I. **Call to Order – 5:00 p.m.**

A. **Pledge of Allegiance**

B. **Roll Call**

President Elaine Gantz Berman called the meeting to order at 5:15 p.m. The following Board of Education members were present: Ms. Elaine Gantz Berman, Mrs. Susan G. Edwards, Rev. Lucia Guzman, Mr. James Mejia Mrs. Michelle Moss, Mr. Kevin Patterson, and Mr. Lester Woodward.

C. **Recognitions**

There were none.

D. **Approve Agenda**

Mrs. Edwards 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.

III. **Superintendent’s Reports**

**New Principals**

Superintendent Jerry Wartgow introduced Carla Santorno, Northeast Area Superintendent, to present new principals for the 2002-2003 school year in the northeast quadrant of the city. Ms. Santorno, in turn, introduced Nicole Veltzé, new principal of Cole Middle School, explaining that Ms. Veltzé comes to Denver Public Schools from the Kent School District in a southern suburb of Seattle, Washington.

Ms. Veltzé said that she is excited to be joining the Denver Public Schools as Cole’s principal and that she sees her move to Colorado as a tremendous opportunity and that she looks forward to being part of Cole’s evolution. She said that she is happy to be moving to Denver, as she has family in the area, and that the move also allows her to pursue her professional goal of becoming a principal. Her educational background, she

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*This agenda item was taken out of sequence.*
said, includes teaching regular and bilingual social studies, and technology courses at both the middle and high school levels in Peru, Oakland, California, and the Kent School District.

David Debus, Northwest Assistant Area Superintendent, introduced Frank Roti, new principal for Beach Court Elementary School. He explained that Mr. Roti has been with the district for two years, serving as Assistant Principal at West High School and, prior to that, served in Missouri, where he was a trainer, coach, and consultant for new teachers for the state; an elementary school teacher; and a teacher of Spanish at the middle school level. Mr. Roti, he said, has earned his Master’s Degree in Educational Administration, and has done an exemplary job in his position as Assistant Principal at West. He said that the qualities that kept emerging about Mr. Roti in both the interview and reference check processes were the fact that he is a superior leader; has a vast knowledge of teaching and learning; is outgoing, energetic, and enthusiastic; has a good sense of humor, and is thoughtful and reflective.

Mr. Roti said that he is very pleased to have been chosen by the Beach Court community as the school’s principal and that he feels he is very prepared to assume that responsibility. He said that his position as a new teacher trainer throughout the state of Missouri has provided him with a strong foundation to assist his staff in becoming the best educators they can be. He stated that he would miss West very much, but that he looks forward to working with the students, staff, and families of the Beach Court community.

Joe Sandoval, Northwest Area Superintendent, introduced Inez Catbagan, who will serve as the new principal of Eagleton Elementary School. Most recently, he said, Ms. Catbagan has worked as a teacher and literacy coach at Remington Elementary School but, prior to that, spent nine years in Adams County District 12, where she also served as a bilingual resource teacher, a grade school teacher, Early Education Coordinator, an assistant principal, and a full principal. He stated that she has received her Master’s Degree in literacy from the University of Colorado, and another Master’s Degree from the University of Northern Colorado in Bilingual Education, Curriculum, and Instruction. The interview process and personal references, he said, revealed a person who is thoughtful, approachable, personable, thorough, has great integrity, and, most importantly, stands for and behind children.

Ms. Catbagan said that she retired from Adams County District 12 several years ago, after which she began to feel that she was too young to have done so and that she wanted to get back to working with children again. She said that her first choice in returning to the educational field was Denver Public Schools, as it is a place where her bilingual talents can be best put to use both in the classroom and in the school’s community. She expressed her pleasure at meeting with Eagleton’s staff and said that she was very impressed with their commitment to the educational program and to excellence for the children they teach; she feels that, together, they will be a very strong team.
Irene Martinez Jordan, Southeast Area Superintendent, introduced Ann Greenfield, incoming Principal of Merrill Middle School, and said that Ms. Greenfield has spent her career in the Denver Public Schools as a teacher and administrator, serving as Assistant Principal at West and Thomas Jefferson High Schools and at the Denver School of the Arts. Ms. Greenfield, she said, received her Bachelor’s Degree from Texas Tech University, and Master’s Degree in International Studies from the University of Denver.

Beth Biggs, Southeast Assistant Area Superintendent, said that the staff and students at Denver School of the Arts would miss Ms. Greenfield very much. She said that the Merrill community is looking forward to sharing Ms. Greenfield’s strengths in the area of curriculum, her ability to work cooperatively and effectively with staff, and the way she works closely with the community.

Ms. Greenfield said that she is excited and grateful to have the opportunity to serve as Merrill’s principal. She extended her thanks to the Merrill community for choosing her and said that she is very anxious to work with them. She said that Merrill has students from many parts of the world and that her work in International Studies will help her be able to serve them better.

Dr. Wartgow said that he is very pleased and excited about the new principals that have been introduced during this and the past few Board meetings, and that he feels that the district has a great team in place to lead its schools.

IV. Consent Agenda

Assistant Secretary Jacque 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 Grant Proposal – Rose Community Foundation – Character Education
- IV-B-4 Interim Capacity Planning for Montbello/Parkfield/Green Valley Ranch
- IV-C-1b Motion – To Ratify the Agreement Between the Denver Classroom Teachers Association and Denver Public Schools, Effective September 1, 2002
- IV-D-2 Receipt of the 2002-2003 Proposed Budget

Mr. Patterson moved adoption of the consent agenda and Mr. Woodward 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 Regular Meetings of April 4, 2002, and April 18, 2002 – It was recommended that the Board of Education approve the minutes of the Regular Board Meetings of April 4, 2002, and April 18, 2002.

2. Motion to Establish the Schedule of Board Meetings for the 2002-2003 School Year – It was recommended that the Board of Education approve the proposed schedule of Board of Education meeting dates for the 2002-2003 school year. A copy of the proposed schedule is appended to the official minutes of this meeting as Appendix 02-09, IV-A-2.

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 02-09, IV-B-1.

3. Grant Proposal – U.S. Department of Education Dropout Prevention Grant Program – It was recommended that the Board of Education approve submission to the U.S. Department of Education of a grant entitled U.S. Department of Education School Dropout Prevention Grant Program and 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 may be necessary. A copy of the grant proposal is appended to the official minutes of this meeting as Appendix 02-09, IV-B-3.

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 02-09, IV-C-1a.

2. Facility Management

a. Final Settlements – It was recommended that the Board of Education approve the Report of Final Settlements. A copy of this proposal is appended to the official minutes of this meeting as Appendix 02-09, IV-C-2a.
b. **Construction Contract for the Denver School of the Arts Phase 3 Construction Project** – It was recommended that the Board of Education approve the construction contract for the Denver School of the Arts Phase 3 Project, and that the firm of Taylor Ball/DRG, acting as the construction manager for the project, be approved to award purchase contracts to vendors. A copy of this motion is appended to the official minutes of this meeting as Appendix 02-09, IV-C-2b.

c. **Use of Additional Contingency Funds for the Swansea Elementary School Addition Project** – It was recommended that the Board of Education approve the use of additional contingency funds in the amount of $30,000.00 for the Swansea Elementary School addition project. A copy of this motion is appended to the official minutes of this meeting as Appendix 02-09, IV-C-2c.

D. **Budget and Finance**

1. **Statement of Revenue Allocations, Appropriation, Commitments, and Expenditures for the Period July 1, 2001, to March 31, 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, to March 31, 2002. A copy of this statement is appended to the official minutes of this meeting as Appendix 02-09, IV-D-1.

II. **Board Member Reports**

There were none.

VI. **New Business**

A. **Information Only**

3. **Student Board of Education**

Mrs. Edwards stated that the members of the Student Board of Education have served the district eagerly, ably, wisely, and energetically during the 2001-2002 school year. Each high school, she said, selects two students, a senior and a junior, to represent them on the Student Board, and as the senior representative graduates, the junior member moves into that slot as he or she becomes a senior, and another junior member is selected. She extended thanks to Lani Nobles, Director of Middle School Athletics, who serves as staff sponsor for the Student Board, and who has done an extraordinary job of working with them.

She said that the Student Board worked on important issues during the past school year, prioritizing them for research or action. She introduced Sarah Flohr,

*This agenda item was taken out of sequence.*
representative from South High School, to deliver the Student Board of Education Annual Report.

Sarah said that the Student Board wished to present to the Board of Education five proposals that they feel would improve the level and quality of education in the Denver Public Schools. The main focus for the Student Board during the 2001-2002 school year, she said, was to provide the Board of Education with ideas and possible solutions to various important issues, including dress code; advanced placement and accelerated classes; school lunch program, increased teacher pay; and the School Administration Student Information (SASI) System.

Rava Chapman, representative from George Washington High School, said that the purpose of the Student Board is to provide insight, valuable discussion, and interaction to the Board of Education, mainly through Mrs. Edwards, as the Board of Education liaison. She thanked Mrs. Edwards for attending every meeting and providing guidance to the Student Board.

This year, Rava said, was the first year that each high school provided two representatives to the Student Board, and that the purpose of doing so was to be able to provide unity and stability to the Board from year to year, rather than the group having to start from scratch each year with new members. School representatives, she said, met with their own school’s principal and assistant principal on a monthly basis to keep them apprised of important issues. She said that Student Board members also developed plans for future projects for the 2002-2003 school year, including meeting the Board’s Charge and helping the district facilitate projects within the Homeless Program. Other topics up for discussion in the coming year, she said, include the shortage of textbooks and printed materials within the district; teacher and principal hiring practices; and the English Language Acquisition Program.

Mrs. Edwards thanked several staff members for attending Student Board meetings to address the students’ areas of concern. She explained that Donna Wittrock, Executive Director of Food and Nutrition Services, attended a meeting to discuss with the Student Board ways of helping to ensure that the school lunch program meets the needs of the students it serves. During that meeting, she said, Ms. Wittrock agreed that changes should be made and some food products should be put out for bid; she also agreed to include students in the taste testing process.

She introduced Darren Lewis, outgoing senior representative from Manual High School, and said that he would be attending Penn State in the fall to major in biology, with plans to attend medical school. Darren said that the most influential person during his high school years was Jo Morgan, his American Literature teacher, because she always put forth her best when teaching.

Mrs. Edwards said that Sarah Flohr would attend the University of Colorado/Boulder, planning to major in elementary education. Sarah credited
South teachers Ann McMillan, Scot Torgerson, Sharon Shannon, and Jennifer Renaldi with helping and inspiring her throughout her high school career.

Mrs. Edwards stated that Katie Schmidt was the senior representative from the Denver School of the Arts (DSA), where she specialized in creative writing and vocal music; and that Katie would be attending Colorado College to major in history, with an eye toward becoming a free-lance writer or college professor. Katie said that the most influential educators in her life was her third grade teacher, Ruth Olson, who gave her a love of history; and Janet Clark, her creative writing teacher at DSA.

On behalf of the Board of Education, Mrs. Edwards extended best wishes to the graduating senior representatives, and said that she looks forward to continuing to work with the returning members.

DISCUSSION AGENDA

IV-C-1b  Motion – To Ratify the Agreement Between the Denver Classroom Teachers Association and Denver Public Schools, Effective September 1, 2002*

Mr. Woodward said that he is pleased to present the tentative agreement between the district and the Denver Classroom Teachers Association (DCTA), and said that it was negotiated between a fine team of DCTA and district representatives. He said that the negotiating teams have done a great service to the Denver Public Schools, as they worked together toward a common goal rather than as opponents, and he thanked them for their efforts. He asked André Pettigrew, Assistant Superintendent of Human Resources, to give a brief overview of the proposed agreement.

Mr. Pettigrew said that he was pleased to be able to present to the Board the tentative three-year agreement between the Denver Public Schools and the DCTA. The agreement, he said, reflects the new educational model and partnership that focuses on student achievement in the district; and incorporates the new school calendar and the additional 15 minutes per day of teacher contact time recently approved by the Board of Education. He said that the agreement also provides for very specific planning time for teachers and administrators, as well as time for collaborative planning and training. The agreement, he said, also provides for a salary increase for teachers of 5.272 percent, and includes a new annual benefit allowance that enables teachers to select benefits that fit their lives and situations.

He said that the contract discussions also provided a construct for the district, DCTA, and the community to work together on some very important issues, including the formation of a commission to study the future of the Collaborative Decision Making (CDM) process in the district, and report back to the Board about how to utilize the CDM process more effectively in the district. Other important topics for discussion, he said, include school climate and employee morale.

* This agenda item was taken out of sequence.
Mr. Pettigrew said that he is proud of the partnership between the district and the DCTA and the goal of working toward the district’s goals of setting high educational achievement and closing the gap between better- and poorer-performing students. He introduced the following members of the district’s core team, and said that they had put approximately 80 hours of time into contract discussions: Reina Gutierrez, Principal of Hamilton Middle School; Ann Bailey, Principal of Thomas Jefferson High School; Mary Ann Baca, Principal of Columbian Elementary School; Richard Smith, Northeast Area Assistant Superintendent; Richard Allen, Assistant Superintendent of Budget and Finance; and John Leslie, Assistant Superintendent of Student Services. Members of the DCTA negotiating team, he said, included Bruce Dickinson, Executive Director of DCTA; Stephanie Frahn, Special Education Teacher; Gary Justus, Teacher at Horace Mann Middle School; Susan Pinkney-Todd, Teacher of Special Assignment to the Department of Curriculum and Instruction; Mary Sam, Teacher at Place Middle School; and Becky Wissink, President of DCTA.

He said that CDR Associates, provided two intermediaries, Judy Morris-Dixon and Laurie Stryer, who were very involved in the process and worked closely with both teams, facilitated the bargaining process. He also acknowledged the invaluable assistance of the Donnell-Kay Foundation, who underwrote the cost of the facilitation.

Mr. Pettigrew said that he feels the tentative agreement is very good and very sound. It provides a framework of partnership, he said, upon which to implement change and keep the district’s focus on student achievement. He said that there is much work to be done to get the district operating as it should, but the tentative agreement helps identify many of the issues and provides a construct to open the issues for discussion and solution.

Becky Wissink, DCTA President, said that district and DCTA representatives began meeting in February and that, to finish the process together, the entire joint bargaining team was invited to the DCTA Representative Council meeting the previous Tuesday evening. The recommendation of the Representative Council, she said, was that the DCTA membership accept the tentative agreement. She said that DCTA members were in the process of voting on the agreement and that results should be available on Tuesday, May 21, 2002.

She said that both sides acted with commitment, honesty, and integrity during the negotiations process, and that both sides would continue to work forward together on the agreement with joint training, ownership, and follow-through. She said that she appreciated the opportunity to be part of the process.

Jody Morris-Dixon, Facilitator for CDR Associates, said that it has been a pleasure to work with the Denver Public Schools/DCTA negotiating team and those who supported those teams. She said that she is aware of the fact that, in past years, negotiation has been a challenge, but that even during difficult times, the goal of everyone involved in the process has always been to improve student achievement. These teams, she said, worked 80 to 90 hours to arrive at the tentative agreement; years ago, the process took more than twice as long. The negotiations team, she said, worked very hard to develop a thorough, conscientious, intelligent agreement, and that representatives were still in the process of checking for even the slightest typographical errors, as

May 16, 2002 8 02-09
perfection is their goal. She said that the team is intent upon forging a relationship between the
Association, its membership, district administration, and the Board of Education that is truly
productive, honest, and creative. Negotiations were not always easy, she said, but the openness,
respect, and willingness to work shown by both sides were truly commendable.

Mr. Mejía congratulated the DCTA representatives and the administrative team on their ability to
come to a mutually beneficial agreement and for developing a working relationship whereby
future agreements might be made much more easily. He read the following quotes from a copy
of The Slate, the newspaper that the DCTA sends to its membership:

“This is a good agreement. Bargaining was more productive this round than in any round in
recent memory… But it takes more than words on paper to make a relationship. We jointly
set out to establish a positive, productive relationship over the course of the past eight
months, the last four of which we were engaged in a new, interest-based bargaining process.”

Mr. Mejía said that he was very heartened by the strides that were made during the negotiations
process—not only by the agreement itself, but also in the relationships that were forged. It is
clear, he said, that the DCTA and the Denver Public Schools have mutual goals and now those
goals have been set forth on paper; the next step is to ensure that the district’s budget adheres to
the mutual goals that have been set forth.

Mrs. Edwards said that the tentative agreement is the reflection not of two separate teams, but of
one team working together for the benefit of the children of Denver and working to change the
direction of public education in this city. It would be tempting, she said, to see the process as
having gone “too easily” and she urged those involved in voting about it to examine it closely
and see that the people who will benefit the most from this collaboration will be the students and
families of Denver Public Schools. She said that the agreement and the collaborative efforts of
both sides of the negotiating team could serve as a model for public education across the state
and the country. She commended everyone involved in the negotiations process and said that
she is anxious to roll the agreement out and move into a new era in the district.

Mr. Patterson said that he is pleased to learn of the strong relationship that has been developed
between the district and the Association, and that he hopes it can lead to stronger relationships
between teachers and site administrators. Unless that happens, he said, it will be very difficult to
make the necessary strides in student achievement, engaging parents in education, and many of
the other action steps needed to meet the district’s long-term goals and objectives. He thanked
the negotiations team for their efforts and said that he looks forward to seeing the results of those
efforts in action.

Rev. Guzman said that so many people want to see the Denver Public Schools succeed in
becoming the best public education system in the country, and that the tentative Agreement is a
true sign that the district is moving in that direction. She said that a new era began in the district
almost a year ago, with the hiring of Dr. Wartgow as Superintendent, as he has demonstrated a
longstanding skill of opening up negotiations and offering new ways of developing meaningful
合作, and that she hopes to see that era continue, showing educators in the district that
the Board of Education has the greatest respect for them and their role in the lives of children.
She commended the negotiations team for their openness and willingness to work together in ways that have never been tried in the district before.

Dr. Wartgow added his congratulations to the negotiations team. He said that using interest-based bargaining was a risky proposition, as the last time it was attempted in the district, the result was a teacher strike. Despite that, he said, the team moved forward with high expectations of success, and in the end, they exceeded even those expectations. He acknowledged the leadership of Mr. Pettigrew and Ms. Wissink and said that the process would not worked nearly as well without them.

Mr. Woodward moved that the Board of Education ratify the Agreement with the Denver Classroom Teachers association, which includes the related Salary Schedules for the 2002-2003 school year, effective September 1, 2002. 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. A copy of this motion is appended to the official minutes of this meeting as Appendix 02-09, IV-C-1b.

IV-B-2 Grant Proposal – Rose Community Foundation – Character Education

Mrs. Edwards moved that the Board of Education approve submission of the grant application entitled Character Education to the Rose Community Foundation and 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 may be necessary. Rev. Guzman seconded the motion.

Dr. Wartgow said that he was pleased to have this item held, as he wished to acknowledge the direction in which the district is moving in regard to character education. He introduced Robin Johnston, explaining that she has been involved with the introduction of character education in the district, and Charles Elbot, Principal of Slavens Elementary School, which has been ranked as one of the top character education schools in the country.

Dr. Wartgow stated that character education has proven to be very beneficial to the students in the schools in which it has been implemented. The district is starting a new literacy program, he said, but more is needed if the district is to reach its goals and objectives; it is vital to infuse the concepts of concern and respect into students as well.

Darlene LeDoux, Assistant Superintendent of School/Community Partnerships, said that she and her staff are enthused about the possibilities that will open up for the students of Denver Public Schools should the proposed grant application be approved by the Rose Community Foundation. She said that she is very serious about intentionally helping children develop ethical, caring, and responsible behavior. The funds, she said, would be used to expand the successful Character Education Project that has been in operation for four years in the district.
Ms. Johnston said that the representatives from the Student Board of Education, who appeared earlier in the meeting, were good examples of students with good character; and that the people involved in the negotiations who comported themselves with grace and respect for others were examples of good character. She said that she has witnessed so many good things happening in schools that have incorporated character education into their design, especially in the area of improved school climate. One principal, she said, stated that the entire school community had been changed for the better, and that parents who visited the school showed more respect than they had in the past as their children brought home from school attitudes that were more respectful and kind.

Mrs. Moss said that she had attended a celebratory gathering of the schools that had had participated in the character education program over the past four years. She said that she was most impressed by the accounts of principals explaining what character education had done for their students and their school community. It was wonderful, she said, to hear how much the children had benefited from the program, but it was astounding to hear the accounts of how character education had modified the lives of the adults in the program. She said that she feels that character education is one of the keys to improving student achievement and to success in life. She expressed excitement at the prospect of expanding the program into many district schools.

Rev. Guzman said that she was pleased to be able to support the submission of this grant application, not only because it is important to impart character onto the children the district serve, but also because it is important to have a larger area of study, so that proper data can be gathered to provide a correlation between character education and improvements in various important educational outcomes.

In response to a question from Rev. Guzman, Beth Biggs, Southeast Area Assistant Superintendent, stated that, currently, 22 district schools have character education programs. When the program initially began in the district, she said, there were only ten schools involved and all of them were middle schools. However, she said, with expansion to 22 schools, there are some middle schools involved in the program. She said that the intention behind the grant is to expand to more middle schools and some high schools, as there has been a lot of interest voiced by secondary principals about character education.

Ms. Gantz Berman said that the application includes costs for a project director and asked if one had been selected.

Ms. LeDoux replied that a project director had not yet been selected, and recruiting would begin in earnest upon approval of the grant. She said that she had begun some preliminary inquiries but would not take official steps toward selection until she was certain that the district would receive the funds to pay for the position.

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 the motion is appended to the official minutes of this meeting as Appendix 02-09, IV-B-2.

IV-B-4  Interim Capacity Planning for Montbello/Parkfield/Green Valley Ranch

Mr. Patterson moved that the Board of Education approve the interim capacity planning options recommended by staff, and that staff implement the options in the recommended sequence in the 2002-2003 school year. Mrs. Edwards seconded the motion.

Mr. Patterson said that he held this item to acknowledge and thank district staff for working with the Montbello/Parkfield/Green Valley Ranch communities. He said that it has been difficult to try and deal with the unprecedented growth that is occurring in far northeast Denver, while at the same time remaining responsive to what the communities want and need from their schools. While it would be impossible to come up with one concrete solution, he said, district staff has come up with a multi-tiered interim solution that is well thought out and deals with the problems of overcrowding in the best way possible.

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 the motion is appended to the official minutes of this meeting as Appendix 02-09, IV-B-4.

IV-D-2  Receipt of the 2002-2003 Proposed Budget

Mr. Patterson acknowledged the hard work of the budget and finance team responsible for the compilation and submission of the proposed 2002-2003 budget to the Board of Education, and introduced Richard Allen, Assistant Superintendent of Financial and Budgetary Services, and Velma Rose, Chief Financial Officer.

Mr. Allen said that this would be the formal presentation of the 2002-2003 budget to the Board of Education and to the public, in accordance with state law. He stated that the budget document presented to the Board was also available on the district’s web page, and that hard copies would be available to members of the public upon request. He said that Ms. Rose and her staff have put in many hours of work and done a commendable job in preparing and presenting the report.

He said that the format of the proposed budget is different than it was in past years. This change, he said, came at the suggestion of the Citizens Budget Task Force, who recommended that multiple formats be used in budget presentation to make budget information more accessible to members of the public, who may have different areas of interest regarding budgetary matters. He said that his staff would continue to experiment to find the best ways to present the information to the Board and the public. He announced that there would be an opportunity for public comment on the budget during the Public Hearing segment of the June 6, 2002, regular
Board of Education meeting. By law, he said, the Board must approve the budget before June 30; therefore, final action would be taken at either the June 20 regular meeting or at a Special Meeting on June 27, 2002.

Mr. Allen said that the new budget includes a section called “Narrative on the Development of the Budget,” which attempts to explain what staff is attempting to accomplish with the budget by describing the budget’s alignment. He expressed hope that people would find the information in the narrative helpful and informative. In addition to the public comment opportunity, he said, the Board anticipates discussing the budget document at a series of Work Sessions before the June 30 mandated approval date.

Ms. Rose said that the 2002-2003 fiscal year includes sixteen separate funds totaling slightly more than $865 million, with the General Fund in excess of $528 million. The General Fund, she said, includes three major parts—the general operating portion, the 1998 mill levy override, and Amendment 23 restricted funds. She noted that over 90 percent of the district’s general operating funds are derived from the funding formula of the School Finance Act.

The General Fund itself, she said, represents an $18.5 million increase over the budget for the current fiscal year, primarily driven by the School Finance Act formula funding, which will provide the district approximately $27.5 million more revenue. She said that the additional funds would come from spending down reserves to meet all the district’s needs.

Ms. Rose said that Amendment 23 mandates that the Board receive a report regarding class size information and use of the one percent increase from the amendment. That information, she said, is included in the budget document and includes an explanation of how the approximately $4 million the district received through the Amendment would be spent, including extending the school year and school day, adding teachers into the classroom, etc.

The law, she said, allows for the budget to be amended later in the fall and during the spring of next year, due to the fact that prior to the official October 1 Pupil Count, it is not certain for how many students the district will receive funding; the Pupil Count is then audited and often adjusted by the Colorado Department of Education in January, meaning that a true official budget cannot be finalized until the receipt of the Pupil Count auditor’s final report.

Mr. Allen said that, using the present format, one of the first items for funding consideration was the district’s Seven Action Steps, which was a major step in aligning the district’s budget with its goals and objectives. He gave a brief overview of the rest of the budget and said that the budget, as presented, is balanced, which was a great challenge, and would be a greater challenge in the coming years. In the past, he said, the district has made a practice of using one-time revenues and fund balances to fund and operate continuing programs—a practice which must be eliminated if long-term budget planning is to be implemented. He said that this past practice has made budget planning for the future difficult, as programs continue while the funding sources for them to do not.
Mr. Patterson said that he had been part of the Citizens Budget Task Force prior to being elected to the Board of Education and that the budget process in the past had been extremely confusing, even for someone with experience in the field of public finance. He commended Mr. Allen, Ms. Rose, and their staff for the clear and concise format of the new budget, and stated that the new format makes it much easier to understand how the budget aligns with district goals and objectives.

Mr. Woodward extended his thanks to the members of the Citizens Budget Task Force for their invaluable assistance in preparing the proposed budget. He said that, without their input, the budget would not be nearly as clearly reflective of the district’s goals and objectives, showing what the district intends to do and how they intend to fund their plans. The work of the Task Force, he said, is difficult and ongoing and the people providing such valuable input should be commended for their efforts.

Since this was an informational item, action by the Board is not required. A copy of the Proposed Financial Resources Management Plan is appended to the official minutes of this meeting as Appendix 02-09, IV-D-2.

V. **Old Business**

There was no Old Business.

VI. **New Business**

A. **Information Only**

1. **Report of Expelled Students** – The Report of Expelled Students was submitted for information. A copy of this report is appended to the official minutes of this meeting as Appendix 02-09, VI-A-1.

2. **Program Evaluation – P.S. 1 Charter School**

Janet Raban, Manager of Program Evaluation, said that P.S. 1 Charter School has been in operation for seven years and is in the second year of its renewed contract. This year, she said, a new Head of School has been hired, Dr. Karla Haas-Moskowitz, and she and her staff have implemented many positive changes at the school, some of which include:

- Providing ongoing, regularly scheduled staff development in classroom management and curriculum development.
- Staff has made great strides in complying with the district requirement that they enter information regarding students into the district’s School Administration Student Information (SASI) system.
- The introduction of a block schedule for their high school students.
• Two staff members have been appointed to facilitate implementation of English Language Acquisition (ELA) Program services.

• The addition of two full-time, one half-time teachers, and one two day per week paraprofessionals as special educators.

• The format of student portfolios has been changed to better reflect student outcomes.

• They are repositioning themselves to better address some budget issues.

• They are considering a year-round calendar and hope to modify their educational program to reflect a more skills-based approach.

• They have introduced a Project Immersion Week, comprised of intensive fieldwork outside the classroom.

• Cec Ortiz, President of the P.S. 1 Board of Directors, and Dr. Haas-Moskowitz have revitalized and restructured the Board of Directors to include experts in the fields of accounting, banking, and fundraising, among others.

Ms. Raban said that during her evaluation, she kept in mind that P.S. 1 is experiencing a new beginning; however, it was also important to remember that the school has been in operation for seven years.

She informed the Board that she had changed the format of her program evaluation reports, making it easier for the schools or programs to provide responses to concerns and recommendations raised in the course of the program evaluation. She provided a brief overview of the concerns raised in her report and referred Board members to the responses provided by P.S. 1 officials in Appendix B of the report. She identified the following six areas of concern:

1. P.S. 1 needs to provide evidence as to how students in multi-grade groupings in the middle and upper house are provided with the opportunity to meet content standards.

2. The advisement period at P.S. 1 is mandatory for all students and counted toward the direct pupil-teacher contact time. The school needs to ensure that all students are present during advisement, and that students are engaged in constructive activities during this period.

3. An analysis of student outcomes based on the Colorado Student Assessment Program (CSAP) scores reveal that not all grade levels at P.S. 1 are achieving at the same level as students from comparable schools.
The school should develop strategies to improve student outcomes in all grade levels.

4. Although staff has attended training to identify English language learners, the school is not yet providing services to students who have been identified as English language learners. The school should develop an action plan to ensure that English language learners are accommodated by fall 2002.

5. P.S. 1 is currently operating under a large debt burden. The school should submit a plan to the district that demonstrates how the school will operate with a positive fund balance and meet their loan obligation.

6. P.S. 1 should enact procedures to “help maintain an overall atmosphere conducive to learning, and to respect the principle that no student shall engage in any activity that disrupts…and/or interferes with the educational rights of others.” Teachers should be held accountable for implementing and protecting Students’ Rights and Responsibilities (District Policy JI).

Ms. Raban expressed optimism that, under the guidance of Dr. Haas-Moskowitz, the school will find new direction and stability.

Mrs. Edwards said that the Board has often heard the phrase, “things are going to get better.” She said that she would like to hear an explanation of exactly how improvements will be made, how changes will impact P.S. 1 students, and the ultimate goal and a timeframe for meeting it.

Dr. Haas-Moskowitz said that Ms. Raban’s program evaluation provided a format and process for she and the P.S. 1 staff to take a close look at the school and how it operates. She said that the process was very gentle and helpful and at no time did she feel that the school or its staff were being dismissed or criticized unjustly. It was somewhat heartening, she said, that none of the areas of concern were a surprise to P.S. 1 officials; the concerns had already been identified by school officials and were in the process of being discussed and addressed. She said that it would be unreasonable to expect that the school would be able to make a complete turnaround in one year, but that she could say with confidence that P.S. 1 officials are aware of the problems they face and are committed to solving them.

She said that the school is undergoing a major curriculum overhaul and the process is serving to allow the school’s original mission to be revisited. Her analysis in the areas of curriculum, instruction, and assessment, she said, is that, through P.S. 1’s history, the school tended to respond to emerging issues from a reactionary posture, providing “band-aid” solutions to problems, rather than addressing them on a long-term basis.
Dr. Haas-Moskowitz said that, in answer to that problem, she has attempted to “rally” the P.S. 1 team around that which inspires them—the idea of creating a community with very high expectations of its learners. To do so, she said, the school day has been restructured to make it more focused, advisement periods have been lengthened and revitalized, and staff development around advisement is being planned. She said that course descriptions and curriculum around advisement are being written, and two new staff members are being hired to support advisement, one of whom will examine Personalized Learning Plans (PLPs), Individual Education Plans (IEPs), Literacy Plans, and plans for English language learners; the other advisement support person will concentrate on the areas of discipline, team-building, community connections, and service learning.

Dr. Haas-Moskowitz said that P.S. 1 will begin an immersion-based curriculum that is a blend of practice and theory and will take up a large portion of the students’ school day. Teachers will be teamed, she said, in an attempt to nurture them and help them not feel isolated in the instructional process. She said that students would end their school day in two very focused, skills-based literacy labs.

She said that she is taking a systematic approach to examining and reviewing P.S. 1’s organization, schedule, and curriculum. By examining each of these systems and how they are interrelated, she said that she hopes to avoid reactionary, short-term solutions.

Mr. Mejía, speaking as Director of the Denver Department of Parks and Recreation, said that in the previous few weeks, his department enjoyed relationships with P.S. 1 students in regard to their experiential learning activities. He said that some students had interviewed users of the trail along Cherry Creek, while others in a Botany class helped Parks employees with spring planting at Civic Center Park. He asked how important the school’s location was to being able to participate in these and other experiential learning activities. He also wondered how stable their current location is from a financial standpoint.

Dr. Haas-Moskowitz replied that P.S. 1’s current location is vital to the mission of the school, as the entire program was designed to use Denver as a classroom, and the P.S. 1 community is committed to place-based education in its training and practices. P.S. 1, she said, is part of the city, the program works in the city, and its students are urban citizens. She said that P.S. 1 works with the University of Colorado/Denver’s “Urban Citizen Class” and their interns work with P.S. 1 students; many P.S. 1 students take classes at the Auraria Campus. She said that P.S. 1 has a lease on the building for at least five more years and there are plans in development to make renovations to enhance the beauty of their educational environment in an old, historic building; students and staff are deeply involved in the renovation plans.
Mr. Mejía said that there is always a great deal of momentum when a charter school opens—students, parents, staff, and the community are excited and enthusiastic. He said that he would like to be certain that P.S. 1 still has enough of a level of enthusiasm and support among its community that they would want to own their school. He expressed concern that the P.S. 1 community has spent a great deal of time, effort, and money to make improvements to a building that does not belong to them. He asked if there was a high enough level of support to help P.S. 1 find a permanent home of its own.

Dr. Haas-Moskowitz said she hopes that the school will one day find a permanent home; however, even though the site is leased, there is not any doubt that P.S. 1’s students, staff, and community feel that their current site is home, and their dedication to their community is strong. She said that part of her role is to keep the community enthused and invested in the school, and that she feels that she accomplishes that mission well. Financial planning, she said, is very important; however, it is more important to create an educational atmosphere that is welcoming and nurturing to students, regardless of whether a building is leased or owned.

Mr. Patterson said that P.S. 1 has capital needs of approximately $500,000 and that the deficit has arisen because the school has been overly optimistic about outside donations to the school. He expressed hope that the momentum Dr. Haas-Moskowitz spoke of brings the school past this current financial shortfall.

Dr. Haas-Moskowitz said that, as a new administrator, she has had to embrace the challenge of the school’s budget and become very actively involved in the budget process. She says that she works with the school’s business manager on a daily basis to keep the budget balanced. The first step, she said, is financial integrity, from day-to-day and year-to-year. She said that P.S. 1 is in a new era of increased accountability.

Regarding dependence on outside funds, Dr. Haas-Moskowitz said that she is a very cautious budget manager. She said that grants do not interest her very much because they only provide funding for a limited amount of time, and she is looking for real sustainability for P.S. 1 and the ability to operate within its per pupil funding. If grants are received, she said, that would be an added benefit, but not one on which she would base future financial planning. She said that they received grant funding from the Rose Community Foundation, as well as the Daniel Fund, and that they were very appreciative of those funds, which are committed to supporting ongoing programs. She said that she could not give specifics about fundraising plans because the P.S. 1 Board of Directors is working in that area with the assistance of experts in that field.

She assured Mr. Patterson that the school’s financial approach is one of caution and that there has been a great deal of communication by and between the Board of Directors regarding the budget.
A copy of the report entitled *P.S. 1 Charter School Program Evaluation* is appended to the official minutes of this meeting as Appendix 02-09, VI-A-2.

B. **Issues Requiring Action by the Board of Education at a Later Date**

1. **Adoption/Revision/Deletion of Policies**

   a. **Revise – Policy and Related Procedures, JBB/JBB-R – Sexual Harassment (Student)** – The Board of Education received proposed revisions to Policy JBB and related Procedures JBB-R – Sexual Harassment (Student). A copy of the proposed revisions is appended to the official minutes of this meeting as Appendix 02-09, VI-B-1a.

   b. **Revise – Policy JBBA, Harassment Based on Race or Color, National Origin, Sexual Orientation, Disability or Religion** – The Board of Education received proposed revisions to Policy JBBA – Sexual Harassment Based on Race or Color, National Origin, Sexual Orientation, Disability, or Religion. A copy of the proposed revisions is appended to the official minutes of this meeting as Appendix 02-09, VI-B-1b.

   c. **Revise – Policy Procedures JEC-R – Tuition for Early Childhood Education and Kindergarten** – The Board of Education received proposed revisions to Policy Procedures JEC-R – Tuition for Early Childhood Education and Kindergarten. A copy of the proposed revisions is appended to the official minutes of this meeting as Appendix 02-09, VI-B-1c.

   d. **Revise – Policy and Related Procedures JLF/JLF-R – Reporting Child Abuse/Child Protection** – The Board of Education received proposed revisions to Policy JLF and related Procedures JLF-R – Reporting Child Abuse/Child Protection. A copy of the proposed revisions is appended to the official minutes of this meeting as Appendix 02-09, VI-B-1d.

   e. **Revise – Policy KFA – Public Conduct on School Property** – The Board of Education received proposed revisions to Policy KFA – Public Conduct on School Property. A copy of the proposed revisions is appended to the official minutes of this meeting as Appendix 02-09, VI-B-1e.

   f. **Revise – Policy KI – Visitors to Schools** – The Board of Education received proposed revisions to Policy KI – Visitors to Schools. A copy of the proposed revisions is appended to the official minutes of this meeting as Appendix 02-09, VI-B-1f.
g. **Delete – Policy KCD – Grounds for Suspension/Expulsion** – The Board of Education received a recommendation to delete Policy KCD – Grounds for Suspension/Expulsion. A copy of the policy proposed for deletion is appended to the official minutes of this meeting as Appendix VI-B-1g.

h. **Delete – Policy Procedures JEC-R – Tuition for Early Childhood Education and Kindergarten** – The Board of Education received a recommendation to delete Policy Procedures JEC-R – Tuition for Early Childhood Education and Kindergarten. A copy of the policy proposed for deletion is appended to the official minutes of this meeting as Appendix VI-B-1h.

**COMMENTS BY DISTRICT LEGAL COUNSEL REGARDING PROPOSED POLICY REVISIONS AND DELETIONS**

Mary Ellen McEldowney, district legal counsel, stated that the proposed policy revisions and deletions were submitted to the Board for information only and that they would be available for public viewing on the district’s website. She said that the public would be able to offer input at the first Regular Meeting on June 6, 2002, and that final action by the Board is expected at the June 20, 2002, meeting.

She said that the changes to the policies regarding harassment were made to include prohibitions against retaliation and to add provisions regarding aid to victims of harassment, when appropriate.

Regarding the proposed changes to the policy and procedures regarding tuition for early childhood education (ECE) and kindergarten programs, Ms. McEldowney said that the changes were recommended to eliminate the redundancy of having policies to address tuition for ECE and all day kindergarten programs, yet still require that the Board take action on the issue on an annual basis. She said that staff recommends taking most of the decision-making process out of policy and leaving it to the vote of the Board of Education on an annual basis.

She said that the changes to the policy regarding reporting of child abuse came about to formalize what had been discussed by the Board about the policy over the past few weeks. The policy regarding Public Conduct on School Property has been revised to include a definition of, and prohibition against, loitering on school property.

**VII. Adjournment**

Ms. Gantz Berman adjourned the meeting at 6:55 p.m.

Susan G. Edwards, Secretary
Board of Education