Hispanic students.

Mr. Patterson said that, as a parent whose child went through the DSA application and audition process, he feels that the lack of music and arts programs in elementary schools is a major disadvantage for students undergoing the process. He said there is a Saturday program that allows elementary students to take instrumental music at one of several high school sites around the city; however, students are required to provide their own musical instruments, which is a barrier for many children. Another problem, he said, is that the program does not take children younger than fourth grade, which is a later start than many of the students had who have been accepted into the DSA instrumental music program. He said that addressing these problems might be a means of having more minority participation at DSA.

He said that he also wished to voice his general concerns about magnet and special programs, how they are reflective of the community, and requirements for entrance. He said that some programs place artificial barriers that are not fair to all students. He requested that the Board address that issue in the near future. Ms. Gantz Berman assured him that the matter would be placed on an upcoming Board Work Session.

Rev. Guzman agreed with Mr. Patterson’s point about the lack of arts programs in elementary schools affecting enrollment and membership at DSA. She said that if the quality of DSA is to be maintained, the school must have an adequate pool of qualified incoming students. She also stated her opinion that there are disproportionately few students of color taking part in the Choice program in general.

Ms. Bippus stated that there were approximately 700 applicants to DSA this year and that they were able to accept about 150 of them, compared to last year’s 500 applicants. This increase, she said, reflects a demand for the type of programming offered by DSA and shows that families are eager to pursue arts education.

In response to a question from Mr. Mejía, Ms. Bippus stated that approximately 24 percent of DSA’s current population consists of students living outside the district, and that that percentage has remained fairly constant since the school’s inception.

Mr. Mejía said that he has spoken with elementary school principals who have stated their belief that there is a barrier to students of color even making it as far as the audition stage of application to DSA. He said that he is heartened to hear that the breakdown of students applying to the school is roughly the same as the district’s ethnic makeup, and is also pleased to hear about plans to bridge the gap so that actual enrollment can show the same improvements.
Ms. Bippus said that the capacity of the new facility will be approximately 900 students—significantly greater than their current enrollment of 640. For that reason, she said, they felt comfortable in accepting more students during the recent audition process than they otherwise would have been able to do.

Per Ms. Gantz Berman’s request, Ms. Bippus spoke of DSA student Akil LuQman, who plays the role of Young Simba in the national touring ensemble of *The Lion King*. She explained that he is a sixth grade student who entered DSA from Smith Renaissance School, and that he was chosen through a nationwide audition process for the role. During the time that he is in New York for rehearsals, she said, he has been withdrawn from the school and is currently considered a home-schooled student. She said that Akil will be on tour for six to nine months with the play and his mother reports that he is very happy and excited to be part of a major production company.

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

A copy of this motion is appended to the official minutes of this meeting as Appendix 02-05, IV-C-2b.

V. **Old Business**

A. **CDM Surveys**

Mrs. Moss explained that the district is currently renegotiating the contract with the Denver Classroom Teachers Association (DCTA), and that part of that agreement is the definition of the structure, role, and responsibilities of Collaborative Decision Making (CDM) teams at each school site. Given the renegotiation of the contract, she said, the CDM Improvement Council (CIC) has undertaken a review of the CDM process and its future direction, and to do that, they decided to conduct a survey. She said that the surveys had taken place over the previous six weeks, with a longer, three-page survey being distributed to CDM members at each school; and a shorter, one-page survey, available for anyone in the school community to complete and which was also available on the district’s website.

She said that approximately 1,200 surveys were completed and submitted to the district and that they were currently being evaluated by DCTA representatives. The results, she said, would be tabulated and summarized, then forwarded to CIC members on April 1, 2002, at their regularly scheduled meeting. She stated that those results would be reviewed and that CIC would make a recommendation regarding the future of CDMs in the Denver Public Schools. That recommendation, she said, will be forwarded to the negotiating team to make decisions as part of the negotiations process, as to how CDMs will fit into this and future contracts.
VI. New Business

A. Information Only

1. Report of Expelled Students – The Board received the Report of Expelled Students for informational purposes only. A copy of this confidential report is appended to the official minutes of this meeting as Appendix 02-05, IV-A-1.

B. Issues Requiring Action By The Board of Education At This Time

1. Grant Proposals

   a. U.S. Department of Juvenile Justice and Delinquency Prevention – Juvenile Mentoring Program (JUMP) – Community Education
   b. U.S. Department of Juvenile Justice and Delinquency Prevention – Juvenile Mentoring Program (JUMP) – Indian Education
   c. U.S. Department of Juvenile Justice and Delinquency Prevention – Juvenile Mentoring Program (JUMP) – Student Services
   d. U.S. Department of Juvenile Justice and Delinquency Prevention – Juvenile Mentoring Program (JUMP) – Smiley Middle School

Mr. Patterson moved that the Board of Education approve submission of the following grant applications: U.S. Department of Juvenile Justice and Delinquency Prevention – Juvenile Mentoring Program (JUMP): Community Education; U.S. Department of Juvenile Justice and Delinquency Prevention – Juvenile Mentoring Program (JUMP): Indian Education; U.S. Department of Juvenile Justice and Delinquency Prevention – Juvenile Mentoring Program (JUMP): Student Services; U.S. Department of Juvenile Justice and Delinquency Prevention – Juvenile Mentoring Program (JUMP): Smiley Middle School. He further moved that the Superintendent be directed to submit all necessary documents consistent with grant application guidelines and be authorized to make any technical or administrative adjustments that might be necessary. Mrs. Edwards seconded the motion.

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

Copies of these grant applications are appended to the official minutes of this meeting as Appendix 02-05, VI-B-1a for U.S. Department of Juvenile Justice and Delinquency Prevention – Juvenile Mentoring Program (JUMP) – Community Education; Appendix 02-05, VI-B-1b for U.S. Department of Juvenile Justice and Delinquency Prevention – Juvenile Mentoring Program (JUMP) – Indian Education; Appendix 02-05, VI-B-1c for U.S. Department of Juvenile Justice and Delinquency Prevention – Juvenile Mentoring Program (JUMP) – Student Services; and Appendix 02-05, VI-B-1d for U.S.
SUPERINTENDENT’S COMMENTS

Dr. Wartgow stated that Colorado Student Assessment Program (CSAP) testing was currently taking place in schools across the district. He said that he has visited classrooms and that students were working earnestly and diligently in their test taking, and that he wished to thank them for their efforts, and their parents for ensuring that their children were prepared for test taking. He said that he also wished to thank district teachers and principals for their work throughout the year readying students for this important test. After this sincere effort, he said, staff and students are ready for spring break, and he wished them a restful one.

He commended staff for their outstanding commitment to and focus on the district’s mission of improving student achievement and setting high expectations.

VII.  Adjournment

Ms. Gantz Berman adjourned the meeting at 6:16 p.m.

Susan G. Edwards, Secretary
Board of Education