

2015 CANDIDATE SURVEYS

DISTRICT 1

KRISTI BUTKOVICH
ANNE ROWE

Part I: Denver Public Schools Strategies and Goals

Rate the following statements on a scale of 1-4, where 1=strongly disagree, 2= disagree, 3=agree, and 4= strongly agree.

	Kristi Butkovich	Anne Rowe
The district's current strategic plan (the Denver Plan 2020) is the right focus for DPS to better meet the needs of most students.	1	4
I am confident that the district's current leadership can meet the goals of the Denver Plan by 2020.	1	3
I believe that Goal 2 of the Denver Plan-- that 80% of DPS third graders will be at or above grade-level in reading and writing by 2020-- will be reached.	1	3
I am certain that efforts taken by DPS will be able to double the number of students who graduate college and career-ready by 2020.	1	3

What might you change in the Denver Plan 2020? How will you hold the district accountable to meeting the goals of the Denver Plan?

Kristi Butkovich: The third edition of the Denver Plan ought to be exciting and innovative. I have not found the Denver Plan 2020 to be so. Rather I have found it to be long on platitudes but very short on specifics. The public relations surrounding it talks about high standards for all. The previous two iterations of the Denver Plan had equally lofty goals and standards (academic gains of 3.5% in each core subject each year, a diminishing achievement gap, 5% increase in graduation rates per year to name a few), few of which were ever met. Which leads me to ask: what good are high standards if they are never met and no one is held accountable? So why should anyone believe this even more toothless version will have different results?

The five stated goals would be laughable if the situation weren't so sad, especially the two academic goals: 1) closing the opportunity gap (formerly the achievement gap) which has increased in every subject over the ten years of "reform," 2) increasing the graduation rate to 90%, when the previous graduation goals have never been met. Graduation rates in general are open to suspicion when the DPS diploma is often not what it is purported to be and when school staff is often encouraged to just pass along seniors to increase the rate. Then there is the goal of supporting the Whole Child where continuously high stakes testing dominates DPS today at the expense of curricular choices and social, physical, and emotional growth resulting in a total disconnect from a whole child education.

Finally, accountability. Ten years of "reform" has produced no accountability for those making the important decisions. The Denver Plan 2020 continues to be vague and not provide any real consequences for failure or success. I would take the Denver Plan 2020 much more seriously if it were truly interested in providing a world class education for all children and not just caught up in the "reform" rhetoric which has produced very little in its 10 years of existence.

Anne Rowe: As one of the lead BoE members in creating the Denver Plan 2020, I believe the plan sets a strong strategic framework for our work through 2020 and beyond. Now comes the hard part, implementing strategies to achieve the ambitious goals of Denver Plan 2020.

Rowe continued: Holding the District and the BoE accountable to meeting the goals should be and will be a major focus of the BoE and we are currently framing our board work to set measures/timeframe of accountability. Additionally, we will be looking at investment strategies in our five major priority areas - leadership, teaching, invest early, flexibility, culture - during our BoE work sessions this fall.

Additional comments on DPS strategies and goals?

Butkovich: Local control: Local control means citizens own their schools. They pay taxes for them and they can individually, or collectively, question what is taught. They can hash out problematic curriculum, like Common Core –even reject standards. They might demand better school safety, or they can affect a zillion other issues surrounding their schools.

There is school pride! Neighborhoods rally around their schools. Parents and citizens shore up schools, attend student plays, give a few dollars to help the band boosters and other school activity clubs, cheer for the sports teams, praise graduates, and elect and work with the school board to find solutions to school problems. The state and the federal government might overstep their power, when in fact; they should support local schools and fill in the gaps in funding. Local public schools should still belong to the people.

DPS continues to shutdown many neighborhood schools throughout the district. Labeled “Failing” based on an arbitrary color code and test score results - Students are displaced and the majority of the school staff is fired. This is a serious problem and citizens should question and understand why that is occurring.

Choice: Choice means the local community relinquishes local control to charter, parochial, or private schools. This may seem like more control is given to parents and supporters, and maybe it is upfront, but once the choice has been made, the public has no more voice concerning the school.

Sometimes a school district might be able to shut down a bad charter school, but too often these schools lack transparency. Tax dollars, through a voucher or opportunity scholarship, may be spent in a variety of schools, but no one cares what the community thinks about it. You pay but have no say. In good scenarios, of course, private schools care about parents so they can stay in business, but the private school will be run the way the owners think best. They don't care what the public thinks other than maintaining a reputation of being a good school. And they can be selective with the students they accept. If they don't think a student measures up—out they go.

It is much the same with parochial schools.

Charter schools like to claim they are “public schools,” but they are often criticized for being selective with students too. Charter chains like Strive Prep, K-12 Alternative, SOAR, Denver School of Science and Technology, KIPP Academy and Venture Prep (there are many others) are popping up across the country like McDonalds. There's nothing local about them. They run on their own terms. Any talk about local support is artificial.

DPS has far too many charter schools and that number is growing annually. They aren't really public schools. They are quasi-private schools. They get tax dollars without taxpayer input. And they have been criticized for being too selective.

Some charters might involve parents. These are the good charters. (Highline Academy, GALS) But in most cases, parents and students sign contracts with rules telling them what the charter demands from them. This might sound good on the surface, but where do you put the imperfect kids or those whose parents don't measure up? No ‘real’ public school can dismiss a student due to lack of parental support or a student's troubled behavior. Real public schools accept everyone and their great challenge is to help those who have problems.

So, whether you like choice or local control it is important to know the difference. Democratically run local schools are unlike choice schools. You can be for one, or the other, but you can't be for both. Additionally, I stand with many public education advocacy organizations across the nation in opposing the Common Core State Standards as they perpetuate high-stakes standardized testing. Imposing one set of standards or tests on all schools, across the nation, raises concerns about a national curriculum that stifles the voices of a democracy.

Rowe: I believe it is incredibly important that as we develop implementation strategies to achieve the Denver Plan 2020 goals, we continue to ask the question, "What's going to be different?", working harder at what we are currently doing won't get us to our goals.

Part 2: Teaching, Leadership, and Learning

Rate the following statements on a scale of 1-4, where 1=strongly disagree, 2= disagree, 3=agree, and 4= strongly agree.

	Kristi Butkovich	Anne Rowe
I support the district's recent decision to allow all schools to opt-in to, or opt-out of district provided curriculum and professional development.	4	4
DPS is doing a good job of recruiting, compensating, and supporting great teachers.	1	3
DPS is doing a good job of recruiting, compensating, and supporting great school leaders.	2	2
Teachers should be evaluated and held accountable to student outcomes.	1	4
School leaders should be evaluated and held accountable to student outcomes.	1	4
The current teacher compensation system and ProComp ensure that effective teachers work with the hardest-to-serve schools and students.	1	2
The district should mandate a common literacy and math program for all red/orange rated schools.	3	2
The district's Federal court-ordered English Language Acquisition program is improving outcomes for English language learners.	1	3
DPS should contract objective third-party evaluators to regularly review and report out on the district's performance, programs, and strategies.	4	4

What do you believe is DPS' greatest challenge to having great teachers in every classroom? How do you suggest the district enhance or change its approach to this challenge?

Butkovich: The challenge to having great teacher's in every classroom is thwarted in DPS as they continue to fire the most experienced teachers, replacing them with the inexperienced. They force teachers to work without union rules, which is demoralizing. DPS uses Senate Bill 191 to fire rather than improve the teaching force as it was supposedly designed to do. Teachers are afraid to deal with DPS as there is an "my-way-or-the-highway" mentality from principals.

Rowe: Perhaps stating the obvious, recruiting and retaining talented educators, particularly in their yearly years. There is much to be done here and I certainly don't have all the answers. The district has committed additional resources/support to our newest teachers, which I think is a step in the right direction. I also believe the opportunities provided in the distributed/teacher leadership framework will help to retain teachers with a few years under their belts and also support new teachers. Finally, I believe the greater autonomy at the school level will enhance the engagement and culture for teachers.

Butkovich: Incentive compensation that you could earn each year:

Hard-to-Staff Assignment – A monthly bonus for working in a Hard to Staff assignment based on local and national data. (2015-2016 Hard to Staff Assignments)

2014-2015 amount: \$206.75 per month of working in a Hard to Staff assignment (\$2480,97 for the year)

Hard to Serve School – A monthly bonus for working in a Hard to Serve school. (2015-2016 Hard to Serve Schools)

2014-2015 amount: \$206.75 per month of working in a Hard to Serve school (\$2480,97 for the year)

Exceeds Expectations – A one-time bonus if at least 50% of your students (grades 4-10) are in the 55th percentile or higher for statewide student growth in Math and Language Arts on the Colorado state assessment.

2014-2015 amount: \$2,480.97 paid in one lump sum the year following assessment (to be paid spring 2016)

Top Performing Schools – A one-time bonus for working in a Top Performing school, based on overall points earned on the DPS School Performance Framework (SPF).

Please note: Given the current transition in Colorado state testing and the fact that schools will not receive an overall rating under the School Performance Framework, there will not be a Top-Performing incentive for the 2014-2015 school year only. Instead of having separate Top-Performing and High-Growth incentives, the High-Growth incentive will be doubled for this year only.

High Growth Schools – A one-time bonus for working in a High Growth School, based on the DPS SPF.

2014-2015 amount: \$2,480.97 paid in one lump sum the year following assessment (to be paid spring 2016).

Please note: Review the note above for the Top-Performing incentive. For the 2014-2015 school year only, the High-Growth incentive will be doubled to \$4,961.94.

Other incentive compensation: Tuition and Student Loan Reimbursement – Reimbursement for satisfactory completion of approved coursework or outstanding student loan.

I do not agree. The bonus system simply ensures that the inexperienced teacher looking for a some extra money will sign up to serve in high needs schools, but will not have the experience and training to do well. They might stay for a couple of years, but many do not even last for one year, and the fact that the money is a bonus does not incentivize those teachers to work on improving their career craft because teaching is not a career to them.

As a member of the initial Pro Comp steering committee: was originally designed provided a salaryable incentive that, if earned, would become a permanent part of the teacher's pay. As that, it was worthwhile for our best, most experienced to go to high needs schools.

DPS should contract objective third-party evaluators to regularly review and report out on the district's performance, programs, and strategies. Indeed, that was exactly what then Superintendent Michael Bennet formed A+ Denver to do--act as an independent third party. However, A+ it seems falls short of spotlighting the failed policies in DPS.

Rowe: Leadership matters...a lot.

Part 3: School Management and Support

Rate the following statements on a scale of 1-4, where 1=strongly disagree, 2= disagree, 3=agree, and 4= strongly agree.

	Kristi Butkovich	Anne Rowe
All schools, whether charter, innovation, or district, should be held to the same performance standards.	1	4
The School Performance Framework (SPF) appropriately balances student growth and proficiency.	1	3
Schools that are rated orange or red on the SPF that have not made significant progress (more than 4% improvement/year) over two years should be replaced by other high performing schools.	1	3
DPS adequately engages families and community members throughout the school turnaround process.	1	3
I support Tom Boasberg as DPS superintendent.	1	4
I think the current financial transparency of the district is sufficient, and it is easy to understand the amount of funding schools have direct control over.	1	3
I believe DPS should do more to promote socio-economic integration in schools, and to reverse the growing trend of school segregation in Denver.	4	4
I support the strategy of creating enrollment zones as a way to ensure more underrepresented students have greater access to quality schools.	2	4
It should be a school's responsibility to provide information and assist families' decision-making during the school choice process at transition grades (i.e. 5th and 8th grade).	1	2
Co-location of schools is a good strategy for utilizing facilities as long as resources are shared equitably.	1	3

Are resources and staff in the district allocated correctly? Specifically, does the district have the right balance of teachers to other employees (5,245 out of 14,792)? If yes, why? If not, how should this be changed?

Butkovich: In order to bring up the academic standards for ALL children I would say that class sizes in struggling schools should be lower than in our best schools. Probably 15 to 1, measured directly by the number of students to the number of classroom teachers. Right now other personnel are added to the equation when DPS computes student-teacher ratio (nurses, psychologists, student advisors, etc.) Of course this costs money, so they would have to reduce the number of administrators. The most important person in education to the student is his classroom teacher.

Rowe: This past spring, the BoE made the decision to give more autonomy/flexibility to our district run schools (specifically with regard to curriculum, school-based assessments and professional development). This is based on the belief that the school is the unit of change and can best decide how to use resources and implement strategies to serve the students in its school community. The result of this decision, along with the new district strategic plan (which reflects these new flexibilities) is a culture shift for schools and the district...from an opt-out culture to an opt-in culture. I believe allocation is changing to more resources and staff working at/to support the school level and will continue to do as we continue to develop the opt-in culture. In order to bring up the academic standards for ALL children I would say that class sizes in struggling schools should be lower than in our best schools.

Additional comments on school management and support?

Butkovich: The district should mandate a common literacy and math program for all red/orange rated schools. Do you agree or disagree? Why? Disagree. A classroom has as many variables as it has students. The district should mandate a set of skills that should be mastered at each grade level then the district should hire experienced, trained educators that can design then plan the best way to teach math and reading to the teacher's particular class.

The School Performance Framework (SPF) appropriately balances student growth and proficiency? Do you agree or disagree? Why? Disagree. The SPF uses a heavily insignificant growth measure for its minority schools, in order to hide their real failing status, which makes the status of blue and green schools in DPS quite different.

The district's Federal court-ordered English Language Acquisition program is improving outcomes for English language learners? Do you agree or disagree? Why? Disagree. Because the ELA program does not have the same requirements for learning English across the board, only the children who have higher level English skills do well. How much English the children learn seems to differ in schools and classrooms. There is no set standard.

Part 4: Free Response

What is the role of a DPS Board Member?

Butkovich: A school board sets educational goals and establishes policy for the school system based on state laws and community values. Perhaps the most important responsibility of a school board is to employ a superintendent and Chief Financial Officer and hold them accountable for achieving those educational goals and managing the day-to-day affairs of the district in accordance with the school board's policies. Board members make decisions on a wide range of issues, such as hiring and evaluating a superintendent and CFO; setting district policy; planning student services; goal-setting and long-range planning; adopting curriculum; establishing budgets; engaging parents; being good fiscal stewards; acting in the best interest of the school district and within the scope of their legal authority; and creating community relations programs. A board member should be a skilled decision-maker.

Another important part of the board's work is its public relations role. School board members help build public support and understanding of public education, and lead the public in demanding quality education. The school board serves as a link between schools and the public.

The role and function of board members often are misinterpreted by the public, and in some cases, by board members themselves. The board is a policymaking body and members are the chief advisors to the superintendent on community attitudes. Board members do not manage the day-to-day operations of a school district; they see to it that the system is managed well by professionals.

Board members are not education professionals. They do not evaluate staff, other than the superintendent and CFO, nor do they become involved in employment interviews, other than those of the superintendent, CFO and COO. Board members may be consulted during the hiring process for other positions, such as assistant superintendent.

As a candidate, I want to send a strong message to my constituency that I am watchful of the small number of people who have large amounts of money and little-to-no education experience now hold tremendous sway in our political system and educating children is far from the top priority. I care that large sums of corporate money influences the passing of bill(s) that could cause harm to school funding, teaching and learning conditions, or the PERA retirement system.

As an elected Board member, I will continue to advocate for true local control of the DPS. I will continually advocate for Kids before Corporations, for the hiring and retaining of certified teachers, for reducing the high teacher turnover, for supporting neighborhood schools, for collective collaboration, for equity in education for appropriate student assessment and protecting student data privacy. Furthermore, as a Denver native and a 3rd generation DPS alumni, I understand the valuable role that all DPS employees play in sustaining a strong school district.

Butkovich continued: That being said, I will be a strong voice for the front office staff, para-professionals, cafeteria workers, custodians, bus drivers, facilities and maintenance workers, all of the trade workers, (carpenters, electricians, painters, sheet metal, plumbers, etc.) including my backing for reinstating co-op programs that support apprenticeship programs.

Rowe: I believe the role of a DPS Board member is twofold. First, the board sets the vision and strategic direction of the District based on what is in the best interests of the constituents the District serves. In this case, the constituency is very clear, we are serving the needs of DPS students. The board focuses on policy and strategic direction and the District focuses on implementation. The board is responsible for ensuring that the superintendent and the District implement the strategies voted on by the board and we must hold the superintendent and district accountable for that implementation. It is important that board members know their roles and not get involved in micromanaging the District. Second, in the case of the school board, board members are elected and therefore have a responsibility to listen to and engage with the citizens they represent on an ongoing basis.

What will be your two primary goals as a Board member, and how will we know you are working towards these goals?

Butkovich: I will get to know what my role is as a board member, develop myself in many ways, set goals for myself, be positive, know my limits, and above all listen. I'll not be in a hurry to do something. It takes time to develop governance skills. Change takes time. I plan to start slow and build to fundamental change. I am only one of seven voting members and not a power of one. I will read and learn board policies and state law regarding school boards. As an elected official, I will try to carry citizen voices and needs. I will always remember: My primary constituents are the students -- who do not vote. I will be a voice of the 'people'. If it is not good enough for my child, it is not good enough for any child. As long as I am working in the best interest for the students, I will vote my conscience. I will vote based on facts and data, rather than getting caught up in the politics or trading votes. I will be open to listen from all stakeholders before making up my mind. Once a decision is made I will support the decision. If I disagree, I will try to change the decision. When people present me with a problem, I will make sure I ask them whether they have already discussed the issue with the building level administrator, i.e., principal, before bringing it to me. If they have not, I ask them to before I begin investigating.

Rowe: Achieving the Denver Plan 2020 goals. As stated above, we will publicly be holding the district and BoE accountable as to the progress being made, or not, toward the Denver Plan 2020 goals.

What were the one or two best decisions the DPS Board has made in the last four years? How would you work to support these policies?

Butkovich: I-70 expansion / children's health

Rowe: 1) The revision of the Denver Plan to create a clear, focused Denver Plan 2020.

2) The Facility Allocation Policy

3) The decision to move to an opt-in culture and give our schools more autonomy/flexibility

4) Creating year zero time when transforming/turning around schools (A+ turn around conversations were incredibly helpful in developing this framework)

I think I've answered the how in several questions above and also through my work as a DPS BoE member for the past four years.

What were the one or two worst decisions that the DPS Board made in the last four years? How would you work to change these policies?

Butkovich: Motion to amend by substitution and replacement of the Derivative Swap resolution with the DPS Pension Financing resolution. Non-renewing 200 teacher contracts and labeling 80 as DO NOT REHIRE.

Rowe: I think the way we have implemented turn around strategies in the past has not worked as shown by our results. #4 above.

Final thoughts?

Butkovich: Land swap /Henzel Park "Innovating" Around the Law

The DPS Board voted 4-3 to approve innovation status for three new schools in Far Northeast Denver. In doing so, they almost certainly broke the law. As currently written, the law requires that a majority of a school's faculty vote in order to opt out of certain parts of its home district's policies and its collectively-bargained Union-District contract. In their quest to push their sponsors' corporate education policy agenda, though, our Board majority decided that building-level democracy was an inconvenience they'd prefer to throw away.

2013-2014: Charter schools are disproportionately suspending their students. Despite having only 16% of the DPS population, charters make up more than 20% of all In-School Suspensions and 25% of all out-of-school suspensions. Alternative schools ("Multiple Pathways") also make up a disproportionate share of all OSS, expulsions and law enforcement referrals despite having only 6% of the district's students.

April 2014: Superintendent Boasberg says it is challenging for DPS to find good bilingual teachers to serve its Spanish-speaking population. His solution: Hire undocumented people through Teach for America. Colorado Alliance for Immigration Reform has serious concerns regarding DPS's decision to hire DACA individuals. The group said in a statement that it believes the majority of people with DACA status are not properly trained or certified to become teachers. There are at least 20 million Americans who either do not have a full-time job or are underemployed. This includes teachers. It is neither fair nor appropriate to hire unqualified foreign nationals to replace qualified and experienced American teachers.

February 2011: The district closed schools on Tuesday, thanks to near-record low temperatures. However, unlike most districts in the area, DPS decided to open its doors on Wednesday despite temperatures expected to barely exceed zero.

January 2011: Denver school board members approved a contentious reform plan for Far Northeast Denver following five hours of public comment from more than 100 speakers the majority of whom opposed the plan.

Co-Locations at North High School and Abraham Lincoln High School

The constant lack of support to bring Manual High School back to the stellar school it once was.

To quote BoE member, Arturo Jimenez, "We're not the board of a private corporation that acts in unison in public and resolves our conflict in private so we protect our share of stock". "The board should be a check on the district and we should ensure that there is accountability. I don't think we're doing it."

ABOUT THE CANDIDATES

It is my intention to work as a member of the DPS Board of Education to reconcile the conflicts between accountability and local control and resolve those conflicts in a way that preserves parental control and protects children from abuses of what may be well-intentioned policy.

For instance, the current testing regimen designed to enforce the accountability standards is overbearing; the testing windows are too long; the amount of time spent testing is too great; and the accountability regimen has become a negative factor in the education of our children.

BIO:

Denver Native, Raised in SW Denver,

3rd generation DPS Alumni: Grandparents & Parents – West High School

Attended: Schenck Elementary, Kunsmiller Junior High School, Abraham Lincoln High School

SE Denver resident 1983-Present

Married to: Wayne L Butkovich

- 33 year Veteran Teacher/ Administrator
- Auto Mechanic Teacher – West HIGH SCHOOL
- School Advisor – West HIGH SCHOOL
- Athletic Director – West HIGH SCHOOL
- Assistant Principal – West HIGH SCHOOL
- Principal - Baker Middle School

Son: Nicholas Butkovich

- Southmoor Elementary
- Hamilton Middle School
- George Washington High School – IB Program
- CU-Boulder - Senior

DPS Parent Volunteer Involvement:

- Original Steering Committee to help re-open Southmoor Elementary as a neighborhood school – 1997 - 1999
- Parent Committee to hire principal Southmoor Elementary – 1999
- Assisted with the opening of Southmoor Elementary – 1999
- Southmoor Elementary CDM – 1999-2001
- Co-Founder and President Southmoor Elementary Parent Partner's Association 2002-2003
- Co-Founder and President - Southmoor Partners in Excellence, Inc. 2003-2005
- Hamilton Middle School Silent Auction Committee 2006
- Co-President - George Washington High School IB Parents Association 2007-2009
- President - George Washington High School IB Parents Association 2010-2012
- Board Member - George Washington High School, Friends of IB Scholars Foundation 2006-2015

DPS Employment:

- Para-professional, Gust Elementary 1980 - 1981
- Para-Professional, Munroe Elementary 1981 – 1982
- Interim Treasurer, Rishel Middle School 2008
- Community Liaison, George Washington High School 2011-2012

**Kristi
Butkovich**



ABOUT THE CANDIDATES

Additional Involvement:

- DPS BoE Public Comment: Multiple times
- Co-Founder/ former Executive Director, Denver Alliance for Public Education 2013 – 2015
- Working with DCTA – Retired to get honest answers from DPS about PERA merger
- Created & Distributed State Mandated Assessment Survey that was emailed statewide to parents, students, teachers, educational organizations and community newspapers. Presented results to State Board of Education and 1202 Task Force, January 2015
- Co-Sponsor Colorado Rockies, OUT of the PARCC Day – May 2015
- Testified at the Legislator in favor of OPT OUT and Student Data Privacy Laws – 2015
- Ongoing parent negotiations on Data Privacy concerns with CDE and Attorney General's office – 2015
- Speaker Capitol Press Release – April 2015: Testing Proposals Debate by Lawmakers

Visit her website: kristibutkovich4publiceducation.com

Anne Rowe



I am motivated to help all of our kids receive the best education possible and am running for a second term on the Denver Public Schools Board of Education to help achieve this goal. Serving as a DPS Board member for the past four years and my many years of engagement with the Denver community give me the experience needed to be an effective member of the board and representative of the SE Denver community. Over the past 30 years, I have served on a number of nonprofit community boards that address the needs of Denver's kids. On the district level, I have been an integral part of committees that provide valuable input to the DPS Superintendent. My involvement at the school level began 20 years ago when I became part of the group of neighborhood parents who worked to re-open Slavens School. I believe my involvement at the community, District and school levels gives me the experience and perspective necessary to be a productive member of the school board.

DPS Involvement (2007 - Present):

- Founding co-chair, Executive Board Member A+ Denver
- Co-chair, DPS Advisory Committee on Immigration and Integration
- DPS Parent Portal Steering Committee
- Superintendent's Parent Forum
- DPS Board Treasurer (2011-2012)
- DPS Board Vice President (2012-present)
- DPS Board Liaison to the Bond Oversight Committee
- DPS Board Liaison to Athletics
- DPS Board representative on the DPS Foundation Board
- PEBC Board Member representing DPS

School Involvement (1995 - Present):

- Committee to Re-Open Slavens School
- Slavens PTA, MSPA President
- Slavens CSC Member, Principal Selection Committee Cochair
- Athletics, DI, Brain Bowl Coach
- Co-founder and Chair, George Washington High School Patriot Partners

ABOUT THE CANDIDATES

Community involvement (1987 - Present):

- Board Member, Summer Scholars (now Scholars Unlimited, 2009-2012)
- Board Member, Colorado Children's Campaign (Board Chair 2006-2008)
- Board Member, Girls Inc. (Board Chair 1991-1993)
- Board Member, Children's Museum of Denver (Board Chair 2000-2003)
- Board Member, Planned Parenthood of the Rocky Mountains
- Executive Committee, 2% Club of Denver
- Community Leadership Board, Mile High Montessori

I am fully committed to continuing to invest the time and energy I know it takes to dramatically improve public education in Denver. It's going to take a lot of hard work and our whole community coming together to be successful. I believe we can get there, which is why I'm running for School Board. Finally, I am a parent. I am a parent of three young women, Kate (22), Tory (20) and Biz (18). All three have attended Denver Public Schools from ECE through high school. I have lived through the educational achievements, celebrations, frustrations and challenges.

Visit her website: annerowedps.org