



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
May 11, 2016, Part 4, Aurora

BE IT REMEMBERED THAT on May 11, 2016, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

Steven Durham (R), Chairman
Angelika Schroeder (D), Vice Chairman
Valentina (Val) Flores (D)
Jane Goff (D)
Pam Mazanec (R)
Joyce Rankin (R)
Debora Scheffel (R)



1 CHAIRMAN DURHAM: People from -- from Aurora
2 for the delay. Mr. Dill, do you wanna to start to and then
3 we'll proceed.

4 MR. DILL: Ladies and gentlemen of the
5 Board, Aurora is presenting innovation plans for five
6 schools, as well as a plan for an innovation zone. One of
7 those schools is on the year -- year five of the
8 Accountability Clock, that would be Aurora Central High
9 School. This innovation plan is being submitted at a State
10 Board pursuant to the Innovation Schools Act and not as
11 part of the formal accountability plot here. Therefore, at
12 this time, the State Board is considering all of the
13 innovation plans according to the statutory criteria set
14 forth in the Innovation Schools Act.

15 And as a reminder, the -- the criteria in
16 the Innovation Schools Act for approving a waiver is that
17 the State Board shall designate the local Board's school
18 district as a District of Innovation, unless the Board
19 concludes that the submitted plan is likely to result in a
20 decrease in academic achievement in the innovation schools
21 or innovation school zones or is not fiscally feasible.
22 Therefore, the purposes of this hearing, the State Board
23 will supply the statutory criteria of the Innovation Act
24 and not treat this as a plan that may or may not be
25 relevant to the Accountability Clock hearing.



1 Aurora Central High School will be returning
2 to the State Board at a later date, probably before June
3 30th, 2017, for their formal Accountability Clock hearing.
4 At that time, you may direct the local Board to pursue any
5 of the school level accountability pathways, that's central
6 including fourth floor central including but not limited to
7 innovation. Whatever action you take on the Innovation
8 Plan before each date does not foreclose the State Board
9 taking additional actions available to it under the
10 Accountability Clock Statute. Nor should Aurora Public
11 Schools consider today's action as a guarantee of what the
12 State Board could or could not do at the subsequent formal
13 Accountability Clock hearing.

14 And if the State Board believes that the
15 innovation planned is the best way forward for Aurora
16 Central but only if it addresses additional components, the
17 Board may stipulate those conditions as necessary for
18 approving an innovation plan as opposed to another pathway.

19 CHAIRMAN DURHAM: Thank you, Mr. Dill.
20 Superintendent Munn, welcome back and if you'd like to
21 proceed with your presentation.

22 MR. MUNN: Thank you, Mr. Chairman. It's
23 nice to see you all again. It's been several years since
24 I've spent so much time down here. But --

25 CHAIRMAN DURHAM: So you're happy.



1 MR. MUNN: Yes. Yes. Back again.

2 CHAIRMAN DURHAM: Five months you've been
3 away?

4 MR. MUNN: Yes. Thank you, Mr. Dill, for
5 kinda setting the context and kind of stole some of thunder
6 from our initial slides, in kinda talking about why we're
7 here and setting the context for today, but for the sake of
8 -- that that is a point of reference, wanna have that in
9 front of us. Let me introduce by my side Dr. Lisa
10 Escarcega, our Chief Accountability Officer for another 45
11 days, I believe.

12 MS. ESCARCEGA: But who's counting?

13 MR. MUNN: Dr. Escarcega has been on point
14 for a lot of the project management of this process and can
15 answer a lot of the detail questions. There are a number
16 of other people who were here with us and they'll be
17 introduced as appropriate as we go through this process.
18 Let me offer my apologies on behalf of my Board Chair Amber
19 Drevon. She had intended to be here but about two hours
20 ago, her daughter was taken to the E.R. with an
21 appendicitis attack.

22 UNIDENTIFIED VOICE: My gosh.

23 MR. MUNN: My understanding is everybody
24 will be okay but she's not coming. So on behalf of our
25 Board, wanted to let you know that they are, obviously, in



1 support of this work and take ownership of this work and
2 wanted to convey that to you as directly as possible. But
3 as Mr. Dill mentioned we are here to present our plan for
4 an innovation zone encompassing five schools within APS.

5 It's our understanding that we are
6 presenting that plan for the existing law and the state
7 rules, and that we will, if necessary, come back at another
8 time to have the discussion on this -- on Senate Bill 163.
9 For the record, I would note that we are very confident and
10 believe that these plans will satisfy that standard as
11 well. However that standard doesn't quite exist yet, and
12 so we know that we have more conversations to have about
13 that. It's our understanding the CDE's formally accepted
14 those plans, and now we're ready for the conversation
15 around what APS has demonstrated the need to demonstrate
16 throughout the process.

17 It's our understanding overall that we need
18 to demonstrate evidence of support from certain categories,
19 that we also need to provide you, and we have in your
20 written materials you already have, a description of how
21 the schools will work together, what the labors might need
22 to be to bring the plans to life, what the expected
23 academic outcomes are, and ultimately what the financial
24 feasibility of those plans are. It's also our
25 understanding, as Mr. Dill has laid out, that this Board



1 has a standard of review, and that we'll be looking at two
2 items.

3 Whether or not you believe the innovation
4 plans would likely result in any kind of decrease in
5 academic achievement or whether you believe the (inaudible)
6 is fiscally feasible, we believe that standard will be
7 easily met. We have passed those bars but on top of that,
8 we have some exciting work that the kids and community are
9 excited about.

10 To speak to that, I wanted to introduce
11 several folks to you who would like to come up and offer
12 some brief comments about the plan and their involvement
13 and their role in the plan. First off was to be Amber
14 Drevon. As I mentioned she is not here, but I'll make sure
15 your Board is fully in support of this work. As you can
16 see by the (inaudible) record (inaudible) support of this
17 Board.

18 Next up, I'd like to introduce a couple of
19 our parents who are here in attendance today from some of
20 our schools. I'd like to bring a couple of them up. First
21 of I'd like to introduce Ms. Karen Porter who is a parent
22 at Aurora Central High School. Ms Porter.

23 CHAIRMAN DURHAM: Ms. Porter.

24 MS. PORTER: Hi. I'm Karen, how is
25 everybody?



1 CHAIRMAN DURHAM: Hold the mic just a little
2 closer.

3 MS. PORTER: I'm definitely in support of
4 the Board. I've actually served within the district on
5 different Boards. My two children, I have a sophomore and
6 a senior here at Aurora Central High School. We -- I moved
7 over in Aurora for about 21 years ago. And the
8 neighborhood has changed tremendously. And the kids have
9 changed tremendously. I'm from southeast Denver
10 originally.

11 And what I've learned watching (inaudible)
12 and the children who are in the area is -- it's different.
13 They learn different, they respond different, but they
14 definitely can achieve and excel. They definitely want to
15 do well and with the innovation plan, I personally and I
16 also sat at the innovation Board. I believe that if we're
17 able to offer them education the way that they can
18 comprehend it, we'll have nothing but success. Because the
19 kids want to succeed. They all want a future. They love
20 doing positive things. And of course you do have, you
21 know, you have one of the few not that it is a -- a major
22 diversified area. You have limited parental involvement.
23 But you still have kids that wanna do well.

24 And I think if we as a community offer them
25 something. And teach them a way that they can comprehend,



1 is a win-win way but we have to offer them some
2 opportunity, they can't just be the way the current
3 standards are because how I learned when I was a child
4 wasn't that many years ago, is different. It's like old
5 school math versus new school math. If you put me in a
6 room right now and tell me to do new school math, I'm gonna
7 go back to old school math. But I'm still not comprehended
8 because I'm learning in way that I comprehend. I -- this
9 is what I understand. And in the worst intro area -- I
10 feel we have to offer them. Because what you're doing in -
11 - in South Aurora is not the same that's gonna work in
12 North Aurora. I'm not sure there's anything else. Okay.

13 CHAIRMAN DURHAM: Thank you very much.

14 MR. MUNN: Next up is on of our parents from
15 Crawford Elementary School.

16 CHAIRMAN DURHAM: Please speak a little
17 louder and pull the microphone towards you.

18 MR. MUNN: Can you please make sure that
19 this one's on?

20 MS. CORDIAL: It is.

21 CHAIRMAN DURHAM: Okay. Please proceed.

22 MS. HAKIMA: (Foreign language).

23 MS. ZAHRA: My name is Hakima.

24 MS. HAKIMA: (Foreign language).

25 MS. ZAHRA: I have three children.



1 MS. HAKIMA: (Foreign language).

2 MS. ZAHRA: She already write it down here
3 so I just to translate, and so I will read it right now.
4 My name is Hakima, I have three children. One child is --
5 one child is a first grade. The second child is a 10th
6 grade, the third child is in fifth grade. They are going
7 to school almost one and a half years in US, in United
8 States. My kids go to Crawford Elementary School. In one
9 and a half years, they are happy to go their school and
10 they love their teachers, and they also receive or get
11 tutoring after school program. As a mom, I like this
12 school because my kids get the help they need.

13 I was one of the parents participate in
14 innovation plan for the Crawford Elementary School. I am
15 so happy to be part of the Right our Wrong project. My
16 children was happy to share our culture, so that other kids
17 and families can learn about us. I learned about how
18 education works in United -- United States, and how it
19 takes to get a high school diploma and college degree. I
20 was important, no -- it was important to share my childhood
21 education with my children and the community. Thank you
22 for the opportunity. Thank you all.

23 CHAIRMAN DURHAM: Thank you very much.

24 MS. ZAHRA: I forget to mention my name is
25 Zahra.



1 CHAIRMAN DURHAM: Thank you. So what
2 language did you translate from?

3 MS. ZAHRA: What?

4 CHAIRMAN DURHAM: What language did you
5 translate from?

6 MS. ZAHRA: Somali.

7 CHAIRMAN DURHAM: Somali, Somali. Thank
8 you.

9 MR. MUNN: Thank you.

10 MS. ZAHRA: Thank you.

11 MS. HAKIMA: Thank you all.

12 CHAIRMAN DURHAM: You are welcome.
13 Superintendent.

14 MR. MUNN: Thank you Mr. Chair, I'd like to
15 invite one of our community participants up, Jill Fricker
16 from the Colorado African Organization.

17 CHAIRMAN DURHAM: Ms. Fricker.

18 MS. FRICKER: Hi. Good afternoon. Thank
19 you for having me. My name is Jill Fricker and I am the
20 Executive Director of the Colorado African Organization.
21 We are -- and I'm here to demonstrate my support of this
22 plan. And we are community based organization that exists
23 to support refugee and immigrants to -- to help them seek
24 to achieve self-sufficiency, integration, and freedom. And



1 one of the ways we do that is through promoting school and
2 community partnerships through education and navigation.

3 And as you already know and have been told,
4 this zone is highly diverse and includes refugee families
5 and the various students that we work with. I have been an
6 active member of the zone design committee since inception.
7 And our input has been a team considered out the --
8 throughout the entire process. We have been enjoying being
9 a voice on behalf of the refugee community.

10 We serve and really appreciate the
11 partnerships that we have formed, with the district and
12 with the action zone schools. And we understand and fully
13 know that this is only the beginning of the process and
14 intend to collaborate with the district and the zone
15 schools to implement these plan to achieve one of our key
16 pillars to develop a strong family and community
17 partnerships. Thank you.

18 CHAIRMAN DURHAM: Thank you.

19 MS. SCHROEDER: Can we ask her a question?

20 CHAIRMAN DURHAM: You can, you may. Just go
21 ahead.

22 MS. SCHROEDER: Jill, I have a question for
23 you. You said you've been at the inception when was that?

24 MS. FRICKER: Gosh, nine months ago, a year
25 ago. Feels like, maybe a year ago. February, I think.



1 MS. SCHROEDER: Okay. Thank you.

2 CHAIRMAN DURHAM: Thank you. Any other?
3 Thank you.

4 MS. FRICKER: Thanks.

5 MR. MUNN: And just to -- if I can, Mr.
6 Chair answer that question before. We kicked off this
7 process about two weeks February last year, a year ago. In
8 June 2015, school started up, people came back, and on
9 obviously on Board and school staff and other community
10 folks and students as they've kind of engaged.

11 And lastly as far as people to come up
12 before you, let me bring to our principals in front of you,
13 Gerardo De La Garza of Aurora Central High School and Ms.
14 Jenny Passchier of Crawford Elementary School.

15 CHAIRMAN DURHAM: I see that they
16 volunteered. Please proceed.

17 MS. PASSCHIER: Good afternoon. My name is
18 Jenny Passchier, I'm the principal at Crawford Elementary
19 School. Over the last three years, we've worked really
20 hard at Crawford to improve our culture and increase
21 student achievement. We've moved up a priority
22 improvement, and our data shows that we're are continuing
23 to grow everyday based on the innovations that we worked at
24 the time already. The last two years, we've utilized our
25 take money and funds to put structures in place and build



1 the capacity of our staff, to better address our student
2 needs. And we wanna continue that work by receiving
3 economies through and part of our innovation status.

4 With our take funds, we've provided release
5 time for teachers to engage in professional learning, and
6 to analyze student data, so they can better plan on that.
7 Our take funds will expire at the end of the following
8 school year. We will not have the funds or flexibility in
9 our calendar to maintain the current structures, and the
10 innovation plan outlines the new calendar in a school day
11 that will allow this trigger to continue with our staff and
12 our students.

13 We also have a systematic approach to
14 intervention place for Kindergarten through third grade
15 during the school day. And this need was identified
16 through our data and since implementation, we're seeing
17 growth in students' reading foundation skills. However, it
18 has impacted other content areas like minimizing time. We
19 had to implement that intervention block. We've taken time
20 away from some of the other content areas.

21 And we also have an after-school
22 intervention program that we have implemented through take
23 funds and that's been effective. It's only served 10 to 15
24 percent of our students. So when you read our innovation
25 plan, you will see that it calls for an extended school day



1 that ensures equity for all of our students by providing an
2 opportunity for intervention and enrichment during the
3 school day, without requiring additional funds or
4 minimizing time from other areas.

5 So Crawford is in a very different place
6 than it was three years ago, but we are still not where we
7 want to be and definitely not where our kids want to be.
8 So we're seeking innovation status to continue our work
9 that we've started to undertake -- undertake, as well as
10 address identified barriers to continue to increase of
11 achievement.

12 CHAIRMAN DURHAM: Thank you.

13 MR. DE LA GARZA: Good afternoon, can you
14 hear me?

15 CHAIRMAN DURHAM: Yes.

16 MR. DE LA GARZA: All right. I'm Gerardo De
17 La Garza and I'm one of the principal at Aurora Central
18 High School. I stepped into this role as a transitional
19 principal about 11 months ago. And I mean, it's still a
20 surprise, and we all know that, you know, Aurora Central is
21 under the spotlight where the accountability clock, you
22 know, it's ticking there and we're at the end of that time.
23 This innovation plan, you know, we began working on it,
24 developing this plan, input from students, staff, parents,
25 community members, all had a part in developing this plan.



1 And we believe that the plan addresses those problem --
2 issues that, you know, are of the most urgency there at
3 Aurora Central. You know, it addresses the student
4 achievement, it addresses the student growth, the
5 achievement gaps that are glaring right there, and it also
6 addresses the Postsecondary Workforce Readiness.

7 What this plan does, you know, it allows us
8 the flexibility to create those structures that are needed
9 at Aurora Central. You know, it allows us to create those
10 structures that are going to enhance those student-teacher
11 relationships that we know are so important in our school.
12 It allows us that flexibility, you know, to create those
13 monitoring systems that need to be in place to monitor the
14 progress of our students in the implementation of this
15 plan. It also allows us, you know, the flexibility to
16 create data-driven systems and structures to monitor this
17 progress.

18 And then most importantly, it also allows us
19 the flexibility for recruitment and retention of quality
20 teachers that need to be in our buildings as to meet the
21 needs of our students. You know, since this plan was
22 approved by our staff and by our Board at the district
23 level, our teachers have dug into this plan and they are
24 working on it, you know, already detailing of what these
25 structures are going to look like for this coming school



1 year. So you know, this plan is very important, this
2 innovation is very important to Aurora Central's success as
3 we move forward. So thank you very much for your
4 consideration.

5 CHAIRMAN DURHAM: Thank you very much.

6 MR. MUNN: And so members of the Board,
7 principals of our other schools are also here in
8 attendance. They are not being forced to talk to you. But
9 behind me, the Principal of Aurora West, Brian Duwe.
10 Brian, please stand. Principal of Boston K-8, Ruth
11 Baldivia, and the Principal of Paris Elementary School,
12 Tammy Stewart, are all here in attendance as well. With
13 that, let me turn to Dr. Scarsa (ph) to go and walk you
14 through some of the broader outline for the plan.

15 MS. SCARSA: So the focus of these double
16 slides of the presentation we did in our own Board, they
17 help explain why -- why innovation zone instead of just
18 individual innovation schools, and then how together we
19 will leverage those. The packet -- I think I gave you each
20 a packet on the -- one on the right side of the -- is the
21 PowerPoint, and on the left side there are two documents
22 that are from our district. First is underneath the
23 strategic plan, and it is the one pager. And we start with
24 our core values. On the back of that document are our core



1 values, from which we believe that everything that we do
2 should be reflected in those (inaudible).

3 And also, the strategic goal of -- for our
4 district, we have three. One, that every student will have
5 a plan for his or her future. Two, that they will have a
6 set of skills in which to implement that plan. And three,
7 that they will leave our school district with credentials
8 that matter, that open up doors for their future. So we
9 started the zone work with that our strategic plan, the
10 core in mind. The next, you move over to our reform
11 strategies, there's a document, there's a handout that
12 looks like this, the education reform and ATS, that
13 outlines not just the innovation part, you'll notice it's
14 actually not the largest part, but there are several other
15 major strategies that we are planning for, total reform
16 across the district. We have, statistically speaking.

17 Two goals I mentioned here are
18 differentiated support structures very early on, and the
19 superintendent wants tenure. When you read our terms,
20 tenure. We implemented it, started to do a differentiated
21 support structure which went into differentiated fundings
22 for schools based on risk factors. So all of the schools
23 that are here today have and had continue to qualify. We
24 also implemented communities of practice. And we think the
25 easiest way to explain that is learning communities and



1 schools, when you think of the number of schools we have,
2 these are communities of practice for the district.

3 Leading into the action zone, thematically
4 linked schools, and when you look at the bottom, the zone
5 design team and the Zone Advisory Council wrestled with a
6 couple different stands potentially for this zone. Another
7 one that came up, how Science has been very popular, that
8 the international leadership has chosen. And also, the
9 zone increases the timing that you see the shared
10 strategies supporting the (inaudible). When we look across
11 all these pieces, the international leadership for us was
12 the true line, that most connected all of this. So that's
13 the reason for that selection.

14 Next slide, it talks about International
15 Leadership. This allows us to leverage assets. Through
16 the assets, team assets, and internationally recognized
17 skills, to provide students with meaningful transferable
18 credentials. The shared strategies, what we decide at the
19 Zone Advisory Council said, all right, we have this
20 international leadership theme, but what are the pillars or
21 icons, kind of, it offers? What are the absolutes and non-
22 negotiable that we will need to see in each of these
23 innovation plans and within a district innovation plan to
24 say that we can support this? What must they include?
25 Those four pillars are here. It must address plan culture



1 of international leadership because that's the theme. They
2 must have a comprehensive talent strategy.

3 We have had many audits done of individual
4 schools, and even of the district that talk about
5 comprehensive talent management as something the district
6 needs to continue to develop and leverage to support these
7 schools, particularly turnaround schools. Strong family
8 community partnerships must be a part of these plans, and
9 then the -- the data-driven student centered instruction
10 based upon all the research you see around turnaround. It
11 must be evident in person.

12 The next slide talks about Shared
13 Innovation. So each of the schools has their own set of
14 innovation laid, you see. There is some uniqueness to
15 these plans. But then you will also see across several of
16 these items that they, the schools have shared with labors,
17 making them district one. For instance, no mandatory
18 placements. If there was a decision across this zone, and
19 if you're an effective teacher for two years, then you are
20 not eligible to teach in these zone schools. So these
21 zones, particularly where they have the ability platforms
22 that the most effective teachers are there. Of course, you
23 have a position in the district. But these are the kind of
24 shared common pieces they have. There's some individual



1 like adjusting rank and GPA that only apply to the high
2 school. And then you can see that as the risk goes on.

3 So the economy is a scale, you just try to
4 outline this, because these structures are meant to promote
5 and oversee dramatic change and assure the involvement in
6 the district in a regular performance management of
7 activities. We talked about economies and skills around
8 evaluating progress supporting the zone and ensuring the
9 implementation of these pillars. First is again, having
10 five individual innovation plans. To the right of down
11 that slide, you will see what we are developing right now.
12 We're actually hiring for some of these positions. We've
13 developed in office of the congress schools and then we'll
14 have oversight of the innovation zone. It is to be
15 separate from our divisions within the district, and report
16 directly to the Superintendent. Superintendent Munn and I
17 traveled across the nation and talk to many people who have
18 done innovation zones which are becoming more common.

19 But there's really a few grade examples.
20 What we heard consistently back from people is that, the
21 structures you have in place will attempt to remain in
22 place. They will -- change is hard, and that some of the
23 most problematic issues around the innovation in innovation
24 zone, is who the supervisor is of the schools, how this
25 works. So that an office is going to prove why our Board,



1 we are not hiring, we just add, we are shifting resources,
2 we are not adding resources. This is part of our promise
3 to our Board. This is not additional funds, this is
4 different. Then we have improved student outcomes on
5 those, and all of the plans.

6 Perhaps the next slide covers the students
7 looked at -- what we have -- we talk about proficiency in
8 (inaudible). Of course, we have the global competencies
9 that thought about us in, and then we have the post
10 secondary success. They're the indicators of college
11 career, both locally and globally. We've set targets for
12 the schools, but in each of the plans, they have a section
13 around expected student outcomes. With this slide, what we
14 did was we just took where they're at as school
15 accountability plot, and we projected out based upon where
16 we expect these schools to improve, at what year would they
17 hit performance because that is the target. You'll notice
18 at the bottom, West is actually a 612. They get two school
19 performance frameworks.

20 Their middle school is on improvement, but
21 their high school's performance, they are already there.
22 The other schools are expected to move to performance
23 within the three to five-year plot. Paris was the one that
24 would take the longest. And then we've talked about
25 central agreed bill, Paris is the one that actually has the



1 lowest performance among the largest number of refugees in
2 the district. (Inaudible) of these schools actually has
3 the most at 25 percent (inaudible) of refugees.

4 MR. MUNN: So with that we wanted to work to
5 have a strong sense, you already have a summary of all of
6 the peer parameters that we've sent you. One of the piece
7 that I highlight is one of the things that is making this
8 unique for us, is that thematic linkage. And we brought in
9 an outside management partner that help us with that
10 thematic linkage, and that is the International Schools,
11 ISSN. I can't remember the applicant's name.

12 MS. SCHROEDER: I'm sorry, what does that
13 stand for?

14 MR. MUNN: We think it's the International
15 School Support Network.

16 MS. SCHROEDER: Okay, thank you.

17 MR. MUNN: I could be wrong in the second S.
18 Studies, sorry.

19 UNIDENTIFIED VOICE: Studies.

20 MR. MUNN: Studies Network.

21 CHAIRMAN DURHAM: They're just testing you.

22 MR. MUNN: Yes. So have had success around
23 the country working with schools, really developing these
24 global competencies, kind of international (inaudible)
25 framework. They're going to be an actual partner with us



1 this process. The theme that's outside performance
2 management and external management progress. So with that,
3 we are hoping to get questions or dialogue you'd like to
4 have, and again Mr. Chair, thank you for your time.

5 CHAIRMAN DURHAM: Thank you. Questions.
6 Yes, Dr. Schroeder.

7 MS. SCHROEDER: So I don't understand why
8 the waiver requests vary between schools. I'm happy to --
9 I can -- it makes sense that a high school might have
10 different ones. But were these just decisions made by each
11 of the individual school staffs?

12 MR. MUNN: Yes. I'm sorry, Mr. Chair?

13 CHAIRMAN DURHAM: Yes. Please proceed.

14 MR. MUNN: So under innovations factor, each
15 school has its own school designed theme. There are
16 certain commonalities they have to work together to come
17 around. But apart from that, there are some certain things
18 to their communities, was happening in their school that
19 they are allowed to take note of, and make unique for these
20 different situations.

21 MS. SCHROEDER: And I mean, the whole -- it
22 seems to me that the whole notion behind the waivers under
23 innovation status is staff flexibility, time flexibility.
24 Have you evaluated that whether within the goals of the
25 zone, that these differences aren't going to create some



1 situations for some of the schools that might turn out to
2 be problematic? I mean, I can't -- I can't quite tell
3 what's central in your zone versus autonomy.

4 UNIDENTIFIED VOICE: The waivers are around
5 people, time, money and -- and resources, and we program --
6 programming. Most of them are the same. The large bucket
7 waivers are the same, where you're gonna get uniqueness if,
8 for instance, another one at Central High School, where
9 teachers agreed to one year contract. Central High School
10 knew that talent management and through our evaluations
11 both through the State Review Panel, through the Mass
12 Insight Review, through RMC review, the talent management
13 is going to be one of their critical needs, more so than
14 any of the other four schools. That is a different waiver.
15 It only applies to them when they work at that school, if
16 they leave that school and go to the district, that does
17 not apply because they are not on the contract. So these -
18 - so those, those are usually around personnel and where
19 they're unique, where they're unique, but the large buckets
20 around curriculum, buckets around money, and around time
21 are -- are fairly universal in this group.

22 MS. SCHROEDER: In terms of the money, just
23 observing what has happened in some of the -- in Denver,
24 for example, it's been very hard for the central part of
25 money to -- for the innovation schools to pull out services



1 that they don't want. Do you foresee that? Have you
2 looked at your central offerings to see how much choice
3 your innovation schools will have and how much they really
4 are expected to participate in the economies of scale that
5 you generate by centralizing a lot of it? Have you had
6 some discussions about that rather complex problem?

7 MR. MUNN: We have, Mr. Chair. Yes, it's
8 hard. It is -- it is to be honest answer. We are going
9 through a process now of identifying our functional people
10 from different divisions to start identifying what are
11 those questions, what are things we need to bring together
12 and the answer is if you try to address some of those
13 systematic things. Everything from which district meetings
14 do people have to attend or not attend to which services
15 are required to be done in a certain way over federal or
16 state law and because of our compliance requirements of
17 group that we have to maintain in a certain way versus one
18 that we can kind of set that up there and say that, you
19 gotta comply which you gotta freedom to do that.

20 We don't have all the answers for that, but
21 we recognize that the challenges and issues. We also
22 recognize that EPS has a history of different kinds of
23 economies throughout the district. We have from pilot
24 schools in our district, which is in Colorado unique to us,
25 we have district level innovation schools. This would be



1 our first 4A to having a state level innovation. But
2 because of those different structures, there's gonna be
3 different levels of economy and different approaches, but
4 we have to work on that complexity as well.

5 MS. SCHROEDER: Professional development.
6 Will the schools be able to do their own or will it be
7 centralized? And I am talking about the dollars that go
8 with it too.

9 MR. MUNN: Sure. I think that's one of the
10 things that we see as in relative terms low-hanging fruit.
11 That's something that these zone schools should be able to
12 develop together. We've already seen that with this
13 partnership with ISSN where we've already selected the
14 leaders do several to several communities just by
15 themselves to go or groups starts developing that
16 competency around the International Leadership, Global
17 Conference.

18 MS. SCHROEDER: Thanks.

19 CHAIRMAN DURHAM: Yes, Dr. Flores.

20 MS. FLORES: You know, I -- I -- I don't
21 understand leadership. I guess in the context of what you
22 -- you are doing. I guess I don't understand what
23 leadership really means. At first I thought it was --
24 you're going to prepare principals and other leaders, but
25 of course you're gonna do that. But then I -- I thought



1 well, they're going to prepare students to be leaders. So
2 the word leadership gets used a lot -- and I know that you
3 want them to have, you know, to be able to be students, to
4 be their own people and to have -- an idea of what they
5 want to do in life and such, but you know, it -- it's kind
6 of hard. I thought well, maybe it's -- it -- there's a
7 philosophy of -- of education that you're gonna do and
8 then, I'm just thinking of curricula. You know, how do --
9 how do you develop a curricula?

10 And I know that in your case, you're not
11 developing curricula, you're -- you're developing kind of
12 the -- the environment so that creation can take place,
13 creation and -- and then so kids can then be free to -- to
14 attain academic success. So but I, you know, I didn't
15 understand, if a school wants to have a -- to be
16 Montessori, how is that going to be with and -- and if
17 let's say you have a high school that is more tech-oriented
18 or more science-oriented, how -- how do those -- those two
19 kinds of ideas of education, how do they cohere?

20 MR. MUNN: Mr. Chair, I'd like to invite
21 Ruth (inaudible), the (inaudible) of K-8, to respond to
22 that leadership question.

23 CHAIRMAN DURHAM: Thank you.

24 UNIDENTIFIED VOICE: Thank you for the
25 question. That's great. One of the things we do at ISSN



1 it's been a fabulous partnership and how we think of other
2 kids. Through the international study schools, one of the
3 things they look at very clearly is to say how do we show
4 that the diversity within our population really as an
5 asset. So when you speak Somali or Nepali or Korean, those
6 are some unique aspects that we need to highlight. For
7 instance, we are going back into, "You know what, this is a
8 cool thing that you have that no one else has and how do
9 you bring that into leadership?" So with that, this last
10 week, the three elementary principals with some elementary
11 teachers went to LA.

12 So what they are doing, second language
13 learners of how they develop that leadership piece? So
14 we're thinking what can we do differently to really say
15 what this leadership look like? One of the things that
16 ISSN have is that they have to figure out how to take
17 action. So we got to see these all are first graders, and
18 tiny little people. First graders go out, they (inaudible)
19 everything else, and they have to talk about the social
20 issues, the other is water conservation. So they did
21 little presentations with them saying, "You know, this is
22 how I'm going to save water. This is what I've done." So
23 us getting them up in front when they speak all these
24 different languages and say, "You have a voice and that
25 what we are trying to teach you is how you can develop that



1 voice." So that's one of our global competencies is taking
2 action. Does that help answer your question?

3 MS. FLORES: Well --

4 CHAIRMAN DURHAM: Good. Yes, Ms. Goff.

5 MS. GOFF: Hello everybody. I have -- I
6 have just a series of maybe a little popcorn type questions
7 and yes or no, then maybe not. But you know. First of
8 all, related possibly but not necessarily, how is the Vista
9 Peak concept related here or is it -- does it have to be,
10 no. But is there some overlap in the -- in the thinking
11 that went into that campus originally and this current
12 concept?

13 UNIDENTIFIED VOICE: Mr. Chair, yes. Vista
14 Peak is a P20 campus that has grades in K-12 currently and
15 when it was developed the school applying for innovation
16 status district level that did not come to district. They
17 have many of the same areas they did -- they primarily
18 focus on time, and they focus on money, and then they did
19 do things differently with the people. So the premise, the
20 initial premise was very simple. But it has not expanded
21 into state level waivers or just far -- as far as
22 innovation.

23 MS. GOFF: Yeah. It's interesting to follow
24 what -- what there is available and can follow and time
25 wise the progress of those schools involved in that -- in



1 some of that unique qualities of those schools which were -
2 - were in the lines of this CTE related or in the
3 internships and apprenticeships. Most of my -- quick,
4 quick, very quick, I promise, questions are -- will be
5 geared toward the high school probably, sorry, where the
6 head goes a lot.

7 On the outreach -- the outreach program
8 that's done through the houses is curious as to why the --
9 the focus for the outreach, to hubs, teachers visiting
10 homes and such -- start with 11th and 12th graders rather
11 than the lower class men? When the house -- housing
12 concept is at the low -- at those lower grades and I'm just
13 curious as to why? Is it a sense of current urgent, urgent
14 timing and help these kids in their final two years of high
15 school get the grounding they need or is it -- is there
16 some reason to go put the focus on the older students than
17 the younger ones, high school kids?

18 MR. MUNN: So if I understand your question
19 correctly, you wanna know why we're doing a home visits
20 only with our upper grades --

21 MS. FLORES: Why did -- why did -- I don't -
22 - I'm not, frankly I don't know whether it starts there,
23 but why put the focus there first now than -- rather than
24 on the ninth to tenth graders.



1 MR. MUNN: That -- the whole visit concept
2 is actually school wide. We're -- we're moving in a
3 direction having advisory school wide and the ninth grade
4 obviously, the ninth grade house will have it, but also
5 through 10-12, again focusing on those student-teacher
6 relationships and in doing the house visits with those
7 cold, hard kids that you have in your advisory rulemaking
8 those financials with the community and those families, but
9 that will happen school wide not just state wise.

10 MS. GOFF: I think I missed that obviously,
11 it makes great sense. And another quick one. I -- I
12 noticed where there's -- there is great address given to
13 the various sub groups of children not necessarily
14 achievement wise but just different groups. And through
15 the home visits and through the advisories, I -- what I
16 haven't seen clearly yet, unless it's wrapped up in the
17 academic part of it is any reference to GT. There's a
18 percentage of your population -- GT, again at the high
19 school level, and some at the elementary. But where --
20 where do they fit in as far as, or is a time yet for that,
21 for any kind of unique specialized customized look at your
22 high-achieving population?

23 MR. MUNN: Yes. Actually with our -- with
24 our competency-based approach, you know, students will be
25 able to reach, to master when they are ready to achieve



1 that point. So we have a child in a core one math plus as
2 an eight grader, and they reach Master, you know, flow back
3 quarter end then the -- the plan is that when is that
4 teacher that will enrich that -- that child and move that
5 child on if they're ready to progress.

6 And they've already mastered that particular
7 standard or -- or how small also beginning with our ninth
8 grade group there -- there will be enrolled in an advisory
9 class and an enrichment period as well. That enrichment
10 period will serve as an intervention opportunity for those
11 students that need it but also an opportunity to enrich
12 those students that have already mastered the content, and
13 have already mastered those standards for that particular
14 quarter. Now, we can address those students that are
15 identified gifted and talented and, you know, challenge
16 them in and move them forward.

17 UNIDENTIFIED VOICE: If I can add to that we
18 -- this last year, we took an audit of our district wide
19 (inaudible) for our programming, and we determined that our
20 current model of service was not -- was not adequate, and
21 that's we -- our district wide model has been revamped for
22 the '16-'17 school year. And so as different in new
23 support laws based on (inaudible).

24 MS. GOFF: It's great. There's a -- there's
25 a statewide desire to -- to be able to move those -- those



1 students at that level to make it as flexible a modular
2 looking as possible, so that when they're ready to move --
3 move wherever they need to, there's a place for them to go
4 to do that.

5 MR. MUNN: There's that flexibility and
6 enrichment period like I said, those teachers, working with
7 those students, these students need additional time as
8 Amanda mentioned, these students need enrichment.

9 MS. GOFF: Thank you.

10 CHAIRMAN DURHAM: Yes. Dr. Flores.

11 MS. FLORES: I -- I know that you have a lot
12 of immigrants students and a lot of -- what's the other
13 word for immigrants and that you mention in your -- in your
14 program.

15 UNIDENTIFIED VOICE: Our refugee students.

16 MS. FLORES: Your refugee students and
17 immigrant students which leads me to believe that you have
18 a lot of languages. So are you going to have -- I know in
19 other states, we don't believe that very much in this -- in
20 our state but are you going to have an early childhood
21 program that's going to engage young students and parents
22 in say, American education in English? Are you gonna start
23 them with English. I know it's gonna be very difficult, if
24 you start bilingual programs if you have, you know, 80
25 languages. So I mean, I -- I'm just thinking about sure,



1 what the hell they're gonna communicate, reading and
2 writing, speaking, of course? So how are you gonna do this
3 to bring this vast number of students together?

4 CHAIRMAN DURHAM: I just would like to know.

5 UNIDENTIFIED VOICE: So (inaudible) has had
6 a long and rich history of working with refugees
7 (inaudible). Ms. (Inaudible), who was here today as part
8 of our new welcome center, we have developed partnerships
9 across the city to help support the refugee (inaudible)
10 population that has increased. We have a very high number
11 preschool programs and preschool slots for these refugee --
12 for the elementary schools. We are also under an Office
13 for Civil Rights agreement that started in 2008, in which
14 we have looked and evaluated. We meet with them yearly,
15 and utilized the best practices that are there, that as far
16 as nationally that we know about, as far as supporting and
17 onboarding students because many of them don't come in to
18 us in preschool. Many of them come to us at any grade
19 level, particularly in ninth grade or high school, where we
20 see a lot of -- a great number of (inaudible).

21 So with that -- in this zone is not going to
22 -- that's one of the things you cannot waive is that Office
23 of Civil Rights Agreement. A student's language needs must
24 be met. There needs to be time for English language
25 development. There must be a curriculum, and we must have



1 a way of evaluating the success of that program. That is
2 one thing they may not release from it, nor do they want
3 to, over the cases (inaudible).

4 UNIDENTIFIED VOICE: So are you going to
5 start Somali in ninth grade and then wait around for five
6 years in order to introduce English or seven years?

7 UNIDENTIFIED VOICE: Mr. Chair, our early
8 language program in Aurora is emergent, and we do not have
9 -- we have some native languages supports, and (inaudible)
10 translators, we spend a great deal of money on interpreters
11 and translators to support students, and we have peer
12 groups of students that know each other initially. What we
13 do -- our program is in English. We have a ESL model in
14 that regard. We have one dual language program a
15 Montessori K-5 that runs in our district.

16 CHAIRMAN DURHAM: Yes, Dr. Scheffel.

17 MS. SCHEFFEL: Thank you for coming. As I
18 look at here, application some things that resonate, I
19 think that would be helpful. This whole house model
20 concept that you referenced smaller subgroups of students
21 is what should be educational expressed by the students,
22 who visits the whole context of care model that we support
23 stronger relationships, and more time extend the school
24 day. So as you look at the data driven instructional
25 piece, how do you think that might look? And I don't know



1 if those detail are (inaudible) or not. But what kind of
2 data will drive a multi-tiered system of support? How
3 might that look?

4 UNIDENTIFIED VOICE: All of the -- three out
5 of five, I believe, of our principals have gone through the
6 (inaudible) program at the University of Virginia program
7 in which they have received a great deal of training around
8 data-driven instruction. The elementariness and middle
9 schools, we do use an interim assessment. We have our
10 literacy assessments. They have the support of (inaudible)
11 in there. Within ISSN, there also performance-based
12 assessments that overlay, which will be a part of that.

13 High school is where we still get a little
14 sticky with the change in state assessments of what kind of
15 interim assessments best aligned with those, and we go with
16 ACT and SAT. So they are making a final decision on really
17 based upon the best market availability right now. There
18 are assessments at high school. They're making that
19 decision right now, but the -- what -- one of the things
20 that is nice about this development is they have built in
21 monthly days. One day a month that all of this was put
22 together to do their data-driven instruction or database,
23 so to speak, which is very difficult to do in (inaudible)
24 buildings, let alone within a building. That's part of the
25 waiver from a calendar that allows them to do that. We



1 particularly like the fact that it's K-12. So daycare,
2 child care, those kinds of things are not an issue. It's
3 the same day off. It's very different than what we used to
4 do.

5 MS. SCHEFFEL: So I didn't see this in your
6 -- your application, but I may have missed it. But a lot
7 of times the script will have a path where you've got, you
8 know, certain types of data points with thresholds leading
9 to certain types of interventions with certain sub groups
10 of kids. Is that meant -- got elsewhere, just because I
11 think that really translates into moving the needle,
12 especially in literacy, because that's such a key to
13 addressing your data globally.

14 UNIDENTIFIED VOICE: Yes, it is kind of
15 dumb. And this is where again, ISSN is going to partner in
16 that -- in that work as well.

17 UNIDENTIFIED VOICE: What is ISSN? Please
18 remind me. Somebody else asked because I had already
19 forgotten it too.

20 UNIDENTIFIED VOICE: Are they connected with
21 Relay and the University of Virginia? I mean, how does
22 that coalesce together so that you have a good cohesive
23 approach to achievement. The data that's capturing change
24 over time interventions that get put in place based on
25 whether or not kids are moving.



1 UNIDENTIFIED VOICE: They're not.

2 UNIDENTIFIED VOICE: There are independent
3 programs. They -- but we vet them through our own process
4 as to who was aligned with our overall laws, because you
5 saw Dr. Scarsdale (ph) walk through our strategic plan, our
6 forum work. We are very kind of consistent as we think
7 about our philosophy and our approach. So our group of
8 kids learn the benefits of bringing this group of five
9 schools together. It's because of their proximity and also
10 because of their populations. They share a lot of
11 families, and they share a lot kids in the elementary
12 schools in between them. The families, they go through
13 this pipeline of schools. And so there's a level of
14 consistency that's already been vetted in that, but by
15 monitoring how the different training works together and
16 how those different data pieces work together through our
17 upfront process of who we're willing to work with and
18 engaging with is how we maintain some level of consistency.

19 UNIDENTIFIED VOICE: Thank you. Can you
20 talk a little bit about the value-added relay? I don't
21 know -- I don't know what that's about. I mean, I've read
22 there something about how they function, but how do they
23 work in your -- your proposal or your district -- district,
24 and what value do they bring?



1 MR. MUNN: I think one of the best part of
2 that was when the principals talked about their experiences
3 been with them and also some (inaudible) here. Today, in a
4 general matter, what we are trying to do if you look in our
5 reformed doc, we talked about building our capacity across
6 the district for a number of things. One of those is the
7 capacity has been around leadership (inaudible) of schools.
8 There are (inaudible) accountability status of how district
9 we are, building capacities, we -- already year ago decided
10 to invest significant time and dollars with the assistance
11 of CDE and others. READ funds really work on developing
12 turnaround leadership for us.

13 We will bury our entire process of picking
14 leaders, identifying leaders, so that we believe we need an
15 effort to work on our buildings (inaudible) capacity for
16 turnaround leaders. We give these two programs of the --
17 through leading events programs in the country (inaudible)
18 evaluate that (inaudible) last year -- was last year's
19 Colorado's Outstanding Principal of the year. We believe
20 she wasn't (inaudible) we wanted to give her a big medal or
21 something and we're all done. We believe that (inaudible)
22 that's (inaudible).

23 UNIDENTIFIED VOICE: This year efforts, they
24 really like (inaudible) why we're finishing up everything
25 and focus of the main building aspect have filled with



1 capacity of the leaders within the building, to help
2 support teachers in the program capacity. Just from
3 personal experience, we have worked a lot with our teachers
4 on planning standard based lessons and facilitate those.
5 And where relay comes in and when the leaders comes in, is
6 through observation feedback.

7 So we've been trained a lot how to make
8 those observation feedback such as (inaudible) so teachers
9 are walking away with something that they can include right
10 away and then change their -- change their purpose.
11 Another big part of relay has been the permanent
12 instruction, so that's really changed how we look at data,
13 so we're not just looking at data, ordering what to do or
14 developing a strategic plan and how to move students
15 forward in a meaningful way

16 UNIDENTIFIED VOICE: So is that really --

17 UNIDENTIFIED VOICE: -- behind leadership,
18 behind (inaudible).

19 UNIDENTIFIED VOICE: So does that mean, you
20 know, choosing certain progress monitoring tools and then
21 getting together in data meetings around those protocols,
22 subgroups of kids like (inaudible).

23 UNIDENTIFIED VOICE: So we've been able to
24 used the data with instruction protocol recently with every
25 assessment that we use, so interim assessment that we use.



1 And we designed who work with the protocol from relay, so
2 we will be -- be able to look at that data. So again we
3 are giving strategic plan until we address the needs that
4 come up in the assessment. We also use it which is common
5 to the assessment as well, so that is a good example where
6 we use data collection. And then we also have Ms. Virginia
7 -- (inaudible).

8 CHAIRMAN. DURHAM: Yes.

9 MS. VIRGINIA: I was part of (inaudible)
10 turnaround. We have a very similar program. I would say
11 they are focused on (inaudible) instruction. They do use a
12 favorite model system that's very similar. The same --
13 It's the same type of program that have both to see which
14 one is perhaps will they like better, but it's very similar
15 in the -- perhaps you'd be more focused on district model,
16 district model support health conditions work together, we
17 support our school -- any of us, HR Officer like myself,
18 Chief Academic Officer several school leaders, our
19 supervisors, all the way through that -- (inaudible) thank
20 you.

21 CHAIRMAN. DURHAM: Yes, Ms. Rankin.

22 MS. RANKIN: You have five schools that are
23 planning to be in this innovation zone and three are on the
24 Accountability Clock. What you're -- on the Accountability
25 Clock are the three?



1 MR. MUNN: So depends -- depends on
2 Accountability Clock regards tier as timeouts. I believe
3 us (inaudible) start here by July 1, Boston will start here
4 for July 1 and Paris will start (inaudible).

5 MS. RANKIN: Okay. And when is this -- when
6 is this zone supposed to roll out?

7 MR. MUNN: Presuming your approval, the
8 start of the school year. August 16 --

9 MS. RANKIN: Okay. August 16, but the July
10 was -- the July of 16th?

11 MR. MUNN: Next year, yes.

12 MS. RANKIN: Okay. So how is that
13 transition going to affect the schools that are on the
14 clock? I look at it as possibly being disruptive for them
15 on a program that they're on now. Can you kind of talk to
16 them a little bit?

17 MR. MUNN: Not sure I understand that.

18 MS. RANKIN: Well, if you're going to roll
19 out a new program, if that happens, whatever program that
20 they are on now, and the accountability how they're
21 progressing, will it be disrupted by a whole new
22 presentation of a new program?

23 MR. MUNN: Well, we hope it's disruptive.
24 We believe that we need to change in the right visions of
25 what's happening in the schools, and by implementing these



1 innovations, we set up topics, we want to disrupt what's
2 going on and create a new, sort of, conditions and new
3 capacity and change the trajectory and work what's
4 happening in the schools.

5 MS. RANKIN: Great answer. Now, I wanna
6 refer to Page 9 where it says, and you mention that --
7 you're not -- he told your local Board you said, we're not
8 adding money, we're shifting resources, and teacher
9 effectiveness was -- was mentioned in this slide too. Are
10 you going to bring in, I mean, if you have to have a big
11 disruption in a program to really turn it around, or change
12 it drastically, are you going to change the teachers or the
13 staff that you have? Could you dress up these or moving
14 around in your district? How is that going to be
15 addressed?

16 MR. MUNN: If you look back at the sharing
17 innovations in the shared waivers that is defined for each
18 score has innovation related to teacher's effectiveness and
19 the most dramatic (inaudible) discuss as mentioned earlier
20 according to last agreement, you does not -- differ from
21 what is on (inaudible) if you are a teacher who is
22 ineffective for a year -- for two years that you lose that
23 probationary status, and then you go through the process
24 from district. Under these waivers for four of these
25 school, what they'll do is that you rate for ineffective



1 for two years in a row, you can no longer be in that
2 school.

3 Now the district is still required under our
4 Master Agreement has certain responsibilities (inaudible)
5 responsibilities. But you no longer be in one of those
6 schools -- that is not the same for other schools. For
7 (inaudible) most requested those on the front end of this.
8 What we said that, you know, as soon as (inaudible) in a
9 place that you simply cannot be less than ineffective in
10 the school. And then we also created a window of time for
11 teachers going into next year that if they do not like this
12 plan, they don't want to be part of this. Why not to be
13 somewhere else --

14 MS. RANKIN: And how many schools do you
15 have in that district?

16 MR. MUNN: They are -- (inaudible).

17 MS. RANKIN: So you're gonna -- you can move
18 them all around, so that your most effective teachers are
19 in these five schools?

20 MR. MUNN: Well, within the confines of a
21 master agreement, there are certain obligations we have
22 those -- it's certainly a challenge year to year but it's a
23 pleasure to make sure we can provide (inaudible) we can do
24 that. And then for the next year we should have sufficient
25 teacher turnover in transitions, we can --



1 MS. RANKIN: Can you give me a percentage of
2 it?

3 UNIDENTIFIED VOICE: So four -- four central
4 high school (inaudible) half of the staff (inaudible).

5 MS. RANKIN: And then will you move people
6 into that school from the district? Is that the way that
7 will work or might there --

8 MS. SCHROEDER: So part of was --

9 CHAIRMAN DURHAM: Please, you can proceed.

10 MS. SCHROEDER: Part of the innovation
11 waivers that they've developed and they're working right
12 now on hiring staff. They're hiring quite a bit. So they
13 will hire from outside the district and within the
14 district. Anybody can apply for those positions. They're
15 being very thoughtful and methodical about the types of
16 teachers that are coming into the building and buying
17 because they have the innovation plan. They have -- these
18 teachers have to say, I'm willing to be here, I want to be
19 in the project, I believe in the vision and mission of the
20 school and that they are working together.

21 MS. RANKIN: And under the contracts that
22 you are under that will work okay?

23 MR. MUNN: Well, subject -- only subjects to
24 your waiver. You need the waiver to make that happen.



1 MS. RANKIN: And then I have one more
2 question. If these two -- if the programs that you have
3 warrant extra work are there going to be programs tutoring
4 or whatever, before and after school? And will teachers
5 agree, some of them if they have a program that they want
6 to be effective, they can extend the school day? Is that
7 gonna be part of this?

8 UNIDENTIFIED VOICE: Yes, it is. And part
9 of the Aurora Central in particular, are teacher striking
10 to help with some of the extra -- some of the extra work.
11 We are also bringing back teachers, two weeks earlier for
12 the school and paying them for their time there as well.
13 And then we're gonna tap out some time at the end because
14 we know that it needs not just more effective teachers, but
15 they need more time. The students need more time and where
16 we can get that and we'd utilize grant funds to some extent
17 or we need to lengthen the day and lengthen the year for
18 these students.

19 MS. RANKIN: I have no more questions but I
20 think about it, thank you.

21 CHAIRMAN DURHAM: Excuse me. Ms. Mazanec.

22 MS. MAZANEC: Thank you for your
23 presentation. I have a couple of questions. One of them
24 is -- with your high immigrant and refugee population, how
25 do you manage or how do you serve those students.



1 Particularly, I would think when they're older students,
2 who don't have English language at all. How do you serve
3 those students when they come in? Do you -- do you immerse
4 them in the classroom? Do they get extra tutoring on the
5 side? How does that -- how do you observe those children?

6 MR. MUNN: So we obviously have that
7 existing challenge and opportunity right now.

8 MS. MAZANEC: Right.

9 MR. MUNN: It's not new for us and won't be
10 new in the innovation zone. Part of what Dr. (Inaudible)
11 is talking about is one of the sets of waivers that these
12 schools are asking for, have to increase that time and that
13 they already provide more opportunities for interventions,
14 on top of what we currently do subject to both our civil
15 rights group and also our existing programmatic structures.
16 What we need to know -- we need to know in order to meet
17 the English language problems and needs.

18 MR. MUNN: Part of the concept of this
19 innovation zone is trying to engage the community
20 differently as well. By working through this global
21 competency idea, of really taking advantage of some of our
22 community partners like Ms. Fletcher and others, who are in
23 the community and finding different means of access for
24 them to help us with some of those challenges. You heard
25 about the development of the World Welcome Center, it's



1 another way we engage new partners. But also asking for
2 certain waivers around teacher licensure in non-core areas.

3 We think that will open up an opportunity to
4 bring in different language skill and in building in
5 different both instructional, support roles and ways that
6 can be very helpful to support many different languages. I
7 believe in Aurora Central, which speaks around 40
8 languages, just in that school alone, across the district,
9 130. We simply don't have the capacity within the normal
10 confines and within the rules to find language supports for
11 all those different languages and families, and so we
12 certainly need that flexibility and I believe it will open
13 up some more opportunities to engage more resources for
14 those kids in those schools.

15 MS. MAZANEC: That was my second question
16 actually is -- what kind of support you're getting from the
17 community and not just organizations but parents, retired
18 individuals?

19 MR. MUNN: We are certainly very thankful
20 for the community that we have. We have a very strong
21 community but it's also a community, particularly this
22 section of regional Aurora. It's heavily impacted by lower
23 status and also economic status. And so that can often
24 times limit a level of parental engagement that you can
25 have in schools. One great example however, is the



1 Crawford Elementary where Crawford has for a number of
2 years, also been a community center.

3 So after school, it's opened up to be a
4 community center involving cooperation in the city and
5 other partners to provide some unique opportunities. We
6 also take advantage of a number of grants, there is two
7 others across the state, to work in partnership with the
8 city, to really create more opportunities to engage with
9 our families, engage with our network of community
10 partners. We believe, however, that by creating a thematic
11 zone that is more relevant to some of our families than
12 just our traditional settings, it can create some very
13 unique opportunities to engage with partners in our
14 community.

15 MS. MAZANEC: Thank you.

16 CHAIRMAN DURHAM: Ms. Rankin and then Dr.
17 Flores.

18 MS. RANKIN: Do you have a timeline for your
19 roll out plan? If you get granted the waivers, I mean,
20 you're supposed to start real soon. I wonder, do you have
21 a --

22 UNIDENTIFIED VOICE: Initially -- of course
23 being that the office of the town the schools was being
24 hired now, that's gonna be rolling out. The schools are --
25 they've already started meeting with ISSN, they've gathered



1 support, so they're actually -- the parts of the plan that
2 they can work out the waivers they're currently doing now.
3 But they are waiting for instance, for when your contracts
4 are waiting for this piece here. But the -- the district
5 functional team has already started. So the plan the draw
6 up project plan, trying to build this up, it is starting
7 right now.

8 MS. RANKIN: And what kind of accountability
9 is associated with this plan?

10 UNIDENTIFIED VOICE: It's a part of the
11 office of the town and schools. One of the critical
12 positions we felt needed to be there was a -- we call it a
13 program manager. But it is somebody who is going to be the
14 support for those five schools, that helps us develop
15 further -- than what you see in the plans, the outcomes,
16 the measurements, the project plan that has to be put into
17 place, to help the district monitor the implementation.
18 And this will be their sole focus rather than somebody like
19 me doing 60 schools, it is a ridicule, like Harvard fellow.
20 Somebody who comes in and that is their focus, to develop
21 the measures, we call them the measures -- metrics for
22 turnaround and they're gonna design that and hand to our
23 Board in August, one before we start to roll out.

24 MS. RANKIN: And will they be best practices
25 and research based or --



1 UNIDENTIFIED VOICE: Absolutely.

2 MS. RANKIN: And then the last one would be
3 if you're granted these waivers what would be your
4 suggested time to come back and report to us because this
5 seems like something pretty new.

6 UNIDENTIFIED VOICE: I think I'll gonna be
7 back next year anyway.

8 MR. MUNN: Well, certainly in general under
9 the Innovative Schools Act, we have to come back in three
10 years to report on the program metrics and report on --

11 MS. RANKIN: Not to us.

12 UNIDENTIFIED VOICE: What?

13 MS. RANKIN: Well to maintain --

14 MR. MUNN: It's just to your Board.

15 UNIDENTIFIED VOICE: Your Board.

16 UNIDENTIFIED VOICE: Sadly. I mean, we
17 would love to have you say, you are coming back to us, but
18 until we make some changes, there's actually --

19 MR. MUNN: Well, certainly under -- they
20 have to report back in those metrics.

21 UNIDENTIFIED VOICE 4: Yeah.

22 MR. MUNN: Now, as you know, we also have
23 three identifies schools who are on the accountability
24 clock. So they have a different level of accountability



1 and review over them. And so I agree with suspect as part
2 of that process, that work will be highly monitored.

3 CHAIRMAN DURHAM: Dr. Flores.

4 MS. FLORES: So this ISSN, it must have a
5 curriculum -- it must have a curricula, doesn't it? This
6 ISSN program that you're going to start with in September
7 or August? So what are the main points of -- of -- of this
8 curricular, that I'm thinking curricular, I'm sure you're
9 going to do the standards and all but what does it look
10 like? And I have a couple of other questions.

11 UNIDENTIFIED VOICE: Certainly, and I would
12 encourage you to go to their website, they have quite a bit
13 of information on there. Just that kinda gives you a good
14 visual. But ISSN is not a curriculum. It is a framework
15 that overlays any curriculum and it pulls out the pieces
16 from health, for instance, one of our principals was
17 talking about the water conservation. They provided
18 framework in which to do a project based theme for that
19 topic when it comes up in science, it came up with
20 assessments, performance based assessments of that piece.
21 So it lays on top of any curriculum you have, you can do
22 this in math, you can do it in your language art, you can
23 do it in your Social Studies.

24 MS. FLORES: Right. This is just, you know,
25 some thinking that I -- after reading your document,



1 especially your high school. There is a school that you
2 probably know here in Denver, it's called the Rupe Joshua
3 School that has -- and I've been there, and I've worked
4 with some of the students there. And they are -- they're
5 refugees and they're immigrants. And many of them I -- I
6 don't know how many languages they have there too, but they
7 -- they seem to have a lot of languages.

8 And I know that this is not a -- it's a
9 private school, Catholic, but it doesn't seem to have, you
10 know, all the bells, and whistles, and such as you would
11 expect. It's -- its on a neighborhood that is not, you
12 know, a rich neighborhood or anything. It's in the
13 northwest part of town and they seem to be doing very well
14 with their refugee and their immigrant children. I haven't
15 looked at their curricula but I -- I was very impressed in
16 interviewing them for the Daniels Fund. So I mean, I think
17 we have -- there are models here, that you might look at,
18 where there is a large population, I would say that
19 probably 90 percent of their population is immigrant and
20 refugee. Very large refugee population. So you know, we
21 do have kind of some models out there that you could look
22 at -- that are working.

23 CHAIRMAN DURHAM: Yes, please.

24 UNIDENTIFIED VOICE: So part of the work --
25 the pre-work that's been done with these schools as they



1 went to the reservation hub, they went to LA to New York.
2 We have made -- there was a study work that just was
3 recently released by Stanford that talks about six of the
4 most successful schools were (inaudible), it's a case study
5 -- research. We also have -- I have quality of research
6 being published as well. While those six schools gave us
7 many good ideas particularly around language development
8 correspondence, there are pieces that you see brought into
9 the high school model here, were picked up from those case
10 studies. And the principals have all said that visiting
11 those schools, making those trips was worth their time.
12 You can see that paper but to see in person -- is just very
13 helpful.

14 MS. FLORES: And they're under ISSN?

15 UNIDENTIFIED VOICE: There are a couple of
16 the international schools that got the best. One of them
17 is a high school that dual language and Asian studies in
18 Manhattan. There's another international studies programs
19 so --

20 MS. FLORES: Right.

21 UNIDENTIFIED VOICE: They all, they -- they
22 vary that's what we like -- the six schools vary in their
23 models.

24 MS. FLORES: And one thing about a Rupe too
25 -- is that the kids are out in the community and they're



1 working. They're working with the Department of Interior,
2 and they're working in computer skills, and -- and in fact,
3 they were very impressive as far as their computer and
4 coding skills. I was most impressed they were doing that.
5 And these are refugees and immigrant children.

6 CHAIRMAN DURHAM: Yes. Dr. Schroeder.

7 MS. SCHROEDER: Just a couple of more
8 questions. I'm assuming that this is a single attendance
9 area; is that correct? Do you have this -- does this zone
10 capture, I mean, the kids in these three schools in
11 elementary move into --

12 MR. MUNN: They are all in the same feeder
13 pattern. It's not the entire feeder pattern, but they're
14 all the same. Thanks.

15 MS. SCHROEDER: Do you expect your zone to
16 grow, this particular zone?

17 MR. MUNN: You know, I don't --

18 MS. SCHROEDER: Do you have clean feeder
19 systems?

20 UNIDENTIFIED VOICE 6: Not here.

21 MS. SCHROEDER: Not here. Okay. It's hard.

22 UNIDENTIFIED VOICE: You know, we don't
23 expect them to grow per se. We expect some of the
24 learnings to grow into the larger community and of course
25 grow across the district as we learn some lessons and



1 really take advantage of the purpose of the Innovation
2 Schools Act into develop these best practices. But the
3 zone itself according to the survey is expected to grow,
4 but we don't oppose that possibility.

5 MS. SCHROEDER: Okay. And then in speaking
6 about the multiple languages, do you have a robust ESL
7 program for adults? Maybe that's not the right word, but
8 adult English classes. Is that the right -- what's the
9 terminology? That's -- that's usually run by your
10 district, right?

11 UNIDENTIFIED VOICE: The district long ago
12 as a comprehensive program did not have ESL, this is a
13 funding issue. But most of our schools now in
14 partnerships, we have partners in various high schools,
15 that offer -- well, ESL for adults. I believe some of the
16 schools here, in fact, I know a number, a few of the
17 schools do have it in there, but now kids have partner
18 relationship with the community rather than the district
19 does not have a focus on.

20 MS. SCHROEDER: You don't?

21 UNIDENTIFIED VOICE: No.

22 MS. SCHROEDER: That's rugged.

23 UNIDENTIFIED VOICE: Could you imagine that
24 -- that it would be 58 percent of our students come from a



1 home where the primary home language is probably not
2 English --

3 MS. SCHROEDER: Is not English.

4 MS. SCHROEDER: -- so that would be
5 potentially about 15,000 to 20,000 homes. It's a lot.

6 UNIDENTIFIED VOICE_1: But not all of them
7 who take it.

8 MS. SCHROEDER: Are there -- aren't there
9 districts that do have that, as part of their district
10 effort?

11 UNIDENTIFIED VOICE: Smaller districts, I
12 believe.

13 MS. FLORES: No, Denver does.

14 UNIDENTIFIED VOICE: Well, as a district?

15 MS. FLORES: As a district, they have ESL
16 programs for -- for adults. I taught it once.

17 UNIDENTIFIED VOICE: Sometimes, there are
18 partnerships with churches and other groups.

19 MS. FLORES: The libraries?

20 MS ANTHES: The libraries. Yeah, you're
21 right.

22 UNIDENTIFIED VOICE: We certainly have both.

23 MS. SCHROEDER: Okay, but you're not
24 covering -- you're not capturing the adult population of --
25 of the students that you have? So this is such -- another



1 one of your challenges that could be a -- not so much to
2 your challenge but a community challenge?

3 MR. MUNN: Certainly.

4 MS. SCHROEDER: Thank you very much.

5 CHAIRMAN DURHAM: Okay. Just one last
6 question I have if -- and if -- if I were walking to the
7 high school today and ask your students how aware they are
8 of this innovation plan and what they think what elements
9 of it would be the most -- they -- they will rate as the
10 most potentially beneficial to them. What -- what do you
11 think the answers would be to those question?

12 MR. MUNN: Yeah. It's between you guys and
13 more because he hasn't talked yet.

14 CHAIRMAN DURHAM: He didn't waste his trip.

15 MR. MUNN: Thanks for that.

16 CHAIRMAN DURHAM: Yeah. Please, Mr. Dibby.

17 UNIDENTIFIED VOICE: Yeah. So I'm
18 (inaudible) principal of (inaudible). Thanks for having
19 us. I'm -- I'm in a different position than Aurora
20 Central, so I have given a smaller setting for high school
21 students, and we've really talk in a personal level with a
22 lot of our kids, and I think the biggest thing that
23 resonates with our population is just more opportunities
24 for hands on experiences in-out of classroom. Given
25 outside of the four walls of school, and we have things



1 like executive internships. But not all students have
2 access to some of this opportunities to -- to apply labor
3 in the real world setting.

4 Also I think too about how they can
5 demonstrate proficiency, and receive credits in courses, so
6 I'm thinking about how they face things throughout the year
7 and it's one size fits all models and this is effective for
8 that like to address the additional questions. Some kids
9 are accelerated, of course. Further and -- and we are
10 based on the kids who need more time to demonstrate that
11 proficiency. So you know, we're -- we're really jumping
12 into it.

13 We've built partnership with the kitchen
14 community and the mayor of Aurora talked about community
15 garden in the last school. We found community gardens but
16 really looking like a grass roots effort where kids help
17 design the -- the greenhouse and were -- we look at
18 different curriculum throughout statistics, literacy, and
19 involving a whole lot of different access points through
20 the kids can have some hands on work within that but again,
21 think about what are the opportunities. We have
22 partnerships out -- outside the community as well, and
23 that's a process. It's -- it's something we're gonna start
24 planning and looking forward to. I think our kids just



1 really want more access to community resources and -- and
2 work outside with multiple school.

3 CHAIRMAN DURHAM: Thank you very much. Any
4 further questions? Yes, Ms. Rankin.

5 MS. RANKIN: I just have one more question.
6 What if we put this into effect and you find -- Mr. Munn,
7 I've talked to you before and you are a straight person
8 with me. What if things are worse? You're -- you're
9 finding that things aren't working with this innovation,
10 how soon or when -- when would you like to report back to
11 us that, hey, this isn't working, we need to change?

12 MR. MUNN: Sure. Well, with all due
13 respect, I'm not really worried about reporting back to
14 you. I'm -- I'm worried about making sure we provide right
15 opportunities for these kids. And if we see this isn't
16 working, the question is why it's not working? It's not
17 working because it doesn't work. It doesn't work because
18 we have direct resources in place or because we don't have
19 the right structures? If we would do that analysis and try
20 to figure out first why it's not working and then extract
21 the reason why it's not working. If it's not working
22 because it doesn't work, maybe we can stop doing it.

23 MS. RANKIN: I -- I understand that. Let me
24 work a little differently. I -- I spoke with one school
25 Board and I -- they were having difficulties with their



1 school and I said, well, when would you expect to report
2 back? And they said between five to seven years. And --
3 and that was not acceptable to me. If things are -- are
4 not working, you have to change them but you may need some
5 extra help by asking us for other things which -- the one
6 thing we want, is for you to succeed. We want your
7 students to succeed, that's our job. We're in this
8 together.

9 But I -- I just -- sometimes there's so much
10 flexibility and changes that it keeps kicking the can down
11 the road, and I just want to make sure that once you're on
12 that right track that if you -- if you do have to change,
13 we can help and be a part of it or -- or at least
14 understand it. We -- we don't want other people to make
15 the same mistakes too. But I -- I'm not saying you do. I
16 mean, I -- I wish you all the success. I just wanna make
17 sure that we -- we keep a -- a hand on -- on what's going
18 on with something as innovative and different than what
19 we're seeing in -- in other school districts.

20 MR. MUNN: Well, I appreciate that and to a
21 certain degree, like I'm -- I'm speaking in -- in more --
22 more child role here that our Board is very watchful of us
23 and they are the ones who gave me the direct of that.
24 Again, with all due respect, we weren't worried about what
25 this Board -- what CDE was going to say, what side of -- we



1 need to do this work because we needed to do this work, and
2 they are very mindful of the importance of really changing
3 the outcomes for the -- for these kids and really achieving
4 our future plan.

5 That's -- that Dr. Crandall has been a great
6 partner in the short time that he's been here. We've
7 enjoyed kind of getting him up to speed and getting him
8 aware of kind of where we are, and who we are, and that was
9 nice if we come out for Aurora Central and be in the
10 building which makes a difference. You really see what's
11 happening their background school and get a sense of -- you
12 can have a physical sense of what's happening there it is
13 important and we appreciate the partnership with CDE.

14 MS. RANKIN: Thank you, Mr. Munn.

15 CHAIRMAN DURHAM: Dr. Scheffel.

16 MS. SCHEFFEL: I just needed a -- maybe a
17 summary than of our options today. If we approve this, we
18 don't improve it. We've approve it with -- with changes,
19 is that correct?

20 CHAIRMAN DURHAM: Yeah, I think is approve
21 or disapprove.

22 MS. SCHEFFEL: Up or down?

23 CHAIRMAN DURHAM: Up or down.

24 MS. SCHEFFEL: So then maybe I could ask
25 this question. I can't really tell based on the material



1 submitted. I would just say, I know you're trying to raise
2 student you -- that's the goal of all this changes. And --
3 and I feel like there not enough information in there for
4 me to see that illiteracy piece if it's really strong.
5 Would you agree or do you feel very confident that what's
6 gonna happen and teaching student to read and in all of
7 this levels and focusing on vocabulary and, you know, all
8 the new ones as if how to teach them to read? Really, will
9 the gateway skill to everything else? But that strong, I -
10 - I can't say that I would feel that way just based on what
11 -- what I saw.

12 MR. MUNN: Sure, and Mr. Chairman.

13 CHAIRMAN DURHAM: Yes.

14 MR. MUNN: With a -- with difference to,
15 what we were asked to do and what the presentation
16 materials, we don't need and haven't ask for a waiver for
17 any of those things. And so when we don't need a waiver,
18 we haven't provided a lot of information because that is
19 the structure of our understanding -- of what we are just
20 (inaudible). We certainly believe that there's work --
21 good work happening in some of our schools and not -- and
22 I've worked with -- and work as might good enough as in
23 other schools. And part of this our curriculum giving us
24 the right framework to work at in the right places.



1 MS. SCHEFFEL: So when I look at the -- I
2 assess a network and the information I could find on the
3 Internet and read your application, obviously we want to
4 support you, your district, then you and things you could
5 work. The only thing I just don't see is, how you're
6 really attacking reading. And you're saying that you may
7 have to include it except that wouldn't have to be really
8 central to any changes because that's literally the key to
9 a lot of other things that could help in strength. And you
10 could increase the participation of parents, and you could
11 have additional time in the school day, and you could have
12 more ownership, or can have that hearing model in all that.
13 But if the kids in the end don't learn to read and use that
14 as a gateway to contact access, and many things could
15 change as far as the climate works out for the school, and
16 that doesn't change. It strikes me that the other changes
17 aren't significant enough. But what would you say?

18 MR. MUNN: I'm not discrediting any
19 importance of that curriculum and those pieces. That's
20 probably something we already have the authority to address
21 and deal with. So it's something -- something that we have
22 brought from the Board in some of our conversations.

23 MS. SCHEFFEL: Okay. Thank you.

24 CHAIRMAN DURHAM: Thank you. Yeah, yes.

25 That's -- Dr. Schroeder.



1 MS. SCHROEDER: I'd like to make a motion.

2 CHAIRMAN DURHAM: Wonderful.

3 MS. SCHROEDER: I'd like to move to approve
4 -- I don't like this. Joint School District Number 128J of
5 the Adams and Arapahoe Counties i.e. Aurora Public
6 Schools. As a district of innovation pursuant to Section
7 22-02.5-107 Grant Three Plan A CRS, on behalf of its
8 innovation zone schools; Paris Elementary School, Crawford
9 Elementary School, Boston K-8, Aurora Central High School
10 and Aurora West College Preparatory Academy

11 CHAIRMAN DURHAM: Is there a second? Ms.
12 Goff. Second. And is there a discussion on the motion?

13 MS. FLORES: Yeah.

14 CHAIRMAN DURHAM: Yes, Dr. Flores.

15 MS. FLORES: One of the first thing is -- I
16 think of is -- I think of -- of course curriculum then I
17 think, reading. I think about Dolch list for each -- each
18 grade. And I think of a list of required reading words
19 that -- and especially with immigrants, and I am just
20 thinking ESL, immigrant and refugee students. What is that
21 Dolch list? How is it going -- how are you getting these
22 kids to get the concepts and skills that they're needed --
23 that -- that are be needed for each grade level? And when
24 I went to the ISS and I didn't see anything like that. I
25 mean, I -- I didn't get an idea of our curriculum, I didn't



1 get an idea, you know, what books were going to be
2 included, and so to me I -- I just didn't get it. I met
3 with a group -- with CDE and I expressed my concerns.

4 But you know, I -- I just can't get it in my
5 head what -- what you're going to do and how it's going to
6 go here. I'm -- I'm sorry, maybe I -- I need to meet with
7 you individually at some point to -- I know you and I
8 spoke, and -- and I thought, well, it's an innovation they
9 can do anything that they need to do. But then I started
10 thinking about Central High School and, you know, the
11 exceedance of doing something there because you have one
12 year. And -- I just had a fall for words. I'm sorry.
13 Okay.

14 CHAIRMAN DURHAM: Ms. Burdsall, would you
15 call the roll please.

16 MS. BURDSALL: Board Member Flores.

17 MS. FLORES: I'd like to do differ.

18 CHAIRMAN DURHAM: Used as pass.

19 UNIDENTIFIED VOICE: Yes, we can.

20 CHAIRMAN DURHAM: So you can pass.

21 MS. FLORES: When did that pop out? Been
22 there as long as I've been here. Sorry.

23 MS. BURDSALL: Board Member Goff.

24 MS. GOFF: Aye.

25 MS. BURDSALL: Board Member Mazanec?



1 MS. MAZANEC: Aye.

2 MS. BURDSALL: Board Member Rankin?

3 MS. RANKIN: Yes.

4 MS. BURDSALL: Board Member Scheffel?

5 MS. SCHEFFEL: Yes. Can I make a comment?

6 CHAIRMAN DURHAM: Sure.

7 MS. SCHEFFEL: I would just say that I -- I

8 maybe we could meet again. But I'd love to look more into

9 details to -- may be problem solve on how we can make sure

10 these changes proposed actually can really work. I think -

11 - I think there are some great ideas here but I -- I feel

12 like the literacy in that piece, I can't find it. So maybe

13 like you said -- so that, you know, it's not in here. But

14 maybe we could talk. I would say yes (inaudible).

15 MS. BURDSALL: Board Member Schroeder.

16 MS. SCHROEDER: Yes.

17 MS. BURDSALL: Is there something else?

18 CHAIRMAN DURHAM: Dr. Flores would be next.

19 She's passed. (Inaudible).

20 UNIDENTIFIED VOICE: On what?

21 CHAIRMAN DURHAM: The vote.

22 MS. FLORES: I thought I had passed.

23 CHAIRMAN DURHAM: You passed.

24 MR. MUNN: Doesn't mean you get to abstain.

25 CHAIRMAN DURHAM: Do you wish to abstain?



1 MS. FLORES: Well, having heard other Board
2 members and maybe I just need a little tutoring, I would
3 say, yes.

4 CHAIRMAN DURHAM: Yes. That motion passes
5 on a vote of seven to nothing. Thank you very much Mr.
6 Munn and we certainly wish you the best of luck with this
7 program, and we sort of hope it will work. And if there's
8 some assistance that parliament can give you, I will
9 certainly will encourage them to provide.

10 MR. MUNN: Thank you to the Board and Mr.
11 Chair. And we appreciate your time and we're thankful for
12 that.

13 CHAIRMAN DURHAM: Thank you.

14 MS. SCHEFFEL: Have you ever changed --
15 thought about changing the name of your district to Aurora
16 Public Schools? Instead of Joint School District Number
17 28J of the Adams and Arapahoe?

18 CHAIRMAN DURHAM: Sounds reasonable.

19 MS. SCHEFFEL: West Minister did it.

20 CHAIRMAN DURHAM: Okay. We're gonna take a
21 little break but before they do that, I'm gonna make a
22 couple of ministerial announcements. We're gonna lay over
23 item 15.01 in tomorrow afternoon. That's the conclusion of
24 the (inaudible). We're gonna lay over item 18.01 till
25 tomorrow afternoon. We're going to proceed with -- we're



-
- 1 gonna say what? We're gonna proceed with 16.02 in five
 - 2 minutes.
 - 3 (Meeting adjourned)



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C E R T I F I C A T E

I, Kimberly C. McCright, Certified Vendor and Notary, do hereby certify that the above-mentioned matter occurred as hereinbefore set out.

I FURTHER CERTIFY THAT the proceedings of such were reported by me or under my supervision, later reduced to typewritten form under my supervision and control and that the foregoing pages are a full, true and correct transcription of the original notes.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of October, 2018.

/s/ Kimberly C. McCright
Kimberly C. McCright
Certified Vendor and Notary Public

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