

PRELIMINARY

Cook called the October 23, 2007, meeting to order at 6:32 p.m.

Roll Call

The following members were present:

Matt Cook, president
Jeanette Carmany, vice president
Susan Tabacheck, secretary
Judy Edberg, treasurer
Jane Barber, director
Debbie Barton, director
Ed Lord, director

The following members were absent:

Also meeting with the Board of Education were:

John L. Barry, superintendent of schools
Anthony Van Gytenbeek, deputy superintendent
Lisa Escárcega, chief accountability and research officer
Rodney R. Weeks, chief financial officer
Kari J. Allen, chief personnel officer
William Stuart, chief academic officer
Anthony Sturges, chief operating officer
Tonia Norman, assistant to Board of Education

Pledge of Allegiance

Tabacheck led the Board and audience in the pledge to the flag. Cook welcomed visitors to the meeting.

Approval of Agenda

The October 23, 2007, agenda was approved as written.

Approval of Minutes

The minutes of the regular meeting of the Board of Education held October 2, 2007, were approved as written.

Opportunity for Audience

II. INFORMATION ITEMS

SUPERINTENDENT OF SCHOOLS

Reports from the Board of Education

Tabacheck shared highlights from her last school board meeting at RMSEL (Rocky Mountain School of Expeditionary Learning), a public school of choice in which 25 students from APS attend. She informed the RMSEL board that we support them completely and hopes that one of the new Board members will be designated as her replacement. She also thanked teachers and staff for all their help and support while serving on the Board.

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Barber attended a dress rehearsal of a production of "Fences" by August Wilson at Rangeview High School. She shared that the actors understood the message and the set was exceptional. It was an outstanding production.

Barber shared highlights from the Parent Institute, which was very well attended. The work that was put into organizing the institute was evident. Cookie Hansen and staff did an outstanding job.

Barber commended the APS Education Foundation for choosing Kevin Hougen as "Hero of the Year." What an outstanding choice!

Barber had a chance to flip the coin at the Hinkley vs. Aurora Central football game. She joked that while flipping the coin it fell on the head of the captain of Aurora Central's football team. The game went on as scheduled and Aurora Central won the game.

Edberg attended the Fall Festival at Boston Elementary. She was impressed with the 80 percent turnout of parents and shared that many had to walk a fair distance to Boston, which is temporarily housed at Jamaica Elementary.

Edberg had an opportunity to attend the choir concert at Gateway High School. She was impressed with the music director and shared it was a pleasure to be at the performance.

Edberg had an opportunity to flip the coin at the Gateway vs. Rangeview football game. Barry jokingly asked if the coin fell on anyone's head. Edberg replied that she was well coached by both her husband and son-in-law and the coin toss went off without a hitch.

The Aurora Mental Health Center is sponsoring an art contest. The theme this year is "living life to the fullest." Edberg shared that both the quality and quantity of artwork received was impressive.

Carmany attended the Jewell PBS assembly. She was impressed with the enthusiasm from the staff and rewards given to students for positive behavior.

Cook shared that the 25th anniversary of Columbia Middle School will be celebrated on Thursday, October 25, at 6 p.m. There will be games and activities for the whole family as well as cake and punch. Please join us.

Cook and Barry attended the swearing-in ceremony for the National Honors Society at Aurora Central High School. Cook also shared that the Board will be posting a quarterly report for the community on the Board's home page of the APS Web site.

Congratulations to Vic Strouse and the Rangeview High School for winning the Continental League Soccer Championship.

Items of Current Interest

Barry shared that the APS blood drive held at Pickens Technical College on October 5 was a huge success. Nearly 40 units of blood were collected, which could help up to 114 patients. Thank you to everyone who participated. You make a big difference in our community. Future drives are scheduled in January and April of next year.

The Honorable Mayor Ed Tauer and I are kicking off the Leaders are Readers Program on October 24 from 9 to 10 a.m. at Sable Elementary. We are excited to have the opportunity to share our favorite books with students. About 50 elected officials, staff and community members will read to students all over the district on Thursday, Oct. 25.

Corporate Express has issued APS a check in the amount of \$104,702.85, representing a six percent rebate from our contract. The money will be distributed to schools for instructional support.

Corporate Express has always been an excellent business partner for our district. They are doing an outstanding job meeting my challenge to the "Community" and are truly "Picking up the PACE."

Section G: Personnel Policy Revisions

Cook shared that the Section G, personnel policy revisions are quite extensive. Due to the length of the G policies and the length of some of the current agenda items, he asked the Board to limit the policy discussion to 45 minutes. At that point, Mr. Donovan would take questions, concerns, and revision recommendations from the Board and address them at a special session at the next meeting.

Brian Donovan and Rosemarie Hebert presented an overview of Section G policies. Donovan reiterated that Section G, personnel policies, contained more policies than any other section of the policy book. Four of the policies are new including:

- GAA, Monitoring of School District Property: regarding the right to inspect employees' district-owned equipment and space
- GBEB, Staff Conduct and Responsibilities: regarding rules of conduct (most of which are rules established in law), including child abuse, possession of deadly weapons, felony/misdemeanor convictions, unlawful behavior toward children, and health care treatment for behavior issues
- GCQF: Discipline, Suspension and Dismissal of Non-licensed Administrators and Professional Technical Employees: The Board delegates to the Superintendent power to terminate non-licensed administrators; the Board delegates to the Superintendent the power to accept resignations of all employees (licensed and classified).
- Donovan explained that we are the only metro school district that has employee board hearings for non-licensed staff. Most districts offer only administrative hearings for non-licensed staff.
- We are also delegating under this policy that the Superintendent has the power to accept resignations of all employees.
- GBA, Hiring Policy/Equal Employment Opportunity: Adds language to expand the definition of the types of "diversity" which the district seeks to foster in hiring. (not really a new policy – moved from the A section)

Tabacheck asked for clarification regarding policy GCQF, the Board delegates to the Superintendent the power to terminate non-licensed administrators. Donovan explained that non-licensed administrators do not include principals and teachers. Appeal hearings for principals and teachers would still be heard before the Board. Carmany also asked for clarification of policy GCQF regarding the Superintendent having the power to accept resignations of all staff. She requested clarification on whether this only applies to non-licensed employees.

Donovan clarified that if we are recommending termination of a non-licensed administrator, a hearing would be held before the Superintendent. We are proposing that the Superintendent have the power to accept resignations of all employees. Three board members, Barber, Carmany and Tabacheck, were uncomfortable with language in policy GCQF. Cook commented that most non-licensed administrative employees serve by the request of the Superintendent or the Board and are not bound by any bargaining unit or Master Agreement. Cook asked Donovan to pull policy GCQF and work with Barber, Carmany, and Tabacheck on specific language to include in the policy.

Tabacheck expressed concerns about policies GBAA and GBAAA regarding discrimination and harassment. She voiced concerns that there could still be discrimination and harassment in the work place that is not addressed in the policy. Donovan explained that the priority was to identify items that were illegal when writing the policy. Carmany also expressed concerns with language in policy GBAA. The policy is wordy and redundant. Donovan will re-work the policy's language.

Barber voiced concerns with policy GAA and whether district officials have the authority to inspect employee equipment and space. Donovan explained that this is meant to prohibit a lawsuit. On occasions we may get reports that an employee may have a weapon. This type of policy may help with search and seizure laws since we are notifying employees in advance that district officials have the authority to inspect equipment and space. We also have the same type of policy in place for students. Cook pointed out that employees do not own district resources and should be comfortable with the right to inspect as long as it is clearly known and employees are aware. Carmany remained uncomfortable with policy language, expressing that language is pretty tough and does not send the message of "trust or teamwork." Cook reiterated that this type of policy language is pretty standard in the corporate world. Tabacheck also shared that policy language is pretty consistent with the federal government. Barry shared that we must lean toward safety and security for the sake of our students. The policy language is consistent with most corporate and governmental agencies.

Carmany expressed concerns with repetition in policies GBEB and GBEA, regarding ethics and conflicts of interest. She shared that a number of policies could be combined. Donovan replied that policy GBEB is a new policy and policy GBEA in regard to conflict of interest was established in the late 1980s as a result of an employee embezzlement case. We felt it was important to have a stand-alone conflict of interest policy in place.

Allen explained that some of the new policies are required by law and policy GBEB is one of the policies required by law. Lord asked how many policies were there before revisions began. Hebert shared that there were about 482 policies. Barry noted that we have eliminated 84 policies. We have revised and consolidated 222 policies and the remaining policies have been updated. Some policies have not been reviewed since 1974. He complimented and thanked staff involved in revising and updating policies as well as the Board for reviewing policies.

Donovan reviewed policies slated for deletion. Barber questioned why sabbaticals were not offered to support staff. Donovan explained that we have not offered sabbaticals in 10 years or more. It is seldom used and the policy is no longer needed. Allen commented that when we have support staff wishing to pursue a teaching degree, they often take a leave of absence or participate in our Grow your Own Program while work working in the day and attending school in

the evenings. If they choose not to work, then they would apply for a leave of absence. Sabbatical implies that there is some type of compensation while on leave from work. The only group that has a sabbatical option is teachers because it is part of the agreement with the association. We have had applications, but they have not been approved due to funding.

Cook reminded the Board that the G policies are being presented for information only. Questions or concerns can be submitted to Barry for further clarification.

Donovan shared that 21 policies were recommended for minor changes. Fifteen policies are recommended for slightly more changes including:

- GBECA, Drug and Alcohol Testing: Added possession of alcohol to the offenses for which a bus driver shall be recommended for termination for the first offense
- Our transportation director suggested that possession of alcohol should be a termination offense the first time
- GBI, Staff Participation in Political Activities: Added language about what is not considered a contribution; added language about a district summary on a ballot issue, which must not contain a conclusion or opinion for or against an issue, and corrected a cross reference
- GCB, Professional Staff Contacts and Compensation: Defined non-probationary teachers and removed a section on continuing education teachers (program discontinued)
- GCCAA, Staff Sick Leave: Added and defined members of the immediate family; added chief personnel officer
- GCCAD, Staff Military Leave: Added a section on right to re-employment etc. of employees who are serving in the armed forces

Carmany requested clarification on policy GCCAA and who constitutes as immediate family. She noted that aunts, uncles, in-laws, and stepchildren were not listed as immediate family. Tabacheck voiced concerns that significant other was not listed as immediate family. Cook asked Tabacheck to clarify if the reference to a significant other pertained to a life partner in a same sex relationship. Tabacheck replied yes and shared that it is important to acknowledge and recognize a significant other as immediate family. Cook agreed and asked Tabacheck to submit language to include in the policy. Cook asked Donovan to contact neighboring schools and districts to obtain a variety of listings for immediate family.

Tabacheck voiced concerns with policy GCS, professional research and publishing and utilization of equipment and software. Cook shared that we have checks and balances in place for use of district software and resources. Tabacheck was most concerned with district staff utilizing outside software to pursue a college degree. Sturges explained that district employees could not load outside software on district computers. Donovan commented that occasional personal use of a district computer is acceptable as long as it does not interfere with work.

Donovan reviewed policy GCCAG regarding staff leaves of absence without pay. Carmany voiced concerns with the length of time before an employee's job is reassigned. Donovan clarified that if the leave of absence is less than one month the employee's job is guaranteed. If it is for more than one month, we will make an effort to place the employee in the same position, but it is not guaranteed. Carmany commented that one month is a narrow window to not guarantee job placement. Allen clarified that if an employee qualifies for leave without pay

through FMLA or through other policies in place and they have accrued leave, the employee is guaranteed the same position after a month. The FMLA leave is for 60 days. If an employee elects to take extended leave of absence for up to a year, he/she can return to the same site but is not guaranteed the same position. Cook asked Allen to provide some examples of leave without pay within district and in neighboring school districts.

Cook requested that policies GAA, GBA, GBAA, GBEA, GCCAA, and GCCAG be returned for revisions. Additional G policies will be reviewed as information at a special BOE session on November 13 at 5 p.m.

DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

DIVISION OF FINANCE

Good Idea Program

Weeks presented an overview of the Good Idea Program, a new program that will pay cash incentives for innovative ideas to employees whose ideas generate significant savings or result in more efficient operations within the district. The program is open to district employees who are not in an administrative or a professional/technical assignment. Ideas will be submitted to the Division of Finance. Both the finance department and the originating division will conduct the initial review. Ideas approved for further consideration will be reviewed by the Superintendent and leadership team and will be implemented upon approval. After one year of operation, the idea will be measured and savings will be calculated. A cash award will be paid to the employee based on the following:

- \$250 will be paid to the employee for an idea that leads to improvements but not monetary savings
- Three percent of first year cost savings will be paid to the employee for an idea that saves at least \$20,000 in annual costs within the immediate set of job responsibilities – the amount is capped at \$3,000
- 15 percent of first year cost savings will be paid to the employee for an idea that saves at least \$50,000 in annual costs district wide – the amount is capped at \$10,000
- Monetary awards for good ideas submitted jointly will be split between employees

Weeks shared that the Good Idea Program will be communicated as follows:

- Initial announcement of program on E-news
- The Good Idea submission form will be posted online
- Posters will be developed and distributed to district sites for placement in staff lounges
- Employees will receive updates and reminders via E-news

Winners will receive several acknowledgments including an annual celebration and features in E-news, on the back page of the Aurora Sentinel, and in Community Connection.

Tabacheck asked for clarification on technical and non-professional staff and whether they could submit ideas. Weeks clarified that it is an expectation that administrative and professional/technical employees develop cost saving plans

and ideas for the district. Principals, department heads, and supervisors are excluded from the program.

Lord asked about the initial cost of the program. Barry explained that a monetary award would not be issued until a cost savings is determined. The idea is to enable and foster money saving ideas from all employees. This program has been implemented in many business sectors and cost savings have been seen. Tabacheck asked Weeks to provide the Board with periodic updates.

DIVISION OF HUMAN RESOURCES

2007-08 Classified Professional Development Update

Allen invited Katrina Smith and Shatana Allen, coordinators for human resources, to present an overview of classified professional learning.

Allen shared that as of the 2006-07 school year, 98.48 percent of classified instructional employees were considered highly qualified. This is an increase from the 2005-06 school year in which 95.79 percent of instructional classified employees were considered highly qualified. About 125 classified employees are currently taking classified NCLB classes. We currently have six instructors and two facilitators in our instructional pool. The goal is to increase the instructional pool by five percent annually.

Allen reviewed the classified NCLB schedule and noted that it takes a significant amount of time detailing and organizing both the NCLB class schedule and the schedule for facilitators. All newly hired classified instructional employees are required to take classes and are put into groups separated by days. The schedule is planned for the entire year so employees have the opportunity to re-take classes if necessary.

Allen provided an update of the district peer program that was presented to the Board on October 2. Sixteen classified veteran employees have been nominated by district administrators to participate in the program. We are moving forward with nominations and implementation of the program.

Smith presented an overview of the Grow Your Own Program, which provides educational opportunities for classified staff wishing to pursue a teaching license. The program was initially designed to meet teaching vacancies in high needs areas in the district. Each participant in the program is allotted \$2,000 for tuition and books and must meet the criteria of at least one high needs area. High needs areas that the Grow Your Own Program have declared include bilingual, math, special education, science, ELA, and male elementary teachers. Minorities can choose to teach in any of the subject areas.

We have had 78 classified employees participate in the program throughout the 10 years of existence. Eighteen have completed the program and 13 are currently teaching in the district. We currently have 20 classified staff enrolled in the program.

Tabacheck reviewed statistics and voiced concerns that only 18 classified employees, about 25 percent, have completed the program. She questioned if the low completion rate was due to strict enrollment criteria and guidelines. Allen explained that some employees that were enrolled in the program found it was difficult to work and attend school at night. Some employees did not have any prior college course work or credit and found it difficult to start from scratch. In

the last two years, we have revised enrollment criteria and are only accepting employees who have a bachelor's degree. We are also doing a better job monitoring progress so employees finish in a reasonable amount of time. Tabacheck asked whether classified employees have a choice of schools and if they can take online college courses. Allen replied yes.

Tabacheck voiced concerns regarding the selection criteria established to only accept employees who have a bachelor's degree and questioned if there was a short-term plan for the selection process. Allen replied yes and commented that we are going to put our full force into the program and see if the success rate improves. If it does not improve we will re-evaluate the program.

Smith reviewed the classified professional development portal developed in conjunction with the Classified Employees Council. Several links are available for online professional development and online learning including safe schools safety training and Spanish/English office designed to assist office staff in communications with Spanish speaking parents. Short phrases most often used in offices were developed and parents can go directly to an office computer to get assistance. Staff can also access the link to practice language pronunciation.

Smith reviewed online technology training modules including voicemail, GroupWise, Internet basics, and Infinite Campus. Technical training modules include Atomic Learning, Met Tracker, and United Streaming. Atomic Learning is designed to help employees with district software programs including Microsoft Word, Microsoft Access, PowerPoint, and Excel. Barry pointed out that online links, especially the link to Met Tracker, are useful for teachers as well. As an example, a teacher can click on a standard and it will connect to Met Tracker. In most cases, a lesson plan and a video demonstration to teach the standard will be provided. It is a very useful remediation and intervention tool.

Smith reviewed the orientation link for new employees to access the benefits tutorial, child abuse reporting, and blood-borne pathogens.

Tabacheck commented that this is an extremely useful Web site for district staff. Smith shared that the site is averaging 40 hits per day.

Allen and Smith presented ongoing district-wide training for classified staff including:

- Nutrition Services
- HACCP training - ongoing
- New employee training - ongoing
- CDE audit training in October 2007
- Serving it Safe - bi-annually
- Food ordering training in January 2008
- Risk Management
- Safe Schools online professional development
- APS General Safety Orientation
- Slips, trips, and falls
- School violence
- Bullying and Conflict Management
- Transportation Services
- First Aid & CPR - ongoing
- CPI (Crisis Prevention Intervention)
- CDL Training - ongoing
- Student Behavior Management - ongoing

- Applicant Tutoring for Temporary Instructional Permits - ongoing
- Custodial Operations
- Asbestos training
- Safe equipment usage
- Chemical safety training
- Maximo and Oracle in-services
- Maintenance and Operations
- Trane – precedent/voyager training
- Carrier
- CD Jones
- Construction projects – owner equipment training
- Snow removal
- Scaffolding/lift training
- Asbestos environmental awareness training
- Intellikey training
- Division of Instruction
- Leadership for administrative assistants on October 29
- Assertiveness training on October 30
- Time management on November 1
- Human Resources
- Employee Wellness Workshop on October 23
- Stress management
- Healthy habits
- Time management
- Microsoft Excel training on November 8
- Winter HR Retreat – to be determined

DIVISION OF INSTRUCTIONAL SERVICES

Licensed Professional Development Update

Stuart invited Susan Olezene and Linda Damon to the table to present a broad overview of licensed professional learning opportunities.

Damon explained that the overall goal and purpose is to provide an abundance of opportunities for professional staff to be able to transform their instruction to lead and provide higher student achievement. The goal that guides the department of professional learning is to increase student achievement and teacher development through precise, individualized professional learning aligned with achievement goals at both the school and district level. We are looking at teaching and learning, and the learning piece is just as important as the teaching piece. We are looking at developing instructional leaders from initial candidates within the district and utilizing data at every level to plan and ensure we are responding to the needs of all of our students, especially second language learners.

Olezene shared that the department of professional learning is standards-based and we use the National Staff Development Council Standards. We use context processing and content standards, all which are based on the premise that staff development improves learning for all students. The key concepts in the context standards are learning communities, leadership, and resources.

Damon shared an overview of process standards including:

- data driven - which is vital to our district
- evaluation - the whole purpose of the implementation of our

professional development

- evaluation occurs more in school building as follow through with teachers
- researched-based – evident by programs and resources we use
- design – we use a variety of designs to incorporate learning strategies
- learning – we are always trying to manage learning
- collaboration – people learning from other people

Olezene shared an overview of content standards including:

- equity – we hold students to high expectations for their achievement
- quality teaching – research-based instructional standards and various types of classroom assessments
- family involvement – knowledge and skills to involve families and stakeholders from the community

Damon presented an overview of the National Institute for School Leadership (NISL), the executive leadership program that brings a prospective of business, military, and education. We are presently on our third cohort. One cohort will finish training in December and one will finish training next year. District level administrators have completed the training.

Olezene explained that one of the key factors of the executive leadership training is the six components that NISL believes are essential for every principal to increase and refine their instructional leadership practices including vision, system thinking and data, effective instructional practices, alignment and coherence, learning communities and teams, and sustaining improvement.

Lord asked whether teachers who were struggling were referred to the department of professional learning for additional support. Olezene replied that teachers were not referred to the department of professional learning for additional support. Principals are responsible for professional learning in their building as part of the school improvement plan. Damon clarified on occasion she is asked to provide suggestions and develop specific strategies to improve instruction for a teacher who is struggling.

Olezene presented an overview of research-based training by Bruce Joyce and Beverly Showers on the effectiveness of varieties of professional learning training. The research showed that the outcome for classroom training application was very often low. When a demonstration was added to the training, the outcome increased and when practice was added to the training the outcome increased further. The outcome increased the highest when coaching was added to the training.

Olezene reviewed the organization structure within the Division of Instruction. She explained that when Stuart became the Chief Academic Officer, he reorganized the division to create a professional learning design specifically for the four student achievement teams and each was called a professional learning community. This created an alignment and coherence for each of the K-12 feeder systems.

Carmany asked how many coaches were in the district. Stuart replied that we have about 49 coaches in the district.

Damon shared a continuum chart detailing the succession from teacher-in-resident to the Superintendent of Schools. The NISL training is an example of professional learning used in the aspiring principals program to train them to

become assistant principals. District training that is presented to principals is presented at trainings for assistant principals and then introduced at training for aspiring principals. We are preparing instructional leaders for skills and instruction necessary for their next position.

Lord asked how many aspiring principals were in the program. Damon replied that about 25 aspiring principals were in the program and we are currently on our third cohort.

Damon shared that we look at data driven based on student data. New teachers, veteran teachers, and teacher leaders bring examples of student work to our professional learning activities. Principals bring examples of teacher work or student work to our professional learning activities, so everyone uses student data as a basis for professional learning. Our teacher leaders, district coaches, and directors of student achievement are all working and learning together. We have developed seminar systems for teachers who need additional instruction and structures are in place based on needs.

Tabacheck asked if teachers take any professional learning activities on their own time in order to excel. Damon shared that we provide professional learning activities after the duty day. There is no charge for any of the professional learning activities, so it does not hinder teachers from taking advantage of professional learning activities offered.

Olezene shared that job embedded professional learning is part of the Vista 2010 Plan. We have developed metrics to measure effectiveness. We developed an annual survey to measure to what extent professional learning has been applicable to teachers. We were striving for a 4.0 satisfaction level; we received a 3.8 on the first survey. We are trying to make our professional learning activities align with what we do instructionally.

Carmany asked how many teachers responded to the survey. Escárcega explained that the survey was part of the staff survey conducted. We had a 60 percent return rate but it was higher for new teachers.

Olezene presented an overview of structures and designs in place in the district to support professional learning. She reviewed the professional learning home page and resources available to teachers including a lottery system that they enter to receive funding for conferences.

Carmany asked how the lottery system works. Damon explained that each year teachers apply for funding for conferences held from August through the end of December. Names are drawn and teachers are notified. Approximately \$20,000 is available per semester for conferences and drawings are held until funds are depleted. The same lottery is used in October for conferences held in the spring. Teachers can submit their name as often as they wish but they can only win once. Subs are provided for teachers.

Olezene shared that instructional coordinators have developed videos on how to set up classrooms for new teachers. The video was shared with new teachers at the beginning of the year. We are looking at implementing the video online as well as other demonstration videos and online resources that teachers can access for professional learning support.

Damon and Olezene reviewed professional learning partnerships including:

- Elementary Literacy: Mondo – Mark Vineis, Robin Steward, Carmel Crevola, Michael Fullan
- Secondary Literacy: Readers/Writers Workshop – Dorothy Barnhouse and Vicki Vinton
- Elementary Math: Math Perspectives – Kathy Richardson
- Secondary Math – Western Michigan University Regional Professional Development site for Core and Peter Sickler from the Mobius Education Group – Author of the Colorado Procedural Fluency Work
- Data Teams – Doug Reeves and the Center for Leading and Learning

Olezene reviewed partnerships that Damon has established throughout the years that support and assist with the development of professional learning including the University of Colorado, University of Denver, Regis University, Metropolitan State College, Colorado School of Mines, University of Phoenix, and the US Department of Education.

DIVISION OF SUPPORT SERVICES

Citizens Bond Oversight Committee

Sturges invited Mary Lewis and Dale Mingilton to the table to present the annual report from the Citizens Bond Oversight Committee.

Lewis shared that only a couple of meetings remain due to the end of bond funding. She will remain as chair and Mingilton will remain as vice chair until the committee is resolved. We highly recommend for the next bond and oversight committee that five parents serve on the committee that reflect different areas in Aurora. The committee would also like to conduct a survey of design, consultant, and construction personnel outside of APS that participated in the 2002 bond projects to get an honest evaluation of the entire process. The survey should come from the committee and not district personnel.

Tabacheck asked if the survey would be returned to the committee. Lewis replied yes and suggested that the district help prepare the survey to be completed before July 2008.

Lewis commented that the committee met in October and approved bond funding for additional classrooms at Rangeview.

Lewis recognized Rod Weeks and Adrienne Bradshaw and the Division of Finance for their help with the bond project throughout the years.

Lewis expressed that she is excited about working on a new bond project. It has touched students from all across the district.

Barry commended the Citizens Bond Oversight Committee for their work on the bond project. It speaks well of the district and any future bond issue. We can rely of the confidence and diligence that has been demonstrated by your advice and recommendations to the school district. A lot of people participated in the success of this effort and it did touch every facet of the district. This has provided us with credibility to move forward on a future bond issue and it gives us great access to funding based on the financial management from Rod Weeks

and his team. Barry thanked Lewis and Mingilton and presented them with a coin. Tabacheck also recognized Sturges for all of his work on the bond project.

Utility Easement at Sable Elementary

Sturges invited Josh Hensley to the table to answer questions regarding the proposed utility easement at Sable Elementary. The owner of the property north of Sable Elementary is requesting a small utility easement on the district's property for a storm water inlet.

Hensley provided a brief description of the proposal outlining the development. The storm water inlet will go nine feet under the district's property to handle the storm flow that comes from the district's property across the developed site. Amy Spatz, construction manager, and Tim Stanford, grounds manager, have reviewed the proposal and both have determined that it will not have any negative impact on district property. The pipe will be oversized so that it can facilitate an increase in flow in case the district decides to develop the undeveloped portion of Sable in the future.

Barber questioned if the proposal had been cleared through the city. Hensley replied that the engineer for the project asked if the district would grant the easement before proceeding with the project. Sturges asked the Board for approval to proceed with conversations with the city for future development of the utility easement. The Board granted approval to proceed.

III. CONSENT AGENDA - ACTION ITEMS

SUPERINTENDENT OF SCHOOLS

Pilot Schools

Brenna Isaacs shared that a successful election was held with AEA members earlier in the week. Members who cast their vote approved the tentative agreement by 80 percent and we have the green light to proceed with the implementation of pilot schools.

Isaacs recognized and thanked members of the Pilot School Study Group including Laurie Foster, Camile Schiraldi, Amy Achterman, Monica Wilbanks, Lisa Nieto, Ed Snyder, Debbie Ellis, Jane Shirley, and Tony Van Gytenbeek. She also recognized and thanked members of the district bargaining team including Rod Weeks, Dianne Dugan, Tony Van Gytenbeek, Sheri Charles, Kari Allen, Kathleen Hostetler, William Stuart, Brian Donovan, and members of the AEA bargaining team including Amy Nichols, Kathy Wilder, Lori Foster, Vickie Reinhart, Sylvia Cartingham, Jamie Green, and Frank O'Hara.

Isaacs recognized Sue Clark and John Chase for their facilitation skills during the process. She also recognized Ann French and Christina Brown from the Center of Collaborative Education in Boston for all of their valuable assistance.

Isaacs thanked the Board and Superintendent Barry for supporting the pilot school initiative. She recognized Tony Van Gytenbeek, who was instrumental in the implementation of pilot schools

Van Gytenbeek thanked Isaacs for her courageous leadership and guidance with the implementation of pilot schools. He also thanked the pilot school study

group, the district and AEA bargaining teams, the Board, and Superintendent Barry.

Barry expressed that this is a perfect example of trust and teamwork. It is an amazing accomplishment and it will be a great success story.

Cook thanked both bargaining teams and congratulated Isaacs and the association for all their efforts in the implementation process. This is an exciting time in APS and we are on our way to becoming the beacon of excellence.

Action on Arbitration Decision

DIVISION OF ACCOUNTABILITY AND RESEARCH

No items

DIVISION OF FINANCE

No items

DIVISION OF HUMAN RESOURCES

Classified Personnel

Allen recognized years of service for Cheryl Coffman, buyer at facilities, and Sandra Mastin, paraeducator at T.H. Pickens.

Licensed Personnel

Allen recognized years of service for Kristine Schickling, teacher at Iowa Elementary.

Non-Licensed Administrative and Professional/Technical Personnel

DIVISION OF INSTRUCTIONAL SERVICES

No Items

DIVISION OF SUPPORT SERVICES

Lord moved and Barton seconded to approve the consent agenda as presented.

Roll Call: Barber, Barton, Carmany, Cook, Edberg, Lord, Tabacheck #7930

IV. ACTION ITEMS

SUPERINTENDENT OF SCHOOLS

Section A Policies, Foundation and Basic Commitment, and Section B Policies, School Board Governance and Operations

Donovan reviewed policy ADC regarding tobacco free schools and shared we are not putting into effect a total non-smoking ban throughout the district. Edberg explained that she was just requesting clarification regarding the policy and the new policy is fine.

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Carmany asked that we provide common terminology in all of the policy language. She requested that the word "sex" be changed to "gender" unless it is referencing sexual orientation. Donovan will change "sex" to "gender" as long as it does not change the meaning in the policy.

Tabacheck voiced concerns with policy AC.1 at the October 2 meeting. Donovan clarified to Tabacheck that policy AC.1 covers more than just employment. It applies to all programs in the district including academics. Barry shared that the changes that Tabacheck requested had been made.

Tabacheck voiced concerns that policy GBAAA is scheduled for deletion. Donovan commented that GBAAA is being merged with GBAA. Tabacheck shared that some of the policy language is the same. Donovan explained that we want to take a firm stand against discrimination.

Barber shared that policy ACBA, protection from intimidation that will be deleted and merged into AC.1 does not adequately cover intimidation and policy language is not the same. We need to keep policy ACBA.

Lord moved and Barton seconded to approve Policies A and B as presented.

Tabacheck moved and Barber seconded to amend the motion and retain policies ACBA and AC.1.

Roll Call: Barber, Barton, Carmany Cook, Edberg, Lord, Tabacheck #7931

Barber, Edberg, and Tabacheck voted to amend the motion to retain policies ACBA and AC.1.

Barton, Cook, and Lord voted against the amendment to the motion to retain policies ACBA and AC.1.

Carmany was not present for discussion on October 2 and abstained from voting.

Cook made a secondary motion to pull policies AC.1 and ACBA. Donovan shared that he would like to defer action until the next meeting.

Lord moved and Barton seconded to table adoption of the A policies.

Cook moved and Edberg seconded to approve the B policies as presented.

Roll Call: Barber, Barton, Carmany, Cook, Edberg, Lord, Tabacheck #7932

JLCE.1 – CPR Directives

Donovan shared that inclusion of school nurse has been added to language in policy JLCE.1, CPR directive as suggested by Edberg.

Lord moved and Barton seconded to adopt policy JLCE.1, CPR directives with the additional inclusion of school nurse.

Roll Call: Barber, Barton, Carmany, Cook, Edberg, Lord, Tabacheck #7933

Approve on a vote of 6-1.

Tabacheck voted against the adoption of policy JLCE.1, CPR directives with the additional inclusion of school nurse.

DIVISION OF ACCOUNTABILITY AND RESEARCH

No items

DIVISION OF FINANCE

Expenditures Summary and Financial Report as of August 31, 2007

Weeks shared that the Board received the Interim Financial Report as of August 31, 2007, under separate cover. He recommended that the Board approve the Expenditures Summary and Financial Report as presented.

Barton moved and Lord seconded to approve the Expenditures summary and Financial Report as of August 31, 2007, as presented.

Roll Call: Barber, Barton, Carmany, Cook, Edberg, Lord, Tabacheck #7934

DIVISION OF HUMAN RESOURCES

No Items

DIVISION OF INSTRUCTIONAL SERVICES

Boston K-8

Stuart invited Shawna Lyons, principal of Boston, and Amy Weed, director of student achievement, to the table to answer questions on the proposal to transition Boston Elementary to a K-8 school.

The recommendation is that the Board adopt the proposal to transition Boston Elementary to a K-8 school.

Lord moved and Tabacheck seconded to adopt the proposal to transition Boston Elementary to a K-8 school.

Roll Call: Barber, Barton, Carmany, Cook, Edberg, Lord, Tabacheck #7935

DIVISION OF SUPPORT SERVICES

No Items

IV. CONCLUDING ITEMS

Opportunity for Audience

Correspondence

Next meeting date

The next business meeting of the Board of Education will be on November 13, 2007, in the boardroom of the Educational Services Center, Peoria Building, at 1085 Peoria Street. A special session to review policies will be held from 5 p.m. to 6 p.m. We will reconvene at 6:30 p.m. for the swearing-in ceremony of new Board members. The regular Board meeting will continue immediately following the ceremony.

October 23, 2007

Cook moved to recess to executive session, under the authority of C.R.S. §24-6-(402)(b), to provide quarterly performance feedback to the Superintendent of Schools.

Adjournment

The regular meeting of the Board of Education adjourned at 9:13 p.m.

President

ATTEST

Secretary