I. Call to Order – 2:00 p.m.

A. Pledge of Allegiance

B. Roll Call

President Lester R. Woodward called the meeting to order at 2:15 p.m. The following Board of Education members were present: Ms. Elaine Gantz Berman, Rev. Lucia Guzman, Mrs. Michelle Moss, Mr. Kevin Patterson, and Mr. Lester Woodward. Mr. Bruce Hoyt and Ms. Theresa Peña were absent and excused.

C. Charter School Presentations to Board of Education

Mr. Woodward asked Sherry Eastlund, Liaison, and Amy Friedman, Coordinator, School of Choice Office, to introduce the charter school applicants. Ms. Eastlund explained that the charter school applicants submitted applications for consideration on September 20, 2004. Both staff and the District School Improvement and Accountability Council (DSIAC) have reviewed the applications and met with the applicants. Recommendations from the staff and DSIAC will be presented to the Board at the November 4, 2004, Regular Meeting. As required by law, each charter school applicant will present their presentations. The Board will have the opportunity to ask questions of the applicants. The order of presentations was selected by lottery.

1. Denver Peak Academy

Ms. Eastland introduced Jerene Petersen, Executive Director of Urban Peak Denver. Ms. Petersen introduced members of their advisory board committee in the audience. She said that their application, Denver Peak Academy Charter School, proposes to work with young people who are currently not served by the public school system, young people who have dropped out of public school. As the application indicates, the school would begin with 40 students, between the ages of 15 and 20, most of whom dropped out of school between the eleventh and twelfth grades. Urban Peak has extensive wraparound services to offer these highly-mobile young people, so they can be successful in school.

Urban Peak serves 800 young people each year, 65 percent come without a GED or a high school diploma. They have the ability to provide medical care,
job training, mental health services, drug and alcohol services, job placement services, long-term permanent housing, rental assistance, to assist the educational services that will be provided by the Denver Peak Academy. They feel that these wraparound services will ensure success for these young people.

Ms. Petersen said that they have a very strong base of private and public support. The following groups have assisted them in working to build a state-of-the-art program: Colorado Small School Initiative, the Jared Polis Foundation, the Daniels Foundation, Senator Diana DeGette, and the City of Denver. They hope to create a model that does not exist anywhere else in the country for this specific population. They have met with Chancellor Ritchie and the deans of the Department of Education and the Department of Social Work at Denver University as they researched and evaluated the design of the school.

Mrs. Moss commended them for working with a population that is hard to find and stated that she was very excited to receive this application. She asked for more information about the Diploma Plus program.

Ms. Petersen asked Gina Nocera, Education Program Director of the Colorado Youth Charity (CYC), to respond. Ms. Nocera said Diploma Plus is a Boston program, and that the program’s competencies and competency benchmarks have been aligned to the Colorado state standards. They will have professional development support, as well as technical assistance support, from Diploma Plus. This curriculum’s competencies and benchmarks make a lot of sense. The benchmarks are outlined as a foundation level, a presentation level, and a graduation level, and every student will have an individualized learning plan.

In response to Mrs. Moss’ question regarding college courses, Ms. Nocera said that one of their advisory board members is Kim Post, from the Community College of Denver (CCD), and they are working closely with CCD to develop the program. They have been working on fund development for this criteria. They have the ability to enroll young people in a program, through the Mayor’s Office of Work Force Development, that allows college stipends for young people.

In response to Mrs. Moss’ question regarding services, Ms. Petersen said that their wraparound services include job services. They have a $400,000 grant from the Mayor’s Office of Workforce Development for job placement, job development, and school retention programs, and these young people would be allowed to enroll in that program.

Ms. Berman questioned how, in regard to the mobility of the young people, they would be able to address their academic needs given the fluidity of the population.
Ms. Petersen said that one of the key elements of success will be to have the school located in close proximity to the shelter building. The shelter building is the hub for all the services these young people receive on a daily basis. Generally, the kids that come to receive services have already come to a point in their lives where they have made a conscious decision to change. They have enough wraparound services to help young people get stabilized, and it is their anticipation that the young people who have reached a level of stabilization that will allow them to study and do homework, will be the ones served by this school.

In response to Mr. Patterson’s question regarding where the young people reside, Ms. Petersen said that 85 percent of the young people they serve come from the Denver metro area; 45 percent live in the Denver area.

Dr. Wartgow said he was very impressed with their application and that they are addressing a market that has a real need and is not being served. He said that in the past, DPS has run into difficulty for students who want to go on to post-secondary education. He said he does not doubt their ability to assess the level of competence nor for the Community College of Denver to be able to accommodate them, but he would anticipate that they would have trouble getting a place like the University of Colorado and the larger universities to accept these students.

Ms. Petersen said that right now they have about 25 young people enrolled in college, through a scholarship program that Urban Peak operates with the Mayor’s Office of Work Force Development. They have an extremely close relationship with community colleges throughout the metro area and feel they will be able to help that process.

2. Academy Internacional

Amy Friedman introduced Rosa Linda Aguirre, applicant. Ms. Aguirre introduced Board members and parents in the audience. She said that this is an application for a new charter middle school that will focus on international studies. The school will be supported by parents and community volunteers. Parents will volunteer 30 hours. They have a committed faculty, a world-class curriculum, a dual-language component, and students will receive a personalized and individualized education.

Judy Marty, Principal of the Florida Academica School, said she has been in public education for thirty years and that she is very proud to have started an Academica school two years ago. She said that Academy Internacional asked her to help implement their curriculum. She said that all parents want their children to succeed and an opportunity to participate in their education. Academica schools score higher in Florida than other regional schools. All their
elementary schools are rated A, and their middle schools score high in mathematics and communication.

Rev. Guzman thanked them for attending. She said she is aware that, particularly in the northwest area of Denver, there is a huge need and great desire for dual-language and bilingual opportunities. West High School has an International Studies Program called the Center for International Studies with a particular curriculum that follows an International Studies plan. She noted that they did not have a formal international studies curriculum.

Ms. Marty said that their curriculum will evolve into international studies for Spanish. Academy Internacional’s goal is to prepare students to enter international studies in Spanish in any high school.

Rev. Guzman expressed concern that their criteria did not require the principal to speak Spanish nor the teachers to be certified in dual-language.

Ms. Gantz Berman noted that it had been mentioned that Academica would be hired to operate the school and asked what capacity they had to deliver the Academica model here in Denver.

Tom Pitcher said he represents Academica, a Florida-based company, that currently assists eighteen charter schools in Florida and Utah, and they are assisting in establishing Academy Internacional. In terms of capacity, they identify three key components to implement the plan. The first is parent support, demand, and need for a school. In this part of town, everyone recognizes the need for bilingual education, given the Spanish-speaking population. The second component is employees and attractiveness of the charter school to the right director. The third component is the facility. Based on approval of this application, they would enter into a financing agreement to fund a new facility, hopefully, to be built at Speer Boulevard and Federal Boulevard.

In response to Ms. Berman’s question, Mr. Pitcher said that they have been in existence for seven years, they are a for-profit company, that operates in conjunction with non-profit organizations that establish schools. It is a service organization that operates as a limited-liability company. In terms of track record, attached to their response to the DSIAC committee is a set of student performance data that shows that they out-perform local and state standards in the standardized test areas in most of their schools.

Dr. Wartgow said, as he understood the relationship, Academy Internacional has a five-member governing board, who would in turn be entering into a subcontract with Academica to operate the school. He asked who would hire the employees of the school.
Susan Rockwell McNeal, a parent involved with Academica to start another charter school in Douglas County and who was asked to help with this application, said that she would try to clarify the situation. Academica will be the leasing agent. The school will lease the building from Academica, who will own the building. Academica will also provide some management business services. The school will operate independently; they will have their own bylaws, and they will become a public charter school board like any other as soon as they get a contract. At present, they are a private, non-profit; they will apply for their 501 C3 status and become similar to any other charter school board. They will make their own personnel decisions. Academica will have no voice in the school’s personnel decisions or bylaws; they will not have a vote nor be on the board. The school will be completely independent. It will be like outsourcing their business services and leasing.

In response to Mr. Patterson’s question regarding the site location at Speer and Federal Boulevards, Mr. Pitcher said that, from a facilities standpoint, it was very difficult to identify a temporary location that could serve as a school. They looked in the northwest area but were unable to find a site.

Mr. Woodward said that the application discusses the intended program as being dual language. He asked if it would be a dual-language immersion program where the academic program is taught a substantial portion of the time in English and a substantial portion of the time in Spanish.

Ms. Marty responded that the school’s dual-language program would be catered to the child.

Mrs. Moss said she still was not clear how their dual-language component would work. In Denver, the classic dual-language program requires a balance between Spanish-speaking and English-speaking children, so that they learn from each other. There is nothing in their entrance policy about how they will make sure that they get a balance of Spanish-speaking or English-speaking children.

Ms. McNeal replied that the school will be open to everybody without discrimination. There will be no attempt to restrict one half to English-speaking and one half to Spanish. They will take the student population they get. They know from the parents that have signed up that they are going to have a mix, with a high percentage of Hispanic students. The dual-language program has four different models and they will pick the model that matches the student body they get, with the goal of making them all English and Spanish speakers, writers, and readers.

3. Twenty-First Century Charter at Denver

Amy Friedman introduced Lauri Marvin, Twenty-First Charter School board member. Ms. Marvin introduced board members Willie Ray Montoya and
Margo Branscomb, and Kevin Teasley and John Hayden, from the Greater Educational Opportunity Foundation (GEO).

She said that the Twenty-First Century Charter school at Denver will be modeled after a similar school that has been in operation for three years in Indianapolis. They have received financial backing from the Gates Foundation, the Walton Foundation, Challenge Fund, and the Daniels Fund. The school will start as a K8, extending into a K12, adding one grade level per year. The school is operated, not on grade level, but on an age group pod setting. Children will be grouped into pods by a two-year span of age. Every student will have an individualized learning program and operate at their own level in every subject. There is no academic promotion to the next level until competency has been proven. There is age progression throughout the school.

They have a leadership academy in the Indianapolis facility where teachers will be trained. Teachers will spend three weeks, two weeks of training and one week of hands-on teaching. They would like to locate in the school in the Montbello/Green Valley Ranch area, where there is a great need. They have not discovered a facility in Montbello that can be leased or purchased, but they have the financial ability to purchase land and build a building.

Margo Branscomb said they were looking at the Montbello community because, after discussion with Denver Public Schools, it seemed that that was where the type of school they operate was most needed. As she conducted outreach across the area, many parents indicated their interest in this type of creative approach to learning, where students move on only when they can demonstrate that they have mastered the core competencies and are not labeled as “left behind, pushed ahead, or set sideways.”

Willie Ray Montoya said he is a retired educator and a DPS dropout. He said it is very important that alternatives be offered. Educationally the Chicano community is in shambles and they have to start from scratch to get the whole family involved. He dropped out of DPS over 50 years ago. The dropout rate then was 70 percent and he thinks it still is today.

Mr. Patterson expressed concern that the submitted letters of support are from Aurora. He did not find any letters of support from anywhere in northeast Denver.

Ms. Marvin responded that those signatures were gathered early in the process. When it became clear that the Montbello/Green Valley Ranch area had a greater need than Aurora, they did not have time to gather those signatures before the application was due. They are in the process of working on that now.

In response to Mrs. Moss’ question regarding the Plato Program, John Hayden, Chief Academic Officer, said that their application had mentioned that the Plato
Program is used in Indianapolis but that was a mistake. The A Plus Program is used in Indianapolis. A Plus is core conservative, strong content, K through 12, a curriculum which allows them to know how a child is doing every minute.

In response to Mrs. Moss’ request for actual numbers of student achievement, Mr. Hayden said he would provide how far individual students have moved in grade equivalent. They have individualized education and measuring it against the national norm, their students made a 30 percent gain.

4. Baker Arts and Technology Academy

Sherry Eastlund introduced Pierre Jiminez, applicant, and Gene Edelman, President of Mosaica Education, Inc. Mr. Jiminez said he is a graduate of North High School, that he originally had applied for a charter school in west Denver, but ended up starting the Denver Arts and Technology Academy (DATA) in northwest Denver. Parents and community members of the near westside have again asked for a charter school similar to DATA. They have community support and 150 petitions signed by parents with school-age children in the area. In order to bring this type of charter school to this area, it is necessary to seek a management company, to provide the best mathematics, language arts, and reading programs. The school will be similar to the DATA model with members of the advisory board, 51 percent parents from the community. Other members will be local business people and community leaders. Mosacia staff will not be on the board.

Mr. Edelman said that he and his wife started the company seven and half years ago; in 1999, along with Pierre Jiminez, they petitioned the DPS Board to open the charter school now known as DATA. Last summer at a national charter school conference, one of their arts and technology academies, based in Washington, D.C., was recognized as one of the best eight charter schools in the country. It is a school very similar in design to DATA in northwest Denver and the one they hope to implement in Baker.

He said they will do some things differently from when they opened DATA. The design of the program will be the same, but they have done more ground work to find potential facilities. They have a number of ideas on a location that will suit the needs; they will open with a controlled enrollment and grow in a controlled manner; they plan to enroll at least two classes of each grade with growth expected to come from the younger grades. They have a track record of excellent student growth and great staff. They have been recruiting and retaining male teachers; and they provide extra professional development. There is 15 to 20 days of professional development a year, twenty days for brand new teachers, and fifteen days for returning teachers.

In response to Mrs. Moss’ question regarding the grade level of the school, Mr. Edelman said that they are asking for approval for a K8 school.
Ms. Berman said that the proposal does not include a student achievement track record from DATA and asked them to provide written documentation.

Mr. Edelman apologized for the omission and said they would submit their CSAP scores, as well as their ITBS scores.

Mr. Edgar Compos, a Baker community member, spoke about his support for a Baker Arts and Technology Charter school and the need for this type of school by the students of the community.

Mr. Woodward recessed the meeting at 4:00 p.m. and said they would return at 5:00 p.m., for the Regular meeting.

II. Board Members Reports

Ms. Berman reminded everyone to vote on Election Day. This is a very important election for the city, state, and country. The Denver Board of Education took positions on two referendums. One is Referendum 35, an increase of the tobacco tax. This tax would bring Colorado in line with the rest of the United States, but more importantly the money that is raised will pay for indigent health care, preventive lung disease care, and children’s health care. The Board of Education also endorsed Referendum 4B, the extension of the Scientific, Cultural, and Facilities tax authority.

On a lighter note, Ms. Gantz Berman congratulated the Boston Red Sox for doing the unbelievable, unthinkable, unimaginable, and coming back, three to nothing and winning four games in a row to go to the World Series.

Mr. Patterson reported on the Cole Middle School conversion process. This week, the conversion committee, of which he is a part, finished hearing all of the presentations from the four charter school applicants: Mosaica, KIPP, Edison, and Padres Unidos for a model of a Cesar Chavez school. Roscoe Davidson, from the State Board of Education staff, will put together a report of the committees concerns to present to the State Board of Education, in time for their November 10 work session.

Dr. Wartgow said that he had asked staff to discuss with the principals of Cole’s feeder schools the possibility of conversion to a K8 model, as an option for staying in their neighborhood elementary school. Some neighborhood elementary schools are struggling and they need to work on their student achievement. Decisions have not been made but they are talking to the principals and the principals are talking to teachers and teachers are talking to community members.

Mr. Patterson said that attendance zones will also have to be reviewed because as a charter school, Cole will not have its own attendance zone. Charter schools normally do not have attendance zones.
Dr. Wartgow said there have been ongoing discussions related to attendance zones. He has met with the principals of Randolph Middle School and Manual High School, to work with and analyze Randolph. New models have to be explored for Randolph; it has not been performing anywhere near expectations, so discussions are underway to see what can be done to revitalize Randolph.

He said that the Secondary Reform Commission, which will report their results on January 20, have been focusing on high schools, but clearly will call attention to middle schools, as well. He said that he is encouraged by the response of the principals, acknowledging the challenge and the problem, and their willingness to look at new ways of doing things.

III. Superintendent’s Reports

B. ProComp Update

Dr. Wartgow introduced John Leslie and Connie White, Co-Chairs of the Professional Compensation (ProComp) Transition Team, to give an update on ProComp.

Mr. Leslie and Ms. White presented a Power Point presentation. A copy of this presentation is appended to the minutes of this meeting, as Appendix IIIB.

Mr. Woodward thanked them for their presentation and said that the amount of work that is being done by the various ProComp work groups is extremely large.

In response to Rev. Guzman’s request for more information about the January 2005 first opportunity, Mr. Leslie said that it is a contingent opt-in. It is important to give teachers an opportunity to opt-in to potentially receive market incentives. It actually could be effective as early as this next school year. The market incentives have to do with hard-to-serv e schools, schools that have had a lot of turnover in the past, schools that have a high proportion of low income students, and positions that are hard to staff—English Language Acquisition positions, and special education. So it is important that they have the opt-in window this year to prepare teachers to make a choice that could affect them as early as next year.

In response to Rev. Guzman’s question regarding the length of the opt-in phase, Mr. Leslie said it is three months the first year, January through March. He said there are seven opt-in periods during the next several years.

In response to Mr. Woodward’s question regarding the schedule for updates, Mr. Leslie said the Board will get written updates monthly. Every other month, thereafter, they will a receive a presentation similar to the one presented tonight.
Mr. Woodward said he expects an increasing public profile of ProComp in the next nine months and feels it is important that Board members be sufficiently informed so they can speak to questions from the public in a knowledgeable way.

IV. Consent Agenda

Assistant Secretary Jacquie Lucero read the agenda items by number and sequence. In accordance with Consent Agenda procedures, the following items were removed from the Consent Agenda and held for discussion:

IV-C-1 Resolution to Delineate Choice Core Values and Charge to Staff to Actively Seek Expansion of Choice

IV-C-2 Motion to Adopt the Proposed 2004-2005 District Priorities

IV-C-4 Motion to Approve the University of Pittsburgh’s Institute for Learning (IFL) Independent Contractor Services Agreement

Ms. Gantz Berman moved that items not held be approved under the Consent Agenda process. Mr. Patterson seconded the motion. The motion passed unanimously.

The following items were approved:

A. Gift Report – A copy is appended to the minutes of this meeting as Appendix 04-24, III-A.

A. Board of Education

1. Minutes of September 23, 2004 – A copy is appended to the minutes of this meeting as Appendix 04-24, IV-A-1.

2. Finance and Audit Committee

   a. Motion to Approve Award of Request for Proposal (RFP) #BD 945 to Qwest Communications – A copy of this motion, to provide networking switches solutions, is appended to the minutes of this meeting as Appendix 04-24, IV-A-2a.

   b. Motion to Approve Award of Invitation to BID (ITB) #BD 953 to Global Technology Resources, Inc. – A copy of this motion, to provide Cisco equipment maintenance, is appended to the minutes of this meeting as Appendix 04-24, IV-A-2b.

   c. Motion to Approve One-Year Agreement with Microsoft Corporation - A copy of this motion, to continue the districtwide license agreement for
Microsoft Windows operating systems and Microsoft Office software, is appended to the minutes of this meeting as Appendix 04-24, IV-A-2c.

d. Construction Contract for CEC Addition and Upgrade Project – A copy of this motion is appended to the minutes of this meeting as Appendix 04-24, IV-A-2d.

e. Land Purchase at Stapleton for New Bus Terminal - A copy of this motion is appended to the minutes of this meeting as Appendix 04-24, IV-A-2e.

B. Administrative Services

1. Human Resources

   a. Motion to Approve Personnel Transaction Report – A copy of this report is appended to the minutes of this meeting as Appendix 04-24, IV-B-1a.

2. Facility Management

   a. Easements for Bus Terminal Land at Stapleton - A copy of this motion, approval of two easements, is appended to the minutes of this meeting as Appendix 04-24, IV-B-2a.

C. Educational Services

3. Resolution on the Task Force on Early Education and School Readiness - A copy of this resolution is appended to the minutes of this meeting as Appendix 04-24, IV-C-3.

D. Policy Revisions

1. New Policy

   a. Policy DK, Payroll/Deductions/Direct Deposit/Expense Reimbursement - A copy of this policy is appended to the minutes of this meeting as Appendix 04-24, IV-D-1a.

2. Repealed Policy

   a. Policy DKA, Payroll Procedures/Schedules – A copy of this policy is appended to the minutes of this meeting as Appendix 04-24, IV-D-2a.

   b. Policy DKB, Salary Deductions – A copy of this policy is appended to the minutes of this meeting as Appendix 04-24, IV-D-2b.
c. Policy DKC, Expense Authorization/Reimbursement – A copy of this policy is appended to the minutes of this meeting as Appendix 04-24, IV-D-2c.

3. Revised Policy

   a. Policy JIH, Student Interrogations, Searches, and Arrests – A copy of this policy is appended to the minutes of this meeting as Appendix 04-24, IV-D-3a.

V. Old Business

There was none.

VI. New Business

The following matters were presented for information:

A. Budget and Finance – Financial Services

   1. Statement of Revenue Allocations, Appropriations, Commitments, and Expenditures for the period July 1, 2004, to September 30, 2004 – A copy of this status report of year-to-date revenues, expenditures, and inter-fund transfers for each fund, as compared to the current-year budget and as compared to the year-to-date totals for the prior year, is appended to the minutes of this meeting as Appendix 04-24, VI-A-1.

B. Student Services

   1. Expelled Students Report - A copy of this report is appended to the minutes of this meeting as Appendix 04-24, VI-B-1.

C. Policy Review

   1. Delete Policy DG, Banking Services (and Deposit of Funds) - A copy of this policy is appended to the minutes of this meeting as Appendix 04-24, VI-C-1.

DISCUSSION AGENDA

IV-C-1 Resolution to Delineate Choice Core Values and Charge to Staff to Actively Seek Expansion of Choice

Ms. Moss moved that this resolution be tabled until the first meeting in November. Rev. Guzman seconded the motion. The motion passed unanimously. Mr. Hoyt and Ms. Peña were absent and excused. A copy of the resolution is appended to the minutes of this meeting as Appendix 04-24, IV-C-1.
IV-C-2 Motion to Adopt the Proposed 2004-2005 District Priorities

Ms. Gantz Berman made a motion to amend the District Priorities by adding an additional word in the second priority: “continue consistent implementation of Denver’s literacy and mathematics programs and begin to establish consistency in curricula across the district in other subject areas and grade levels.” She said that this is the third year that our priorities have referred to consistent curriculum throughout the district. In order to make big gains in academic achievement, Board members feel it is necessary that we ramp up a consistent curriculum. We started in literacy and are broadening into mathematics with the intent to have a consistent curriculum. Behind each of these priorities, is a list of very specific action steps that the Superintendent and the staff will act upon to achieve these six priorities.

Ms. Gantz Berman moved adoption of the amended motion. Mr. Patterson seconded the motion. The motion passed unanimously. Mr. Hoyt and Ms. Peña were absent and excused. A copy of these priorities is appended to the minutes of this meeting as Appendix 04-24, IV-C-2.

IV-C-4 Motion to Approve the University of Pittsburgh’s Institute for Learning (IFL) Independent Contractor Services Agreement

Rev. Guzman said she wanted to publicly state Board member’s full enthusiasm and unanimous support for the district’s partnership with the University of Pittsburgh Institute for Learning and the work of the Chief Academic Officer. This is an agreement for the beginning of this school year, from the fall of 2004 into June of 2005. She said this annual contract is one of the wisest investments that this district has made.

Rev. Guzman moved adoption of the Motion. Mr. Patterson seconded the motion. The motion passed unanimously. Mr. Hoyt and Ms. Peña were absent and excused. A copy of these priorities is appended to the minutes of this meeting as Appendix 04-24, IV-C-4.

VIII. Adjournment

Mr. Woodward adjourned the meeting at 5:50 p.m.

Michelle Moss, Secretary
Board of Education