



COLORADO
Department of Education

Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
June 10, 2015, Part 2

BE IT REMEMBERED THAT on June 10, 2015, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

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



1 MADAM CHAIR: The next -- Board will come
2 back to order. The next item on the agenda is
3 consideration of Aurora Public Schools MOU concerning
4 their accountability status. Commissioner?

5 MR. HAMMOND: Thank you. I'm going to turn
6 this over, I believe, to Superintendent Rico Munn. Are
7 you going to make a presentation right off the bat or
8 staff?

9 MR. MUNN: Yes, Commissioner.

10 MR. DURHAM: All right. Then we'll go ahead
11 and turn it to -- to the superintendent. As you recall,
12 they were here two months ago talking about
13 (indiscernible) have been working with staff on this
14 matter leading up to approval possibly today or not. So
15 with that, turn it to you.

16 MR. MUNN: Thank you very much. And let me
17 first refer to the president of our board, Dr. JulieMarie
18 Shepherd, who is joining me today.

19 MS. SHEPHERD: General manager, Chairwoman
20 Neal, Commissioner Hammond, and the State Board of
21 Education members. My name is JulieMarie Shepherd and
22 I'm the current president of the Aurora Public School's
23 Board of Education. I'd like to just take a moment and
24 introduce my colleague, Barbara Yamrick, also a board
25 member in Aurora. We're also joined today by several



1 members of our leadership team here at the table, Dr.
2 Lisa Escarcega, our chief accountability research
3 officer; Dr. Duran, Georgia Duran, our chief
4 communications officer; and Diane Lewis (ph), on the
5 communications team. I believe that's all that's here
6 from APS.

7 But I want to start by thanking you for
8 giving us some time on your agenda to come back today.
9 As Commissioner Hammond said, we did a presentation to
10 you all in April foreshadowing the work that -- that --
11 well, describing that work that that we had been engaged
12 in in foreshadowing the work that we hope to move forward
13 on starting this summer.

14 At the Aurora Public School's board meeting
15 on May 2nd, the Board, after significant thoughts,
16 community engagement, direction, research from
17 Superintendent Munn and his team, the Board gave formal
18 direction to Superintendent Munn in the form of the
19 unanimous vote for Superintendent Munn to pursue
20 Innovation status, specifically for Aurora Central High
21 School, but then with the understanding that we would be
22 looking at and exploring the potential of an Innovation
23 zone to include (indiscernible) schools, as we talked
24 about last time. So I think with that, I'll turn it back
25 over to Superintendent Munn. (Indiscernible).



1 MR. MUNN: Thank you, Madam Chairman. And
2 thank you again and thank you all for having us here. I
3 can only assume Mr. Durham of the sweatbox atmosphere was
4 your idea. We appreciate you having us here. As you
5 know, I -- I've had some experience on the other side of
6 the desk. And one of my frustrations when I sat in those
7 chairs was that it seemed at times that the legislature
8 and the federal government gave me just enough authority
9 to be an irritation. And I -- I found that frustrating
10 at times.

11 What we believe and what we hope we have
12 done here is we've created a process that asks you and
13 hope gives you an opportunity to work proactively with us
14 and our community at really doing the difficult work of
15 school turnaround. As you know, we engaged in this
16 process officially starting in November of last year,
17 when we were notified that Central High School would be
18 entering in into its fifth year on the state
19 accountability clock. When we started these
20 conversations, the law required that we moved through a
21 process. As you know, the law changed and we are no
22 longer in a space where we have to be doing the work that
23 we're doing.

24 But early on the process, the Board made the
25 decision that we needed to do the work to engage in



1 turnaround and changing restructuring of Aurora Central
2 High School, because that work needed to be done, not
3 because of the requirements of you or of the legislature
4 or anybody else. And we've heard very strongly from the
5 community that that's the case.

6 We've engaged in the process over the last
7 seven to eight months of community forums and a meeting
8 with experts. We had a town hall meeting just two weeks
9 ago. We had over 100 parents and community members turn
10 out to talk about the future of Aurora Central. And the
11 Board heard very loud and clear that the community
12 believes that change needs to happen there and they
13 believe the change needs -- that process needs to start
14 now, that we need to engage in that process now. And we
15 believe that as well. We've engaged over the last
16 several months of going -- flying -- getting on planes,
17 flying around the country, and seeing school turnaround
18 work in some successful places.

19 We partnered with the Bill and Melinda Gates
20 Foundation and had them bring a number of experts in from
21 around the country, from New York, Chicago,
22 Massachusetts, Tennessee, California to work with us and
23 sit with us and talk about what were our realistic
24 options for the turnaround process of a 2000-person-plus
25 comprehensive high school, which is not the usual



1 situation.

2 We've done in-depth analysis on the likely
3 patterns that would happen depending on different formats
4 and structures if we implemented into as a traditional
5 neighborhood school. We've done a lot of background
6 work. And as we started to engage with CDE and with your
7 department around what that process would look like as it
8 relates to 163, it became very clear that we needed to
9 start sooner rather than later engaging the Department
10 and engaging you in a proactive way at seeing how we
11 might work through this process. Since no process
12 existed, we created one. And we are here coming to you
13 at the culmination of just the Phase One of that process.
14 And what we are asking is that you come alongside us,
15 come alongside our community, come alongside our students
16 in recognizing that we need to start that work now on a
17 path where we have some sense of stability, we have some
18 sense of understanding of what that work is collectively
19 as we go through that hard work of school
20 (indiscernible).

21 So presented in front of you are a couple of
22 documents, which I believe were in your materials. They
23 are, one, an MOU, which we crafted to really articulate
24 the outline of what we're trying to do of that work of
25 trying to get our community on board, get you on board



1 with the idea that we believe that Innovation status for
2 Aurora Central High School is the best method for
3 turnaround, but not just Innovation status, doing that
4 within an Innovation zone, which is authorized by the
5 2008 Innovation Schools Act. There are very few of those
6 in the state. Actually, only two exist: Kiowa County
7 and Florence, I believe. And so we are recommending that
8 we move forward in doing the work in becoming the third
9 in the state to do that. I believe Pueblo may be working
10 on something similar as well, but only two currently
11 exist.

12 We believe that the challenges that Aurora
13 Central face are not just a central problem. There are
14 challenges that really address the community of schools
15 and the community in general in some of the challenges
16 that we have in that community. If by coming together,
17 working together in addressing those challenges, creating
18 a structure to do that, we can start dealing with not
19 just the challenges at Aurora Central, but also some of
20 the schools that are either similarly situated or also in
21 a (indiscernible) pattern that are also on the state's
22 accountability clock, but also schools that we consider
23 in need of particular attention and -- and help in
24 addressing some of those challenges.

25 So if you have that MOU. It's a very short



1 MOU, which kind of articulates that. The Board has
2 signed off on that, as you heard from Chair -- President
3 Shepherd, in the unanimous vote on June 2nd. We are
4 formally asking that this board also sign off on that
5 today. I recognize that the Commissioner and the
6 Department may not yet be in the position to make that
7 recommendation to you. Nevertheless, that is what we are
8 asking of you, because we believe that we need to start
9 that work today. We need to start all that, those
10 processes today, moving ahead.

11 Attached to the MOU are two documents. One
12 is entitled Implementation Plan Action Zones and the
13 other one is Action Zone One Design Plan. And these are
14 shaping documents. The Implementation Plan really came
15 out of our strategic plan process, because we believe the
16 work that we're doing at Central shouldn't be divorced
17 from our strategic plan. It should be part and parcel of
18 the work that we're doing to build capacity in the
19 district.

20 When I came to the district on July of 2013,
21 one of the charges from the board was to really engage
22 aggressively and proactively with dealing with some of
23 our schools that were in party improvement and turnaround
24 status. So we have implemented a turnaround plan for the
25 district. We've also, over the last year, implemented a



1 new strategic plan which encompasses some of that work,
2 so flowing out of that strategic plan or a variety of
3 implementation plans for some of that work, and this is
4 part of that work, implementing a series of Innovation
5 zones across the district, with this being the first one,
6 and this one really focusing around the work at Central.

7 And then the second plan, the Design Plan,
8 as you know, the -- the Innovation status requires that
9 you really get buy-in from your community, that you get
10 buy-in from the community of parents, buy-in from the
11 community of teachers, from administrators, from
12 students. And so we are not here presenting a finalized
13 plan to you. We are here presenting a design plan, how
14 we will go about that process, how we will go about doing
15 that work and engaging our community in that process,
16 working with community groups, working with staff,
17 working with our teachers union, working with anybody who
18 wants to roll up their sleeves and do the hard work of
19 school turnaround in our district.

20 And ultimately, that has to be then
21 presented to our local board of educations for its
22 approval, if approved at that stage. It doesn't have to
23 come back to you for approval. So we are not asking
24 today for that final approval of what that plan is. You
25 will have that opportunity again, we hope, in the spring



1 of 2016. But what we are asking for is your
2 understanding, your recognition, that we are engaging in
3 this work. And then that -- that work addresses and
4 satisfies what your responsibilities might be under 163
5 to make sure that we engage in one of the statutory
6 structures specified under the law.

7 As you'll recall, there are five options
8 underneath 163. One is school closure; two is conversion
9 to a EMO, educational management organization; three is
10 conversion to a charter; four is Innovation status; and
11 then five is a very helpful status of Other. We have
12 done the due diligence to pursue all of those, including
13 Other.

14 MS. MAZANEC: That's the category where we
15 could irritate you.

16 MR. MUNN: Well, that is certainly the
17 category with the least definition for us. And what we
18 don't want to do and what our community doesn't want to
19 do is start doing this very hard work, this very hard
20 community-building grassroots work, and then show up a
21 year, a year and a half later and have the Board say we
22 haven't heard about this. You know, we -- we have no
23 idea what's going on. We want to, you know, stop this
24 work and have you do something completely different.
25 Certainly you wouldn't do that (indiscernible). But, you



1 know, the vagaries of time and situations, we want to
2 just make sure we're all on the same page about what's
3 happening going forward.

4 MS. MAZANEC: Can we ask questions, Madam
5 Chair? Can we ask questions?

6 MADAM CHAIR: Question?

7 MS. MAZANEC: Uh-huh. So you're probably
8 aware we got a lot of letters from students?

9 MR. MUNN: Yes.

10 MS. MAZANEC: And one of the things that
11 stood out to me in those letters is violence, all the way
12 down to bad behavior and smelly restrooms. And I'm
13 wondering, I -- I didn't really see anything in your
14 plan, I confess I didn't read it in detail, but how do
15 you plan to -- to deal with that? And what kind of
16 security and other preventions do you have right now in
17 order to deal with those issues?

18 MR. MUNN: (Indiscernible). And certainly.
19 And we think it's wonderful that students are reaching
20 out and expressing their concerns and interests to you.
21 We encourage that. We encourage that at every level. We
22 also recognizing you're hearing from about 34 of 2,300
23 students.

24 MS. MAZANEC: Right. I understand that.

25 MR. MUNN: And so there's a lot of different



1 experiences and -- and they're all valid. And -- and we
2 want to hear all those. You -- you are not being
3 presented with a final design plan, right?

4 MS. MAZANEC: Right.

5 MR. MUNN: That is not what's in front of
6 you. What's in front of you is a process to work with
7 the community to address some of those concerns. I think
8 if you look at the research across the country, that
9 climate and culture are -- having a strong climate and
10 culture are the cornerstone of the successful school. We
11 recognize that any plan that we put together has to have
12 that strong climate and culture. What we have
13 recommended is a process which really engages the
14 community in building that and saying, okay, we need you
15 to come in. We need you to partner with us and recognize
16 what this climate and culture needs to be, how we're
17 going to maintain that, and not just within Central, but
18 with across a community of schools so that when a child
19 moves from elementary school to middle school or to a K-8
20 into Central, they have had a level of consistency with
21 the climate and culture across the zone and a level of
22 consistency with how they are understood as individual
23 learners and a consistency with how we are approaching
24 them from an educational standpoint.

25 We have an incredibly diverse community, not



1 just in APS, but within this particular area. We had a
2 number of community engagement sessions. Each of those
3 was translated into five different languages, just to
4 have those community engagement meetings. But we have no
5 less than 120 languages spoken at Aurora Central and that
6 many communities and cultures. And so that hard work of
7 identifying and recognizing the needs of each of those
8 students, knowing those students, is going to be the
9 bedrock of how we build climate and culture.

10 MS. MAZANEC: Yeah, I -- I would, just as a
11 follow up, I would say obviously among all your other
12 challenges, the -- the diverse community, the number of
13 students that you have, refugee students who are first-
14 time English-language learners, creates a whole other
15 layer on top. So you have a lot of challenges. I -- I'm
16 just interested in what you can do to keep the violence
17 and those issues down. And like you said, I know -- I
18 know we only got them fro 30 students, but --

19 MR. MUNN: Correct.

20 MS. MAZANEC: -- but I would just say that
21 that -- I'd certainly like to see more on that, in the --
22 in the final product.

23 MR. MUNN: Sure. And thank you, Chairman.
24 And you will note, and I don't know that these numbers
25 have gotten to you yet, but we've had a dramatic decrease



1 in reported discipline issues and district concerns the
2 district, but also in Central over the last year.

3 Now, we are still kind of understanding
4 those stories and understanding those numbers. We like
5 that trend. We have engaged in a very level, and those
6 concerns and those issues will continue to do that going
7 into next year, which is a planning year still in
8 transitional year. But we understand that those are
9 concerns that we need to have at the forefront.

10 MS. MAZANEC: Right. Madam Chair?

11 MADAM CHAIR: Have you finished your prsn?

12 MR. MUNN: I'm good.

13 MADAM CHAIR: You're good? Okay. Because I
14 wanted to be sure that we give you plenty of time before
15 we opened it up to questions. Val?

16 MS. FLORES: Yes. Back again --

17 MADAM CHAIR: Val, you need to put your mic
18 down.

19 MS. FLORES: Oh, yes. Again, I -- I want to
20 address that ESL question or children who have English as
21 a second language, because I did read that there were
22 students who felt that they weren't getting the content.
23 And I think too often we think that because they're
24 English learners, English-language learners, that they're
25 not up to snuff on -- on content. And I just want to say



1 that there are strategies in which you, you know, you
2 might look into.

3 MADAM CHAIR: (Indiscernible).

4 MS. FLORES: And -- and in -- in teaching
5 content, strategies that teach content and language at
6 the same time so that, you know, you're at target with
7 students in their development, intellectual development.
8 So and I know many times people think that you're going
9 to teach English, just English, the English language,
10 before you can, you know, get content, but they merge. I
11 mean, you can do that together and there's lots of
12 strategies that can show that.

13 I don't know why I -- I guess I was thinking
14 in other respects where students -- I work for the Office
15 of Civil Rights. And where I went to school since
16 students, you know, talked about content. They were
17 second-language learners. And usually it was, you know,
18 that issue, where they weren't learning content at the
19 same time that they were learning language.

20 MADAM CHAIR: Thank you, Val.

21 MS. FLORES: Thank you.

22 MADAM CHAIR: Angelika?

23 MS. SCHROEDER: (Indiscernible).

24 MADAM CHAIR: Jane?

25 MS. GOFF: Are you -- I -- I have some



1 surface memory and knowledge about your prior and ongoing
2 work with community members of groups and organizations
3 and civic interests. Are there -- have you had chance as
4 part of the -- it's on.

5 MADAM CHAIR: Are you sure?

6 MS. GOFF: Am I better?

7 MADAM CHAIR: There you are.

8 MS. SCHEFFEL: Yeah.

9 MADAM CHAIR: There you are.

10 MS. GOFF: Hello. Sorry. Current, as a
11 result of the -- the new thinking and the new planning
12 and the new presentation, so to speak, for your
13 community, are -- are -- is part of your communication
14 with community organizations, groups, either some civic
15 culture building, culture training with -- with -- I'm
16 sure you're talking about professional development across
17 the board for staff, but also for parents in the
18 community about the culture -- a culturization for
19 growth. I'm just curious if you have already got in mind
20 -- you don't have to list them -- but if there are
21 organizations already in place that are on board and they
22 are -- they're contributing to the ideas in the outreach.

23 MR. MUNN: Sure. Madam Chair?

24 MADAM CHAIR: Yes.

25 MR. MUNN: Yeah, let me highlight three



1 things for you that -- that we are very proud of: One,
2 in Aurora Central itself, there are, I believe, more than
3 40 community organizations that have community
4 partnerships, really just created in the last year to
5 year and a half working with students now, with all those
6 organizations, there are some coordination challenges.
7 And I'm not here to tell you that. We've got all that
8 worked out perfectly. But that's a good start.

9 MADAM CHAIR: Yeah.

10 MR. MUNN: Literally sharing the parking lot
11 with Aurora Central is the new Aurora Welcome Center,
12 which had its grand opening Saturday.

13 MADAM CHAIR: Okay.

14 MR. MUNN: And what that is is we came
15 together with the city of Aurora and a number of
16 community groups, the Aurora Human Rights Center, Rights
17 for All People, the Denver Foundation. And there's a
18 long list of community groups where we found at, not at a
19 substantial cost to the district to create space in one
20 our buildings, one of our old administration buildings,
21 so more than half of the building is now housing
22 community organizations particularly focused on refugee
23 and immigrant families so that we can have immediate
24 access, because it's connected to our centralized
25 admissions. Families come into centralized admissions on



1 one door, they are identified, what needs they might
2 have, and they can literally walk down the hallway to
3 start working with those community groups and network.
4 That group that works in its infancy, like grand opening
5 Saturday, but we have partnered with these organizations
6 around how do we do that work?

7 And then thirdly, we started this year with
8 working with a metro center out of New York City around
9 our professional development across the district and our
10 equity work, led by Dr. Pedro Noguera and Dr. Yemi
11 Stembridge, at really kind of developing that work and
12 digging into our schools and our leaders around our
13 equity training and recognizing what that level of
14 engagement means in getting to know our learners.

15 That went so well for us that we've actually
16 partnered with Cherry Creek going into next year. We
17 have -- I think the colloquium would be we've stolen Dr.
18 Stembridge and -- and literally moved him to Colorado to
19 work to work with --

20 MS. FLORES: Wow.

21 MR. MUNN: -- our two districts to work at a
22 much deeper level around that equity work over the next
23 year.

24 MS. FLORES: Thank you.

25 MADAM CHAIR: I'm sorry, I didn't -- who --



1 who was it that sent him to Colorado?

2 MR. MUNN: He was affiliated with the Metro
3 Center, out of the Steinhardt School of NYU.

4 MADAM CHAIR: That's great. Good news.

5 MS. FLORES: That's a powerful combination
6 of nationally known and really well respected experts in
7 this area. Thank you. And -- and then I guess the last
8 would be the state shares the dilemma of teacher
9 recruitment enough. We're all a long way from having the
10 proper equity balance of diversity among the teaching
11 staff. Are you -- are you feeling that as well overall?
12 And looking forward to having this work going on and
13 developing, as people watch, that that would be an
14 attracting feature for folks to come to Aurora. I would
15 think that would be the highlight of your -- of your
16 goals for that, so --

17 MR. MUNN: So, Madam Chair, it certainly
18 just in the sense of both overall teaching retention and
19 recruitment, but also diversifying our staff, we have the
20 same challenges that the state sees.

21 MS. FLORES: Yeah.

22 MR. MUNN: But we are trying to address that
23 through a number of mechanisms. You know, as you might
24 imagine, the current instability at Central also creates
25 its own challenge, which is another reason we would ask



1 you to help us create some sense of stability, so that we
2 have a clear plan moving ahead.

3 But that -- that aside, we are looking at
4 and implementing different opportunities at each school.
5 You know, there was a research study done in 2008 which
6 focused around the Aurora Public Schools around what --
7 what recruits and retains teachers? We've adopted some
8 of that strategies from that work and we continued to go
9 back to work with our union and other folks to get a
10 better sense of why teachers looking for what the
11 conditions might be like.

12 We have recognized that the -- that the
13 number one issue that pops out on that work and other
14 work done by the organization is leadership. We have
15 completely retooled how we attract, retain, and the work
16 we do to develop our school leaders and really just to
17 put that in place over the last six months. We recognize
18 that the general working conditions are like anywhere
19 else, except apparently CDE, one of the things that
20 really impacts how -- you know, how people stay in their
21 environment and work in their environment. And so we are
22 looking at that, as -- as I mentioned earlier, trying to
23 address some of our climate and culture issues in some of
24 this equity work across the district.

25 We also recognize that -- that pay is an



1 issue that has an impact on teachers retention and
2 recruitment. We've implemented some unique pay
3 structures as it relates to our turnaround work. We
4 continue to experiment with some of that work and try to
5 have proactive -- productive conversations with our
6 friends in the union about how to implement some of those
7 things and how to create some of those things. And so at
8 some of our turnaround schools, we've targeted
9 recruitment and retention bonuses and also created a
10 specific turnaround teams with -- with paid incentives
11 around some of that work in some of those schools. So we
12 are being very creative in that work and we are trying to
13 figure out the best way to do that. And all we can do
14 then is let people know and try to build it and see if
15 they'll come.

16 MS. FLORES: Thank you. Thank you.

17 MADAM CHAIR: Angelika?

18 MS. SCHROEDER: Thank you. I did read your
19 plan, process plan and have no particular concerns about
20 it, except to -- to ask you whether you have or will do
21 some analysis of simply the root causes in this
22 particular zone? It looks to me -- if -- if I got my
23 information correctly, it doesn't look like the
24 elementary schools or the middle schools are on
25 turnaround. So there's -- the kids are clipping along at



1 some accept -- fairly acceptable level and then something
2 happens. And it would seem to me that a real deep
3 analysis is -- is about kids moving too much, is it about
4 -- I mean, have -- have you done that kind of analysis or
5 do you plan to do that kind of analysis to make sure that
6 the steps that you're looking at are in fact recognizing
7 where you've been so you don't get the same place again?

8 MR. MUNN: Madam Chair, I'd like to ask Dr.
9 Escarcega (indiscernible) some of that work in
10 particular.

11 MS. SCHROEDER: Thanks.

12 MS. ESCARCEGA: Thank you, Madam Chair.
13 Over -- over the course of the last five years with
14 Aurora Central, we have done numerous types of processes
15 to look at root cause, including having external entities
16 come in to look at the school with us. RMC Corporation,
17 which is well know, they're a group that does the road
18 (ph) reviews for all the districts across the nation,
19 they've been in the site three times in the last three
20 years. And they have substantiated the root causes that
21 -- that we know.

22 One of them is actually the schools that
23 feed into it, that the students are coming in very low
24 proficiency levels.

25 MS. SCHROEDER: Okay.



1 MS. ESCARCEGA: And so when you're looking
2 at Paris, when you're looking at North, all of the
3 feeders within this zone actually start out low
4 proficiencies. What happens is the growth of those
5 schools, the growth data, catapults their ratings up to -
6 -

7 MS. SCHROEDER: Okay.

8 MS. ESCARCEGA: -- performance. But we have
9 tracked very closely that feeder pattern, so it isn't
10 just Central. But then certainly once they get to
11 Central, there's the added challenges. And so it is
12 (indiscernible).

13 MS. SCHROEDER: Okay. I appreciate that,
14 because I think that'll help you. So congrats and good
15 luck. I -- I do believe that this is what Innovation
16 legislation did intend, was for us to figure out ways to
17 move -- move the dial. I hope you'll be very
18 transparent, because I expect you to have great success
19 and maybe be a model for some other districts that are
20 actually experiencing. I recognize that every school is
21 different and every zone might be different, but there
22 probably are some parts of this work that you're going to
23 do that are going to have some common themes that will be
24 helpful to other schools that are in this position.
25 Thank you.



1 MADAM CHAIR: Deb?

2 MS. SCHEFFEL: This is maybe a question for
3 the CDE staff or the commissioner, but what are the
4 implications for granting Innovation status as far as the
5 authority of the Board and future for Central High
6 School? You know, Commissioner?

7 MR. DURHAM: (Indiscernible).

8 MR. OWEN: Madam Chair?

9 MADAM CHAIR: Yes.

10 MR. OWEN: So I think it's a great question,
11 Dr. Scheffel. One of the things that they would need to
12 do as they more formally their plan for this school is
13 come back with an -- a formal Innovation plan that
14 follows the process (indiscernible) statute.

15 One of the things that we prepared, and
16 you'll see it in the recommended motion from staff today,
17 is the general statement of support of the work that
18 Aurora has been focused on specific to Aurora Central
19 High School. I did want to notate that what
20 Superintendent Munn is requesting is formal proof of the
21 MOU that is presented in your packet as well.

22 The reason why staff isn't ready to
23 recommend formal approval of that MOU yet is we just
24 haven't had a chance to work through it with the AG's
25 office. Also, this is the first time that we would be



1 recommending that the State Board entered into this type
2 of an agreement with the school district around the five-
3 year clock. And we want to take into consideration the
4 state (indiscernible) recommendations, which we just
5 received recently. We're working on those. And then a
6 formal recommendation from the Commissioner that also
7 would come to the State Board.

8 We think we can have all those pieces --
9 staff can have all those pieces ready for the State Board
10 at the August meeting. And that's why we -- we put the
11 recommended motion in State Board in the packet that's
12 there today. Of course, you have the discretion to
13 formally approve the MOU that Superintendent Munn is
14 requesting. But again, staff just wasn't ready to
15 formally recommend that MOU yet. We just have not got it
16 through all the pieces of the process.

17 MADAM CHAIR: Very good. Yes?

18 MS. SCHEFFEL: So the school is on the five-
19 year clock; is that right? And so does this change that
20 or start the clock over? What are the implications for
21 the five-year plan?

22 UNIDENTIFIED VOICE: Madam Chair?

23 MR. OWEN: So again, that's -- that's one of
24 the pieces that staff would like to kind of bring to you
25 in the August meeting formally, is the implications to



1 the five-year clock, implications to what that means.
2 And part of that is also to make sure that Aurora is
3 protected, that they have the right type of language in
4 there that gives them the signal to do the work that they
5 want to do.

6 Generally the staff is pretty good agreement
7 with the direction that Aurora's wanting to go. There's
8 -- there's not a point of conflict here. It's just
9 working out those types of details that show that this is
10 in place, this is what's available to the State Board,
11 this is what's available to Aurora. And I think the main
12 thing Superintendent Munn, if I understand what he's
13 requesting correctly, is that they -- they don't want to
14 head down a path of -- of -- which is a lot of hard work
15 that's ahead of them with the -- specifically with this
16 school and then have the State Board in a year change
17 direction on them after they've invested so much time and
18 energy on that specific path. And so they're looking for
19 some protection to support the work that they want to do.
20 And I understand Superintendent Munn's urgency as well.
21 They -- they want to get started that's summer. They
22 want to get some things going. I think they want to
23 spend some money. They want to start this work and we
24 applaud that, because they -- there is a sense of urgency
25 specifically with this school and with this feeder zone



1 that we want to help support Aurora with.

2 But at the same time, as this is the first
3 time the State Board's been entered -- entered into this
4 type of agreement, we also just want to make sure that
5 we've done our due diligence and that we really have
6 presented you a formal kind of recreation that meets the
7 requirements under Senate Bill 163. So that's -- that's
8 where we're at as a staff and that's why there's a little
9 bit of a delay there. But again, the Board has the
10 discretion to -- to approve this memorandum of
11 understanding with Aurora today if that's their choice.

12 MADAM CHAIR: Thank you.

13 MS. SCHEFFEL: I have a follow up.

14 MADAM CHAIR: Oh, well, I was just going to
15 do -- we have been talking about the five-year plan and
16 the clock and this for five years. Now we're there.

17 MS. SCHEFFEL: Worrying about it.

18 MADAM CHAIR: So you can -- you can
19 understand why we don't want to move ahead without making
20 sure that everything is -- is right, that, as Dr. Owen
21 (ph) says, you're -- you're not going to come back next
22 year and have us say what are you doing, we did not know
23 about that? So I really appreciate your, you know,
24 position and your plan to (indiscernible).

25 MS. SCHEFFEL: So my follow up is just that,



1 you know, big picture on the five-year clock. The State
2 Board has various options, right? And so this is
3 essentially saying the district is going on the -- on the
4 offense, in a sense, to say this is our plan.

5 MADAM CHAIR: Right.

6 MS. SCHEFFEL: And then asking the Board to
7 conceptually buy into it today and then to look at the
8 details of the MOU potentially in August, right? But my
9 question is has there been parent input? I mean, I don't
10 know, I've heard a lot of input on the school and a lot
11 of concern. And I was reading the letters, of course.
12 And I mean, what does -- what do parents want? I mean,
13 before we conceptually -- are we ready to conceptually
14 agree to it? Have we gotten enough input from the
15 community to say what do they want? There's these huge
16 concerns about safety, as you surface, and education and
17 -- I mean, just a host of issues. I mean, has there been
18 enough input? I haven't heard it necessarily from the
19 community, saying here's what we want for this school.

20 MR. MUNN: Madam Chair?

21 MADAM CHAIR: Yes.

22 MR. MUNN: So we've -- we have had a -- a
23 number of community engagement processes and systems in
24 place to get to this place. But to get to the next
25 point, to actually present an Innovation plan to you, the



1 law dictates how we go through it and make sure we get
2 community and parent engagement in that we can't even
3 present a plan to you unless we can demonstrate there's
4 that level of community support. So we are not asking
5 you to jump that or skip any of that.

6 MADAM CHAIR: Yeah.

7 MR. MUNN: All we're asking you to is
8 acknowledge, as you said, some of that preliminary work
9 to move forward, recognizing that a lot of those
10 processes are yet to come and will -- will come to
11 address some of those specific pieces. I think that's
12 one of the greatest challenges that we've had in talking
13 with the community and our local board, even, and also
14 now talking to you, is that a lot of people are saying
15 that's great, but what's the actual design look like,
16 what's the actual plan look like?

17 And what we've been saying is recognize that
18 what we are saying is we want to start a process. We
19 want to start a community engagement process. We want to
20 start that design process that answers those questions.
21 But we don't want to start down that path without people
22 being on the same page about that, that we're -- what
23 path we're going down.

24 MS. SCHEFFEL: So I -- I'm just confused
25 about why you would need the conceptual agreement of the



1 Board to do that, since you have to do that anyway. I
2 guess I'm confused about what direction we're kind of
3 conceptually agreeing to.

4 MR. MUNN: Sure. Madam Chair? As a matter
5 of law, we don't need that.

6 MS. SCHEFFEL: Right, right.

7 MR. MUNN: Right. We -- we can do this work
8 and we believe we need to do this work. The challenge of
9 course is if we spend a year, a year and a half doing
10 that work and show up and the Board says, well, we want
11 you to go back and explore converting the school with
12 charter. If that's the Board's position, we'd rather
13 know that now than after having done all that work and
14 getting the community buy-in around a particular plan.

15 MS. SCHEFFEL: I see. Thank you.

16 MADAM CHAIR: Steve? Is there any future
17 discussions, Steve? Steve?

18 MR. DURHAM: Thank you, Madam Chair.
19 Superintendent, what's the -- we have a draft of the --
20 of an MOU for -- for Aurora Cental. What's the term of
21 this agreement? Can you tell me? I don't see a start
22 and end date on it. Am I just not reading it thoroughly?

23 MR. MUNN: Yeah, it's not -- it's not
24 specified as a term, because it's kind of operative when
25 you look at the dynamics of it, right? This is based on



1 a premise of the State Board having jurisdiction based
2 upon Aurora Central's time on the clock, right? If
3 Aurora Cental improves between now and the time where we
4 come forward and it moves off of the accountability
5 clock, the State Board no longer has jurisdiction just by
6 operation of law. But if it maintains its position, then
7 the operation of 163 kind of locks in that term to a
8 certain degree, because we will hit year five. Next year
9 would be a whole harmless year, but by operation of law,
10 hit year five, that following year, and the State Board's
11 jurisdiction is determined by the existing statutory
12 framework.

13 MR. DURHAM: So does -- does this in any way
14 foreclose? Let's presume that the results -- things
15 don't get better, that there's not significant
16 improvement. In fact, we enter into an agreement like
17 this, foreclose any options that we might otherwise have
18 under -- under the law.

19 MR. MUNN: Madam Chair?

20 MADAM CHAIR: Yes.

21 MR. MUNN: Yeah, certainly Mr. Dyl can
22 advise you on that. My understanding is that it would
23 not.

24 MR. DYL: Madam Chair.

25 MADAM CHAIR: Yes.



1 MR. DYL: (Indiscernible). As to that
2 question and Dr. Scheffel's initial questions are
3 (indiscernible) areas that (indiscernible) time would
4 work on between and August. What's the term of this?
5 What effect does it have on the Board's options, should
6 they put this in effect and after a period of -- of -- of
7 a year, is whatever is (indiscernible) failed to be
8 turned around. And I think those are -- those are areas
9 where looking at this, I -- I thought that
10 (indiscernible) also Aurora's (indiscernible) that --
11 that we should (indiscernible) before any -- any
12 agreement is actually signed.

13 MR. DURHAM: Thank you.

14 MS. SCHEFFEL: (Indiscernible).

15 MADAM CHAIR: Debora?

16 MS. SCHEFFEL: I was just looking at the --
17 the one document, sorry, the Central MOU draft. And it
18 talks about Appendix A, Exhibit A. Is Exhibit A somewhere?
19 Did we get that?

20 MR. MUNN: We submitted those. I don't know
21 if you have them.

22 MS. SCHEFFEL: The APS Implementation Plan
23 Summary? I don't know --

24 (Overlapping)

25 MS. SCHEFFEL: I don't think I see it. I'm



1 just wondering, you know, if we're going to vote for
2 conceptual agreement to what you're doing, I guess I -- I
3 need to make sure I have detail. Speak intelligently. I
4 don't see a -- Exhibit A.

5 MADAM CHAIR: (Indiscernible) Exhibit A
6 (indiscernible).

7 MS. SCHEFFEL: Attached as Exhibit B and
8 Exhibit A. Do we have those, Bizzy or someone?

9 MS. FLORES: Are they not attached to the
10 agenda?

11 MS. BURDSALL: (Indiscernible) the
12 Implementation Plan Action Zone and then the Design Plan.

13 MR. MUNN: Yeah.

14 MS. SCHEFFEL: Is that the same thing?

15 MR. MUNN: Yes.

16 MS. SCHEFFEL: Oh, that is Exhibit A. Okay.

17 MADAM CHAIR: Jane?

18 MS. GOFF: Thank you. Kind of back to the
19 term in quote, quote term of MOU and so forth, this --
20 this is not to the point where -- down the road, let's
21 say a year, we're still -- maybe not even that much
22 probably, you will still need to have the go-ahead from
23 your Board, correct?

24 MR. MUNN: Correct.

25 MS. GOFF: So in the event that we -- we



1 authorize or we -- we conceptually endorse and your
2 concept work today or soon, whenever, and you go forth
3 and you get started, what the community -- what your
4 community knows and what your Board is leading by right
5 now is still -- it still involves a final Board approval
6 and vote on what will become your full Innovation plan.
7 So we're not necessarily by -- by supporting the concept
8 and -- and giving our, you know, happy wishes, supportive
9 wishes, for the plan and its development, we are not
10 limiting the authority of your board. We're not -- we're
11 not doing anything that should curtail it. And it should
12 not curtail community involvement in the final
13 communication about your planned plan and then their
14 involvement in the approval process as well.

15 So what we're doing is -- but it -- but our
16 question is do we just -- just in the sense of only talk
17 about an endorsement of a concept today versus are we
18 doing something that really is semi-judicious -- somewhat
19 semi-legal here document-wise? I think that's a decision
20 we have to make. And Dr. Owen's recommendation or -- or
21 statement that the Department and the school district and
22 our attorneys and others involved in this haven't really
23 had a chance to get down into the details of what the
24 memo or MOU would contain, because that's kind of like a
25 contract.



1 So if we're talking in terms of contract
2 versus a statement of support for good work moving
3 forward, that's a different thing. So -- so what we have
4 to do today, if I'm correct, is we have to make the
5 decision are we endorsing concept or are we going to go
6 ahead now and talk about a more formal endorsement? But
7 I'm not sure that according to the law, the Innovation
8 Act, or 163, for that matter, whether this board can
9 actually do that now. Whether that's our -- whether we
10 have the authority to do that, because your local board,
11 and it should be the one, according to current law, that
12 approves the plan first.

13 MR. MUNN: So --

14 MADAM CHAIR: Dr. Owen?

15 MR. OWEN: Madam Chair, I think if
16 Superintendent Munn maybe wants to give his perspective,
17 I think (indiscernible) phrase the two questions right,
18 so from staff's perspective, what's presented on the
19 agenda today is a -- is an endorsement conceptually of
20 the work that Aurora's doing. Okay, so it's not
21 officially voting on the MOU that has been presented --
22 draft MOU that's been presented in the packet.

23 I think what Superintendent Munn would like
24 is because of a sense of urgency, he could speak to this
25 himself, but he would like to get that MOU approved now



1 and get going on the work that they want to do in Aurora.
2 What we've said is the staff's not ready to prepare a
3 formal recommendation to the State Board today to sign
4 off on that MOU, that we feel like there's more work that
5 needs to be done with the attorney general's office, with
6 Aurora around dates, timelines, not only for the State
7 Board's protection, but for Aurora's protection as well.

8 So we -- we feel like we can get that done
9 and come back in August and be prepared with the
10 recommendation. But that's why we presented the -- the
11 endorsed recommendation that's in the packet today, which
12 is more of a conceptual support to Aurora Public Schools,
13 that they're heading in the right direction.

14 You are right that the Innovation process --
15 and I thought maybe this would help some of the Board
16 members that were here when we went through a little bit
17 of a similar topic with Pueblo City Schools. Pueblo City
18 Schools had a presentation to State Board around the
19 clock about similar schools. What they decided to do was
20 go ahead and convert two, I think maybe three, of their
21 schools (indiscernible) schools. And they went ahead,
22 just went through that process. And you voted on those I
23 think last spring.

24 MS. SCHEFFEL: Uh-huh.

25 MR. OWEN: And they -- they got approved.



1 What they didn't do, which Aurora's asking you to do now,
2 is to kind of endorse that in advance. They felt like
3 they had enough time to work through the Innovation plans
4 and -- and get that work going and make enough progress,
5 but they also wanted to pick one of the pathways that
6 were available under 163. So that's why Pueblo did that,
7 was in advance of the State Board taking action on that.

8 What Aurora's done, and I think is an unique
9 perspective, is that they want to do the same thing, but
10 they also want to have some protection, that they're
11 heading down the path that the State Board would support
12 that would not keep them -- you know, allow them to do a
13 year's worth of work or two years' worth of work and then
14 all of a sudden have the direction changed and be told to
15 invert the school to a charter school, or something to
16 that effect, one of the other options available under
17 163.

18 I think Mr. Durham's point and his question
19 is a good one too, and it's one of the thing that staff's
20 working and will have a recommendation, what are the some
21 benchmarks for its first year for success that the State
22 Board would like to see? What are some benchmarks for
23 the second year so that if progress isn't being made,
24 there is some protection for the State Board to say try
25 this, you had a year or two, you're not making your



1 markers or so. We might pick a different pathway for
2 you. And I think that's a legitimate question for the
3 State Board to be asking.

4 So those are the things that would come out
5 in a recommendation to the State Board in August. Again,
6 that's just why we're not prepared to formally recommend
7 this today.

8 MADAM CHAIR: And so what is it you would
9 like us to do today? Because (indiscernible).

10 MR. MUNN: So Madam Chair, just in -- in the
11 broadest sense, and -- and pardon the terminology, what
12 we are seeking is a gentleman's agreement, right? That
13 we're going down a certain path and we'd like to know
14 that we're -- we've got some level of partnership and
15 support with that.

16 You know, the -- because of what we
17 understand and perceive as MOU to be, we're not here
18 saying this -- this -- it needs to be in this exact
19 format or this exact frame. The issues, I think it's
20 fair to say, that Dr. Owen and Mr. -- Mr. Dyl are talking
21 about, from our perspective, those are 163 issues. Those
22 are broader issues around how the department needs to
23 work and how the state law will actually interact. From
24 our perspective, those aren't just Aurora issues.

25 MADAM CHAIR: (Indiscernible) agreement that



1 we just give you basically the ability to -- to begin to
2 work on this right way without having to say, well, we
3 have to wait until August to find out if we're going to
4 agree or not?

5 MR. MUNN: We're going to start that work no
6 matter what, but we'd like to have a sense of -- of
7 settledness and stability as we talk to and start
8 attracting teachers to the school and start attracting
9 community members, saying that we have worked with the
10 State and the State understands the path that we're on,
11 let's get together and let's draw up our sleeves now and
12 get the work done.

13 MADAM CHAIR: Thank you. I appreciate that.
14 Who had --

15 MS. MAZANEC: Madam Chair?

16 MADAM CHAIR: Steve, did you have
17 (indiscernible)? Go ahead.

18 MR. DURHAM: (Indiscernible).

19 MS. MAZANEC: I'm not sure how to say this.
20 You're going to go ahead with this anyway, right?

21 MR. MUNN: Right.

22 MS. MAZANEC: Is that what you just said?
23 And I guess my concern is this feels unusual. And I -- I
24 -- I am -- I do have some concerns about what it means
25 for other schools in the districts on the clock and what



1 it means for our role.

2 MS. SCHROEDER: It's important.

3 MS. MAZANEC: Ahead of the time that they
4 actually come before us and we have those hard decisions
5 to make. So while -- and then there's the issue of local
6 control. I do think that this is a local district
7 decision, and that is where that decision should be made.
8 Now, I personally might say great idea. I'm just not
9 sure that it's appropriate for the Board to have a vote -
10 -

11 MADAM CHAIR: Yes.

12 MS. MAZANEC: -- on this at this time.

13 MS. SCHROEDER: Are you thinking about
14 August?

15 MS. MAZANEC: And if we do --

16 MS. SCHROEDER: Are you thinking about
17 August or are you --

18 MS. MAZANEC: Well, I -- no, I'm talking
19 about now --

20 MS. SCHROEDER: At what point?

21 MS. MAZANEC: -- about having any kind of a
22 vote on -- on their MOU or any -- any of this. I --

23 MS. SCHROEDER: Waiting --

24 MS. MAZANEC: I appreciate hearing about it.

25 MS. SCHROEDER: Waiting until August, when



1 we hear more from staff.

2 MS. MAZANEC: When they actually ask us for
3 Innovation status, right?

4 MS. SCHROEDER: That's a year --

5 MS. MAZANEC: We vote on that.

6 MS. SCHROEDER: That's a year away.

7 MS. GOFF: That's not happening
8 (indiscernible).

9 MS. MAZANEC: Well, I -- that's my
10 assumption, is that we would -- we would make -- we would
11 have a vote when they're -- when they actually prevent it
12 -- present it to us.

13 MS. SCHROEDER: Right. In the meantime --

14 MS. MAZANEC: How -- how do we -- how do we
15 justify a vote before a vote?

16 MS. SCHROEDER: Right.

17 MS. MAZANEC: That's what I'm wondering.

18 MS. SCHROEDER: Yeah.

19 MS. MAZANEC: I'm not saying I'm against it.
20 I'm just concerned that -- that it's unusual and may tie
21 our hands later.

22 MADAM CHAIR: I don't think it will tie our
23 hands. That's (indiscernible). I mean, they're asking
24 us for a gentleman's agreement. It's -- it's -- that we
25 approve of what they're doing and hope -- and wish them



1 success and in, you know -- but --

2 (Overlapping)

3 MS. MAZANEC: I do --

4 (Overlapping)

5 MADAM CHAIR: -- for us to say don't do
6 anything, to me is reprehensible.

7 MS. MAZANEC: Well --

8 MADAM CHAIR: We've got this five-year clock
9 and -- but don't do anything about it until we make up
10 our mind what we want you to do? I, you know --

11 MS. MAZANEC: Madam Chair, that's --

12 MADAM CHAIR: -- find that rather strange.

13 MS. MAZANEC: That's actually a false
14 dichotomy. I didn't mean --

15 MADAM CHAIR: Well, I'm sorry about the false
16 dichotomy.

17 MS. MAZANEC: No, I don't mean that I would
18 say to them either I approve, go ahead, or don't do it.

19 MADAM CHAIR: You said you were not
20 comfortable approving.

21 (Overlapping)

22 MS. MAZANEC: Right. And I don't think they
23 need our approval right now to move forward.

24 MADAM CHAIR: Well, I don't think they --

25 MS. MAZANEC: Do they?



1 MADAM CHAIR: I'm sorry, I do not mean to
2 put any words into your mouth. I don't think they have a
3 great deal of confidence that a couple, eight months down
4 the road or something, we might not be jump -- saying,
5 well, we want you to do something else. And I -- I --
6 and I -- you don't have to respond to that at all.
7 Angelika?

8 MS. SCHROEDER: I just think this points
9 out, Pam and everybody else, the concern that everyone
10 has not only on this side of the table, but throughout
11 this day, about approaching the clock and how are we
12 really going to ensure that kids' education is improved
13 for those districts that aren't there? And what we're
14 hearing from some, I think -- what we're hearing from
15 some districts, such as Aurora, is, well, we're thinking
16 about this too; we're worried about it. And rather than
17 having you come in and do it to us, we're here to day --

18 MADAM CHAIR: Where do I do it?

19 MS. SCHROEDER: We're -- here are some
20 things that we plan to do. It's a -- it's sort of a
21 sequential thing. I -- I would agree with you, Pam, that
22 I'm not sure we need to vote on anything today, but
23 certainly by August after they've done some of the stuff
24 that's in their program. I think they wanted -- whether
25 it's a gentleman's agreement or a resolution that says



1 that we want to give them a chance to seek Innovative --
2 Innovation status.

3 Next year, to Steve's point, we probably
4 should not just grant Innovation status without any kind
5 of expectations, without any kind of a schedule, without
6 any -- we should not give up our responsibility, some
7 people would call it power, but I don't think it's power.
8 I think it's a responsibility that we have to the kids in
9 Aurora to ensure that what you're hoping will happen
10 actually starts happening. So it's sort of a sequential
11 thing.

12 MADAM CHAIR: Well, let's not drag this out
13 for where we're kind of repeating ourselves. And I think
14 -- and -- and let's go quickly down the row if somebody
15 has one last comment, because we're not, you know --
16 we're not -- it -- it -- helping by --

17 MS. SCHROEDER: Right.

18 MADAM CHAIR: -- continuing to -- Deb is
19 ready? I know Deb's arm is right.

20 MS. SCHROEDER: I'm sorry, I'm trying to
21 help you.

22 MADAM CHAIR: I can see. Deb?

23 MS. SCHEFFEL: Anyway, I just appreciate the
24 presentations. Great that you're thinking about it. My
25 concern is I do feel uncomfortable having a gentleman's



1 agreement, because I think it -- it -- you want to make
2 sure it's authentic and that you know enough about what's
3 going to happen to feel good about it. I guess I just
4 don't. I don't think I will in August either. I mean, I
5 -- I -- I know that this high school has massive
6 problems. And I've got a lot of input on it. And I
7 think that I would want to know that parents were on
8 board with what you're doing and that the community is
9 and that it is really is going to, you know, deeply
10 address the intrinsic problems of safety, of educational
11 quality, and so forth. And I -- I would take seriously a
12 gentleman's agreement. I'd want to be true to my word
13 and I -- I feel like I can't, because I don't have -- I
14 don't have enough information. So I appreciate you
15 presenting to us and I'm glad you're working on it, and
16 you should be, but I certainly don't feel comfortable.

17 MADAM CHAIR: Val, do you have another
18 comment?

19 MS. FLORES: Yes. I'd like to hear from the
20 Board and from --

21 MADAM CHAIR: What board? This board?

22 MS. FLORES: Their board, yes.

23 MADAM CHAIR: We have heard, though.

24 MS. FLORES: Well, I'd like to --

25 MADAM CHAIR: No, I -- I want to -- let's



1 close it off.

2 MS. FLORES: And -- and -- and from teachers
3 and from parents --

4 MADAM CHAIR: Okay, later.

5 MS. FLORES: -- on this plan.

6 MADAM CHAIR: But you don't mean right now?

7 MS. FLORES: No, not right now.

8 MADAM CHAIR: Okay. Thank you.

9 MS. FLORES: Yes.

10 MADAM CHAIR: I'm sorry.

11 MS. FLORES: So parents, board --

12 MADAM CHAIR: So any other (indiscernible)?

13 MS. MAZANEC: Just -- just quickly. I -- I
14 just want you to know that I -- I applaud your taking
15 action on behalf of your district and -- and this Aurora
16 Central High School. So you have my personal approval
17 that you should move forward with this. And I -- I don't
18 want to -- I don't want it to stand that it -- it's
19 either yes, we approve, or no, we don't. At this time,
20 I'm thrilled. I think you should move forward, if that's
21 what you think is best. But I'm uncomfortable with
22 taking a vote.

23 MADAM CHAIR: Jane?

24 MS. GOFF: Well, thank you again. I -- I
25 see this as a real valuable possibility for future



1 communication statewide. To me, it builds a -- it builds
2 up the invitation to everybody across the state to share
3 what they're doing and what they're thinking and whether
4 that involves best practices, whether it's an invite,
5 sort of an call-out for give us some ideas, we're -- this
6 is -- I just think --I appreciate it. I want to thank
7 you, because I think it has caused some thinking to be
8 going on about what works with communication.

9 You know, regardless of a -- of a five-year
10 clock or a -- a term of a -- of an MOU, it doesn't
11 matter. It's the idea of thinking ahead, being prepared,
12 noticing and hearing what's going on in your community,
13 constantly seeking out that input from the folks who are
14 first affected. I just -- I think that's great.

15 I still allude to and I will always refer to
16 the local Aurora Public School's Board of Education will
17 be ultimately making the decision about the Innovation
18 plan. This is pre-thinking. This is pre-planning. I
19 very much appreciate and thank you for that. I'm going
20 to use that as a good lesson to keep in mind about how
21 important and how valuable it is to set the scene for
22 folks and let them do their own thinking and come to a
23 conclusion, so thank you.

24 MADAM CHAIR: Steve?

25 MR. DURHAM: Pass, thank you.



1 MADAM CHAIR: Angelika?

2 MS. SCHROEDER: I'm willing to make a
3 motion, but I don't know that we have --

4 MADAM CHAIR: I haven't finished yet.

5 MS. SCHROEDER: Oh, you haven't finished
6 yet. Okay, go ahead.

7 MADAM CHAIR: So you don't have a comment
8 and then an motion?

9 MS. SCHROEDER: Yeah, I don't. The motion
10 doesn't do anything, sorry.

11 MADAM CHAIR: Okay. No, I would just like
12 to say I really appreciate your work. I appreciate what
13 you're undertaking. I encourage you to go ahead, but
14 understand that you may not -- not feel real comfortable
15 in doing that. We've been asking you for five years to
16 do that and now we're going to take discussion about
17 whether you should or not. I -- I hope you will. I hope
18 you will go ahead. I don't think that anybody's going to
19 show up in a year or so and tell you you shouldn't do
20 this, but, you know, I can't make any promises.

21 I really appreciate the presentation,
22 appreciate the work you've done, appreciate the -- the
23 problems. I mean, you've got an immense problem there to
24 solve and I think you made great strides to starting to
25 solve it. And I would like to see you do that, but, you



1 know, that -- that -- at this point, it's totally up to
2 you, you know. Angelika, you wanted to make a motion?

3 MS. SCHROEDER: Well, I'm happy to, unless
4 the Board says they really don't want any kind of motion
5 today. Is that the wish of the Board?

6 MADAM CHAIR: Well, if you make a motion,
7 then they vote no, then they don't want a motion.

8 MS. SCHROEDER: All right. I move to
9 support the direction Aurora Public Schools is moving
10 toward with regard to their MOU concerning their
11 accountability status for several schools and to direct
12 staff to move forward with completing the process of
13 reviewing the Aurora plans so that a formal
14 recommendation will be ready for the August 2015 State
15 Board meeting.

16 MADAM CHAIR: That's a proper motion. Is
17 there a second?

18 MS. GOFF: Second.

19 MADAM CHAIR: Jane? Please call the roll.

20 MS. BURDSALL: Steve Durham?

21 MR. DURHAM: Just take a moment

22 (indiscernible). I'll vote yes, but I think when you get
23 down to the specifics next month, I think any -- any
24 agreement that might (indiscernible) you'd have to have
25 pretty strong terms of agreement and stop loss provision



1 so that we don't become -- our hands don't -- aren't tied
2 if this doesn't work. You have a free year coming up
3 with the clock being stopped, so it does give you an
4 opportunity hopefully to work through some of those
5 problems. So I'll vote yet (indiscernible).

6 MS. BURDSALL: Okay. Dr. Flores?

7 MS. FLORES: Yes.

8 MS. BURDSALL: Jane Goff?

9 MS. GOFF: Yes.

10 MS. BURDSALL: Pam Mazanec?

11 MS. MAZANEC: No.

12 MS. BURDSALL: Marcia Neal?

13 MADAM CHAIR: I have to -- to add to Steve's
14 comment there that -- oh, never mind, I'll -- I'll just
15 vote yes. I shouldn't say that.

16 MS. BURDSALL: Dr. -- Dr. Scheffel?

17 MS. SCHEFFEL: And I'd like to make a
18 comment before my vote too. I would vote no, only
19 because I feel like I would need to see a lot of input
20 from the community and the parents as far as what you're
21 really doing. I mean, I appreciate the documents we
22 have, but I find them -- they're very vague. And I -- I
23 feel like they're intellectual documents, but when you
24 look at the real people problems in the school, people
25 that I hear from, it's -- it's very dire. And I would



1 want to know that things were very specifically being
2 addressed. It sounds like you've hired a good person
3 from NYU. That's great, but, you know, the parents and
4 the kids and the safety issues, it's dire. So I guess I
5 would vote no, only because I don't want to vote for
6 something that I don't understand. I mean, I see the
7 language. It's very vague to me, but I appreciate the
8 work you're doing. So no.

9 MS. BURDSALL: And Dr. Schroeder?

10 MS. SCHROEDER: Yes.

11 MADAM CHAIR: Motion carries. Thank you.

12 MR. MUNN: Thank you, Chairman Neal and
13 thank you, Board, for this. We understand this is a
14 step. This is a -- thank you. I -- Dr. Schroeder called
15 it a -- a sequence. And certainly as we get to the
16 process of doing the actual design and plan, all those
17 details will come together. That's just not where we are
18 yet in the process, but we understand that.

19 And if I could take a brief moment of
20 personal privilege, I believe this would be my last
21 opportunity to publically thank Commissioner Hammond for
22 his time and his service. We were colleagues for a while
23 in the administration. We've been colleagues in -- in
24 various formats and I was a higher ed and he was here.
25 And now I don't know what we are. I don't think we're



1 opponents, but we're --

2 MADAM CHAIR: Just (indiscernible).

3 MR. MUNN: -- something else. You know, he
4 has always presented himself as a professional on behalf
5 of this Department and this Board. And he and staff, you
6 know, at times where we have disagreed, we have disagreed
7 openly and honestly and with the end to make things
8 better for the kids in Colorado, when the times when the
9 Department was wrong. They have called and said we were
10 wrong.

11 MADAM CHAIR: Oh, really?

12 MR. MUNN: And that we want to work together
13 to make things better. And times when we were wrong,
14 they have called and said, "Rico, you're wrong." And we
15 tried to come together and work around these things. And
16 so we appreciate that. We want to thank you for your
17 service to the kids in Colorado.

18 MADAM CHAIR: Thank you. (Indiscernible) do
19 that (indiscernible).

20 (Meeting adjourned)

21

22

23

24

25



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

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 5th day of February, 2019.

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

Verbatim Reporting & Transcription, LLC
1322 Space Park Drive, Suite C165
Houston, Texas 77058
281.724.8600