

**PRELIMINARY**

Cook called the November 20, 2007, meeting to order at 6:30 p.m.

***Roll Call***

The following members were present:

Jeanette Carmany, vice president  
Jane Barber, secretary  
Peter Cukale, treasurer  
Judy Edberg, director  
Mary W. Lewis, director  
Amy Prince, director

The following member was absent:

Matt Cook, president

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***

Barber led the Board and audience in the pledge to the flag. Carmany welcomed visitors to the meeting.

***Approval of Agenda***

The November 20, 2007, agenda was amended to table action item IV-F-1, School Club Charter. This item will be presented for action on December 4.

***Approval of Minutes***

The minutes of the regular meeting of the Board of Education held November 13, 2007, are presented for approval. The minutes of the regular meeting of the Board of Education held November 20, 2007, are presented for approval.

***Opportunity for Audience***

**II. INFORMATION ITEMS**

**SUPERINTENDENT OF SCHOOLS**

***Reports from the Board of Education***

Barber attended a production based on the book, "The Kapok Tree," which was put on by third grade students at Virginia Court. This play used art, music, literacy, and public speaking to teach children how to share and be considerate

of other people as well as protecting the environment and honoring wild animals. What a treat!

Barber participated in the "Meet the Nuggets" basketball clinic at Aurora Central High School on November 19. The APS Foundation sponsored the clinic. Nugget players discussed the importance of education and staying in school. The information was well received by the kids and everyone had a good time.

Edberg shared highlights from her recent visit to West Middle School. She had a chance to try the green chili and exclaimed that it was absolutely delicious.

Edberg shared that last year the Board gave permission to pursue the idea of a planning grant for a school-based health clinic in the district. We were awarded the grant and are conducting research and planning to determine if it would work for our district.

Edberg is on the Citizens Advisory Committee and shared that the committee met for the first time earlier today. About 20 people are on the committee, representing a diverse group of community members, agency representatives and district staff. Four medical students and one supervisor from the University of Colorado Health Science Center are on the committee. They are enthusiastic about working with us in the research and planning phase.

Our first step will be to complete a needs assessment. We are all excited about the possibility of working together to get a school-based health clinic in the district. Periodic updates will be provided to the Board.

Carmany attended a teacher In-service at Vassar Elementary highlighting techniques used in Mondo training. She was impressed with conversations highlighting differentiated instructional techniques used in Mondo to meet the needs of students.

Carmany echoed some of the comments from Barber regarding the "Meet the Nuggets" clinic. She commended the APS foundation for bringing the clinic to APS. We are one of the few districts that have the opportunity to hear professional basketball players discussing and stressing the importance of education to kids. If you get an opportunity to attend the clinic next year, please do so.

Lewis will be presenting several presentations to the community highlighting accomplishments of the 2002 bond project. She has had an opportunity to do three presentations and they have been very well received. She encouraged accountability committees and parent/teacher organizations to contact Anthony Sturges to schedule a presentation.

### ***Items of Current Interest***

Barry shared that the Colorado Association of School Boards will display APS student artwork at its annual convention from November 29 through December 1 at the Broadmoor Hotel in Colorado Springs. Artwork from all grade levels will be represented.

In 2006, the Board of Education and I began a series of town hall meetings for the community. This year, the town halls will include informal conversations on several topics including VISTA 2010, pilot schools, curriculum and instruction, bond improvements and student safety. We have scheduled two town hall

meetings this fall. The first meeting will be held at Columbia Middle School on November 27 at 5:30 p.m.; the second meeting will be held at Hinkley High School on December 6 at 6:30 p.m.

The Aurora History Museum will honor APS staff and students with its History Maker Award on December 2 at 2:00 p.m. at the museum. The students and staff members earned the award for their work on the "West/William Smith Historic Journey" video project.

Pickens Technical College Principal Art Bogardus is one of 12 members appointed to the State Graduation Guidelines Development Council. This council is one of three education panels established by legislation during the 2007 session. Members are appointed for two years and will ensure high academic standards at all Colorado schools.

The Colorado Association for Health, Physical Education, Recreation and Dance recently honored APS Athletics and Activities Director Tony Antolini and Dorothy Mills. Antolini and Mills earned the award for helping two wheelchair-bound students compete on their middle school track teams. Tony and Dorothy were unable to attend the COAHPERD award ceremony so I would like to present them with their plaques tonight. Congratulations!

## **DIVISION OF ACCOUNTABILITY AND RESEARCH**

### **Truancy Update**

Escárcega invited Barbara Cooper, director of School Services, to the table to present a quarterly update of truancy reduction efforts in the district. Cooper introduced Bonnie Lavinder, coordinator of School Services, and Betsy Allen, district case manager, to present an update on the truancy reduction program.

Cooper shared that we piloted the case manager program in the fourth quarter of the 2006-07 school year. As a result of the success of the pilot program, the Board approved a larger model of the program and implemented it at all district schools.

Colorado school law defines truancy as a habitual truant student who has four unexcused absences in a month or 10 unexcused absences in a school year. In APS, we had 1,610 unexcused absences at the elementary school level; 2,600 unexcused absences in a period or block at the middle school level; and 8,900 unexcused absences in a period or block at the high school level. Our average daily attendance rate for the district is 92 percent. Our goal is to have a 95 percent or better attendance rate in all of our schools.

Truancy is an early indicator of delinquency and youth crime. All of the statistics indicate that truant students have a better chance of becoming delinquent and becoming adults who will end up in the juvenile system. The cost to society for truant students is great.

We have implemented a number of efforts to reduce truancy in APS. We recently met with Magistrate Spike Adams in Arapahoe County and Judge Weinberg to discuss a new program that we would like to implement with teen court.

Upon arrival in APS, Superintendent Barry advocated to decrease truancy and felt it was the number one priority in order to increase student achievement.

Students need to be in school in order to move forward and be successful. Our leadership team visited homes of truant students and were able to get many of them to return to school. Some of the other efforts include:

- The Board has committed \$700,000 to truancy efforts and positive behavior supports (PBS). There is positive correlation between truancy efforts and the PBS program and many of the benefits and resources apply to both programs.
- We have started a mentoring program this year and are mentoring more than 700 students who are not part of the case management program pilot.
- We are collaborating with the City of Aurora and the Aurora Police Department.
- We are partnering with community agencies such as JAC and AMH.
- We are working with the National Center for School Engagement, an organization that provides additional resources and supports for the truancy program.
- We are working and collaborating with district courts.

Cooper shared that district truancy specialists have spent countless hours in court, visiting homes, completing paperwork, encouraging parents to make sure their kids are attending school and making sure schools are welcoming to students that have returned to schools. Case managers work with students on a daily level. Truancy specialists coordinate efforts on a district level to ensure that everyone is on the same page and working together to fight truancy.

Cooper introduced district truancy specialists Wondame Davis, Angie Paz, Deanna Kline, Joanne Geiss, and Maria Little. They have all been instrumental in the truancy reduction program.

Lavinder reviewed statistics for first quarter of the 2007-08 year.

- 2,508 students are in the truancy process
- 1,495 students are habitually truant as defined by state law
- 820 students are case-managed
- 118 students are in truancy court
- 90 students are in Arapahoe County court; 28 students are in Adams County Court

Lavinder reviewed progress data and provided an overview of successes and challenges of the truancy reduction program. The National Center for School engagement is the expert on school trancies and has done an extensive amount of research. We have relied on their tool kit of best practices for truancy reduction programs to model our programs. They endorse a comprehensive approach, which essentially means that we have both prevention and interventions in place at our schools. Prevention is the culture that promotes attachment and engagement in our students. Interventions endorse intervention at school sites and in the community.

We offer PBS, positive behavior supports, at eight school sites and are looking to implement it at more sites next year. We have a district mentoring program and many sites have DARE and Second Step Programs, which are mentoring programs that strive to create cultures that engage and promote attachments that are so important to kids.

We have district level truancy specialists that work directly with case managers, administrators and school staff to support the school in the implementation of the

truancy reduction program and to assist with data analysis used to drive our program.

We currently have 55 secondary school teachers who are case managers at middle and high schools. They are paid .1 TE to work an additional 10 percent of their contract. Each case manager has a caseload of 15 students. They are currently working with 820 students.

Case managers have daily contact and weekly meetings with kids. They have frequent contact with families including home visits. They assess the needs of students and match up services based on needs.

Goals for case-managed students include:

- Increase attendance
- Reduce truancy by 50 percent
- Increase grades
- Decrease in disciplinary referrals - students who are attached and engaged have fewer discipline concerns

Specific interventions to reduce truancy include:

- We have just acquired \$50,000 from our own Department of Grants Management through Safe and Drug Free Schools funds to put specific interventions in place for truant students and their families
- Mental health counseling combined with academic support
- Saturday School, which was a specific request from Magistrate Adams in Arapahoe County
- Site-based mental health counseling combined with academic support several times a week
- Substance abuse treatment
- Parent education/support
- Gang intervention

Allen shared that truancy specialist and case workers have worked on a number of interventions to reduce truancy. Our goal is to not suspend and keep kids out of school who have attendance issues. We set up interventions such as after school work, Saturday School, and other extra curricular activities.

Some of the incentives to keep kids in school include food, bus tokens, pencils and pens. We also advise them that there are consequences and sanctions if they do not come to school. Knowing that there are consequences and sanctions also serves as an intervention strategy for students.

Best practices for truancy reduction include family involvement. There was a lot of resistance from families in the beginning. They are now contacting us and requesting that we get involved. They are becoming engaged in problem-solving instead of avoiding the truancy issue, which is a very big step. APS has developed a positive reputation for helping and assisting kids and their families.

Making connections with students and families is important for truancy reduction. Home visits have become essential because we are meeting with families outside the school environment and making a connection. Families are relieved that they have one person that they can contact to discuss school-related issues or concerns.

APS is collaborating with the community and community agencies such as the courts, APD, the City of Aurora and the Juvenile Assessment Center. Case workers from the Juvenile Assessment Center are even visiting schools to assess student needs. It has become a joint effort from all parties within the community.

Superintendent Barry is one of the state's key advocates and has worked with APD, key legislators, court judges, district attorneys, and business and community leaders to reduce truancy. He is currently writing a municipal code that will allow APD to pick up truant students. The Board has revised policies to reflect best practices, which has helped the program becoming stronger.

We have eliminated the policy of withdrawing students who have 10 consecutive absences. We are in the process of implementing the monitoring of withdrawal of truant students throughout the district. We are trying to find alternatives for students who have withdrawn such as GED programs and technical schools to help them become successful. Allen thanked the Board for giving the green light to move forward.

Lavinder reviewed data to determine the overall effectiveness of the program. We looked at discipline referrals of case-managed students for the first quarter of this year. We then looked at discipline referrals for the same students during the fourth quarter of last year. Discipline referrals for case-managed students at middle and high schools decreased.

We reviewed a comparison of unexcused minutes of case-managed students and non case-managed for the 2006-07 and 2007-08 school year at both middle and high schools. Data indicates the following at middle and high schools:

- A slight decrease in unexcused minutes for case-managed middle school students from fourth quarter of the 2006-07 to first quarter of the 2007-08 school year.
- There was an increase in unexcused minutes for non case-managed middle school students from fourth quarter of the 2006-07 school year to the first quarter of the 2007-08 school year.
- There was an increase in unexcused minutes for case-managed high school students from fourth quarter of the 2006-07 school year to the first quarter of the 2007-08 school year.
- There was a substantial increase in unexcused minutes for case-managed high school students from fourth quarter of the 2006-07 school year to the first quarter of the 2007-08 school year.

The increase in unexcused minutes for case-managed students was not as high as the increase for non case-managed students.

Lavinder reflected that the increase of non-excused minutes for cased-managed may be due to consistent truancy behavior. It also took some time to get caseloads in place, and up and running. We also know that when we focus on a problem, things can get worse before they get better. Escárcega shared an example of what occurred when she started to focus on attendance issues with the student that she is mentoring. It took the mention of implementing the CARB process before the student started to attend school regularly.

We reviewed a comparison of unexcused minutes of case-managed students and non case-managed for the 2006-07 and 2007-08 school year at elementary schools and data indicates the following:

- 60.8 percent of elementary schools had zero unexcused absences during the first quarter of the 2007-08 school year compared to 50.2 during the fourth quarter of the 2006-07 school year
- We have reduced the percentage of students who have one to five unexcused absences from 34.9 percent to 31.3 percent
- We have reduced the percentage of students who have unexcused absences in each quarter

We have begun to develop common understanding, definitions, and consistent procedures throughout the district. We have developed protocol and letters to use at each school site. We have informed school sites that this is just the beginning and we will continue to refine the process. We are working to develop consistent data and a recording system in Infinite Campus where we identify students with attendance issues and document what has been implemented in the truancy tab. This way information is documented if they move to another school or district.

We are working hard to develop site-based interventions and incentives. We provided training for school attendance clerks, case managers, and truancy specialists at the beginning of the year. The case managers, however, will receive more in-depth training. Through the efforts of Superintendent Barry, we connected with Children's Hospital, and doctors in residence who are majoring in child physiology are working with case managers monthly to discuss issues related to this at-risk population.

During the October Count, truancy specialists made more than 70 home visits. They spoke to parents, left letters and even took kids to school. Through their efforts, 50 students were recovered during the critical October Count window.

Lavinder introduced Claudia Alvarez, parent of four APS students. Alvarez shared that her seventh grade student has been in truancy court. The truancy reduction program has made a world of difference in my children.

Alvarez explained that most of the truancy problems occurred because her son was consistently late to school. We had a series of misfortunate events in the past year and we had to drive back and forth from Highlands Ranch for about two months to get the kids to school. We went to truancy court, but didn't have a case manager at that time. We now have a case manager, Mrs. Deanna Kline, and she is an asset to the school. My son has a better attitude about school and has developed a one-on-one relationship with Mrs. Kline. I also have someone to talk to consistently and it has helped so much.

Mrs. Kline was also able to provide school supplies for my kids and they were more eager to return to school. They bring home daily attendance reports and promptly return them to Mrs. Kline. There were times when my seventh grade son did not want to return to school, but he now has a different attitude. My daughter seated in the audience has no issues. She has a 3.6 GPA and is giving her siblings a run for their money.

Kids need positives to help them succeed. Middle school students go through a lot and it helps to have a positive person that encourages them to do well on a daily basis.

Lavinder shared challenges to the program including the following:

- Every three weeks we have one morning of court docket time to get 25 to 30 students through the system
- We have been expediting changes at school sites throughout the district to implement common understandings and structures. Sites are working hard to incorporate changes.
- We are putting structures in place so we have accurate data. We are training school personnel so they understand how and what data to enter into the system. We are also working hand-in-hand with IT to determine how to read, analyze and report out data.
- We are seeking grants and additional funding sources to support the program and resources for interventions and incentives.
- We are constantly seeking feedback for trainings developed. It is critical that trainings are meaningful to staff.
- We are getting families involved earlier and involving them more collaboratively.
- We will continue to search and develop more partnerships as part of the ongoing community effort.

We are looking at developing a pilot program with Magistrate Moss, 18<sup>th</sup> Judicial District, who presided over truancy court in Pueblo. The truancy program in Pueblo has developed into a model truancy program. Magistrate Moss has been hired as a consultant by the 18<sup>th</sup> Judicial District to work with APS to expedite the court process. We are also looking at retired judges to look at truancy cases in APS.

Cukale commented that we have a number of parents who are not involved in their child's education. How are we helping them see the importance of keeping their student in school and is truancy an ongoing problem within families? Also, how are we working with parents to overcome obstacles such as transportation or financial concerns?

Lavinder explained that one of the key roles of case managers is to connect with the family. We meet with parents and they know we are sincere and authentic in our efforts. We value their child's education and will support them in any way possible. As resources become available, we meet with parents and try to eliminate obstacles such as transportation or financial concerns.

Cukale asked how court proceedings affect the parents and will they be offered an incentive to work with their kids to keep them in school. Parents need to be held accountable as well as the child.

Cooper shared that teen court will be a model of what is occurring in real court. Whatever sanctions are put in place for students, will be put in place for parents. The truancy reduction program is built around building relationships. We are learning that in a number of our families the problem of truancy has existed for many years, which is why home visits are so important. We want to build connections and educate our parents.

Cukale asked if we were looking at incentives for parents to keep students involved in school.

Alvarez commented that having her children in school receiving their education and following through is enough of a reward. I do not need an incentive for me. It is more important that my kids are successful and succeeding in school.

Cukale explained that it is also important for parents to be rewarded for helping

their children succeed in school.

Prince asked if the truancy reduction efforts at the elementary levels focused more on students or parents. Lavinder shared that it is generally more a parent issue at the elementary level. We work more intensively with parents at elementary schools.

Lewis questioned if the total number of 2,500 truant students in the district included the 1,400 habitually truant students?

Lavinder explained that the presumption is to include the 1,400 habitually truant students; however, the total number of students in the truancy process would have a subset of kids who are not yet habitual truant students.

Lewis requested the exact number of truant students. She also asked if the total number of 820 case-managed students were part of the 2,500 students. Lavinder replied that the 820 case-managed students were part of the total figure. She will provide the exact number of truant students to Lewis and the entire Board.

Lewis asked whether the \$700,000 was for both the truancy reduction program and the positive behavior support program. Cooper replied that funding was for both programs.

Carmany asked if we had been able to disaggregate data to determine truancy issues in schools that have positive behavior supports and schools that do not have positive behavior supports in place.

Escárcega explained that we have begun to look at the data. Some school sites are better at data keeping than other sites. We do not want to compare data until we feel all sites are on the same page and we have clearer data. We should have better data and a better comparison by second quarter of this year.

Barry commended the team for all their amazing work. This is another example of trust and team work. He also thanked Mrs. Alvarez for sharing an example of how an engaged parent can partner with us and help make this program a success.

The vision is to “graduate every student with the choice to attend college without remediation.” It costs \$6,700 to educate each child; it costs \$36,000 to incarcerate a child. That is an amazing difference. There is a strong correlation of truancy and getting into trouble with the law.

Legislation will be introduced by Nancy Todd in January that will modify the current law in place that states that municipal police are not allowed to pick up truant kids. We are trying to model and build upon the lessons learned in Pueblo, which is the third best truancy prevention program in the country. Magistrate Moss worked very closely with Judge Maes in Pueblo, who had amazing results working with both parents and students to reduce truancy.

I would encourage the citizens of Aurora to inquire if they see students out in the community during school hours. One of our vendors in the community asked a student during school hours to show a principal’s pass, which is awarded to high school students who have a 2.75 GPA and a 93 percent attendance rate as a reward to leave the campus. The student did not have a principal’s pass and the vendor refused service. It is those kinds of commitments from the community that can make a difference.

We are establishing a process of maintaining a policy of persistence, consistence and fairness throughout the district. We have a Bright Star Program, which is a funded program to help increase communication with parents of limited English skill.

We are also working with CARB to assist parents, who are out of ideas on how to keep their child in school. This is a multifacet program to help keep kids in school and be successful. We are working with the community and creating partnerships to reduce truancy and to help create a better community.

**DIVISION OF FINANCE**

*No Items*

**DIVISION OF HUMAN RESOURCES**

*No Items*

**DIVISION OF INSTRUCTIONAL SERVICES**

*No Items*

**DIVISION OF SUPPORT SERVICES**

*No Items*

**III. CONSENT AGENDA - ACTION ITEMS**

**SUPERINTENDENT OF SCHOOLS**

*No items*

**DIVISION OF ACCOUNTABILITY AND RESEARCH**

*No items*

**DIVISION OF FINANCE**

**Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 2007**

**DIVISION OF HUMAN RESOURCES**

Allen recognized Chris Gramstorff, the new director of licensed/classified personnel, who was in the audience. Chris stood up and was introduced to the Board.

**Classified Personnel**

**Licensed Personnel**

**DIVISION OF INSTRUCTIONAL SERVICES**

*No Items*

**DIVISION OF SUPPORT SERVICES**

***No Items***

Carmany moved and Barber seconded to approve the consent agenda as presented.

Roll Call: Barber, Carmany, Cukale, Edberg, Lewis, Prince #7941

Approved on a vote of 6-0

**IV. ACTION ITEMS**

**SUPERINTENDENT OF SCHOOLS**

**Section A Policies, Foundation and Basic Commitment**

Donovan reviewed Section A policies that were presented as information in early October.

Barber voiced concerns about revisions to policy AC and requested if policy language updates had been included. Donovan explained that Policy AC.1 has been merged into policy AC, non-discrimination/equal opportunity. Barber was still uncomfortable with policy language and commented that she did not see how language included in policy AC protects from intimidation.

Donovan explained that the rationale is that intimidation is a form of discrimination. We have policies related to harassment and most were passed in the G section revisions that were presented for action on October 23 and in the J student policies that were passed previously.

Barber questioned if policies could be approved with the absence of Board President Matthew Cook. Donovan responded that if a policy is being presented for the first time, it requires a 7-0 vote. If it is presented a second time as policies presented tonight, it requires a majority.

Edberg moved and Prince seconded to adopt Section A policies as presented.

Roll Call: Barber, Carmany, Cukale, Edberg, Lewis, Prince #7942

Approved on a vote of 4-2

Barber and Cukale voted against the adoption of Section A policies.

**Section C Policies, General School Administration, Section F Policies, Facilities Planning and Development, and Section L Policies, Education Agency Relations**

Donovan shared that Sections C, F, and L policy revisions were presented as information on November 13.

Edberg moved and Lewis seconded to adopt Section C, F, and L policies as presented.

Roll Call: Barber, Carmany, Cukale, Edberg, Lewis, Prince #7943

Approved on a vote of 5-1

Barber voted against the adoption of Sections C, F, and L policies.

**Section G: Personnel Policy Revisions**

Donovan explained that Section G policies presented as information on October 23 have been adopted. Some Section G policies have been deferred for action until January 2008.

Section G policies that were not presented as information on October 23 were presented as information on November 13 during a special session.

Edberg noted a typo in policy GCEC, professional staff licensing and credentialing requirements.

Donovan shared that policy GDCCF, regarding the family medical leave act, has been revised to give both spouses employed by the district 12 weeks of medical leave for the birth or adoption of a child. Barber asked Allen if she had an opportunity to complete a cost analysis of substitute costs. Allen replied that HR is reviewing, but has not completed the analysis.

Edberg moved and Lewis seconded to adopt Section G policies presented as information on November 13.

Roll Call: Barber, Carmany, Cukale, Edberg, Lewis, Prince #7944

Approved on a 6-0 vote

**DIVISION OF ACCOUNTABILITY AND RESEARCH**

*No items*

**DIVISION OF FINANCE**

**Expenditures Summary and Financial Report as of October 31, 2007**

Weeks recommended that the Board approve the Expenditures Summary and Financial Report as of October 31, 2007 as presented.

Edberg moved and Lewis seconded to approve as presented.

Weeks stated that \$106,214,036 for total expenditures includes all funds and five charter schools, as of October 31, 2007.

- Interfund borrowing total \$5,133,686
- Grants Fund - \$3,679,351
- Nutrition Services Fund - \$1,147,434
- Copier Services Internal Service Fund - \$95,098
- Risk Related Activity Fund - \$211,803
- Final current operating resources for fiscal year 2006-07 have been calculated.
- Nutrition Services Fund is in compliance by \$855,860.
- No bond payments have been scheduled until December 1, 2007.

Roll Call: Barber, Carmany, Cukale, Edberg, Lewis, Prince

#7945

Approved on a 6-0 vote

### **DIVISION OF HUMAN RESOURCES**

*No Items*

### **DIVISION OF INSTRUCTIONAL SERVICES**

*No Items*

### **DIVISION OF SUPPORT SERVICES**

#### **School Club Charter**

The club sponsor was unable to attend the November 20 meeting. This item is tabled.

### **IV. CONCLUDING ITEMS**

#### ***Opportunity for Audience***

Deidre Milton, 14240 East Arkansas Drive, 720-275-4575, has three sons that attend school in APS.

Milton expressed concerns regarding APS and Global Village Academy's inadequacies to provide special education services to my son. Tonight, I am speaking for myself and several families that have special needs students at the academy.

When Global Village Academy opened on August 20, APS failed to complete assessments and plans for enrolled students with IEPs. APS has failed to provide sufficient personnel to identify children with disabilities, make referrals, complete assessments to determine disabilities and special education services, develop and review IEPs currently in place, or to institute or resume previous services in a timely manner. APS is not in compliance with the Individuals with Disabilities Educational Act, which is to provide a free and appropriate education to any child with a disability that needs special education and related services. APS breached its contract with Global Village Academy to provide special educational services according to the student's IEP plans, again, in clear violation of laws intended to protect the weakest of students.

Milton shared that one parent of a student attending Global Village Academy for more than 144 days has just started receiving some of the services outlined in the IEP. The parents are still not receiving progress reports as required for the IEP.

One parent has not seen a special education teacher in her child's classroom. As a result, the student is regressing academically. Another parent of a kindergarten student has just started receiving special education services two weeks ago. Two parents are still waiting for their children to be assessed for special education services. If their children are found eligible, they are concerned about the length of time it will take APS to make the determination and get the appropriate services required by federal law.

November 20, 2007

My son has attended Global Village Academy for more than 35 days, and only this past week, after I was fortunate enough to be on site and have an impromptu meeting with Principal Christina Burton and special education coordinator Dan Wright, my son began receiving services as outlined in his IEP. He still has not received any services from a special education teacher nor has an interim plan been established or outlined until a replacement special education teacher is hired.

My son's regression has presented a real problem for me and my family. We have received physical therapy services inside and outside the school, which we have paid for. My son's time spent on academic activities at home interferes with the physical activity time we desperately need to maintain his basic motor skills that have been developed through physical therapy.

We are waiting on a qualified special education teacher to be placed at the school. We have not received any notifications of a resignation or staff changes or even that the special education teacher had resigned. We are concerned about how long it will take to get another teacher on board.

We the parents of Global Village Academy ask that you give this your urgent attention. Do not leave our children in such an unrepresentative state. Help us represent APS well and give our children the opportunity to graduate with the choice to attend college without remediation.

Carmany shared that district administrators will contact Mrs. Milton to discuss concerns.

***Correspondence***

***Next meeting date***

The next business meeting of the Board of Education will be held December 4, 2007, at 6:30 p.m. in the Dr. Lord and Mrs. Lord boardroom at the Educational Services Center, Peoria Center.

***Adjournment***

The regular meeting of the Board of Education adjourned at 7:52 p.m.

\_\_\_\_\_  
**President**

**ATTEST**

\_\_\_\_\_  
**Secretary**