

PRELIMINARY

Cook called the December 11, 2007, meeting to order at 6:32 p.m.

Roll Call

The following members were present:

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

The following member was absent:

Judy Edberg, director

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. Cook then welcomed visitors to the meeting.

Approval of Agenda

The December 11, 2007, agenda was amended to table item, II-F-1, preliminary enrollment projections for the 2008-09 school year.

Approval of Minutes

The minutes of the regular meeting of the Board of Education held December 4, 2007, will be presented for approval on January 8, 2008.

Opportunity for Audience

II. INFORMATION ITEMS

SUPERINTENDENT OF SCHOOLS

Reports from the Board of Education

Barber attended a performance of Handel's "Messiah" at Gateway High School. She encouraged everyone to attend one of the many school performances presented throughout the year.

Prince has been touring some of the APS schools. She has had an opportunity to visit Aurora Quest Academy, Dartmouth, and Mrachek Middle School. She thanked staff at each school for making her feel welcome.

Cook attended the sneak preview of the holiday production at Kenton Elementary. The third, fourth, and fifth grade students did a great job with the production.

Cook acknowledged the beautiful poinsettias in front of the Board table. The plants were grown by students in the Horticulture Program at Pickens Technical College. Cook thanked Bill Cary and staff for providing poinsettias to the boardroom.

Items of Current Interest

Barry invited the audience to join Rangeview students, staff and community members on December 15 at 10 a.m. for a Jingle Bell 5k Run/Walk to benefit football player Marcus Lucas. Lucas was seriously injured in a playoff game last month. Proceeds from the run/walk will go to the Lucas family to assist with medical expenses. For more information, contact Coach Miller at Rangeview High School or visit the Rangeview Web site.

We commend Crawford Elementary School's head custodian Julius Greer for saving the life of one of our students. While monitoring the cafeteria during lunch time, Julius noticed a child was choking and gave him the Heimlich maneuver. The student was shook up, but thankfully OK. Thank you Julius for your heroic act that day and for caring so greatly for our students.

Thank you to the Aurora Public Schools Education Foundation for supporting full-day kindergarten in our district. APSEF provided funding to convert two kindergarten classes from half day to full day at Clyde Miller Elementary School. The funding continues through the 2008-09 school year.

Full-day kindergarten helps reduce the gap in academic performance of students, while raising overall achievement. One of the goals of VISTA 2010, our strategic plan, is to accelerate learning and raise expectations for every student. Providing full-day kindergarten for every child and adding additional preschools are two ways we hope to accomplish that.

Your dedication to our students is admirable and we are honored to have you on our team. You are truly picking up the PACE.

Angela Thompson, executive director of the APS Education Foundation, and Kathleen Sullivan, principal of Clyde Miller, were recognized for their efforts. Thompson acknowledged that Dr. Chuck Ferris, APS Education Foundation director, was also present in the audience.

Thompson shared that one of the foundation's goals is to support early childhood education. Sullivan introduced Shelly Heinzerling, kindergarten teacher at Clyde Miller, to share her perspective on the full-day kindergarten program. Heinzerling expressed that the entire kindergarten teaching team is thrilled to have a full-day kindergarten program. It has already begun to impact students and we have seen progress and growth especially in second language learners. Heinzerling thanked the APS Education Foundation. It is a pleasure to have my kids all day and it is making a difference and touching their lives.

DIVISION OF ACCOUNTABILITY AND RESEARCH

School Accountability Reports (SARs)

Escárcega invited Dan Jorgensen, program evaluator, to the table to present information on the School Accountability Reports.

Jorgensen shared that this is the seventh set of School Accountability Reports that have been produced by CDE. The SAR is the state accountability measure. It is comparable to AYP, but AYP is a federal accountability measure.

Schools that are rated unsatisfactory on the SAR the first year are required to develop a CDE approved improvement plan. If that rating does not change in three years, the state board will recommend that the school be reconstructed.

The SAR includes different ratings and rankings of each school's overall academic performance and changes of student performances between years. The SAR ratings are created from ACT and CSAP scores when available.

Jorgensen reviewed the SAR report from Montview Elementary School. Montview received an overall academic rating of average. The report also indicated significant improvement in terms of student growth.

Information on the SAR report includes safety, school environment, discipline, teacher qualification and the district's taxpayer report. All of the Information contained in the report is collected during the school year from various submissions to the state.

Two ratings are given to each school: the overall academic performance rating and the academic growth of student rating. The overall academic performance rating is an overall measure of how well a school is doing. A school can be rated unsatisfactory, low, average, high or excellent. The academic growth of students is a basic measure of changes in student performances on CSAP or ACT between two years.

Students who enrolled after October 1, ELL students who have been in Colorado less than three years and students eligible for CSAP aid are excluded in the overall academic performance rating calculations. Schools that serve multiple grade levels can be assigned multiple SAR ratings.

The rating is calculated by a weighted index. Scores are weighted according to the indicated scale based on the student's performance. Student scores in the advanced or proficient range on the CSAP test are worth more compared to student scores in the partially proficient or unsatisfactory range. No scores hurt the school in terms of the rating. Once the weighted index is calculated it is standardized so it allows for comparison between different subject tests on CSAP and comparisons between schools across the state.

Boston, Montview and Tollgate moved from a low rating to an average rating this year. Century, Dartmouth and Yale moved from an average rating to a low rating this year. Side Creek Elementary moved from a high to an average rating. One elementary school moved from an average to a high rating.

About 74 percent of schools in APS retained the same rating. Sixty-nine percent of elementary schools retained the same rating between years; 89 percent of middle schools retained the same rating between years and 83 percent of high

schools retained the same rating between years

Aurora Hills moved from a low rating to an average rating. Three schools were rated for the first time this year. Aurora Frontier K-8 received an average rating. Peoria Elementary and the Lotus Charter School received a low rating. The New America School moved from an unsatisfactory rating to a low rating. All of the high schools with the exception of Rangeview received low ratings. Rangeview received an average rating.

Carmany asked how a school can decline from an average to a low rating and still remain stable. Jorgensen explained that student populations are reviewed differently. The overall rating is a snapshot and students included in that are rated differently than students included in the growth rating. Students included in the growth rating had to be enrolled in a Colorado school previously. Escárcega explained that the rating is based on where kids started and if they experienced growth. It provides a lower overall rating, but a higher growth rating.

Jorgensen shared that overall none of the APS schools received an unsatisfactory rating this year. Six percent of our schools were rated high or excellent. Sixty-nine percent were rated low. Sixteen schools are nearing the average ban and could transition to an average rating next year.

The academic growth rating is calculated by examining two years of student scores. Eighteen schools have shown improvement or significant improvement. Eleven schools have declined or have had significant declines. In most cases the distribution of change indicates growth is occurring in APS.

Cook asked how growth was measured at the Lotus Charter School. Jorgensen replied that the rating was determined by students who were enrolled in a Colorado school the previous year.

Barber asked if APS was growing overall and getting better. Escárcega replied that the percentage of students losing ground on the CSAP test has decreased dramatically. The district is growing.

Carmany asked if information has become more accurate. Escárcega serves on the state committee that evaluates each submission. She shared that information has improved and the SAR report is more accurate.

Cook was at Montview Elementary to celebrate moving from a low academic rating to an average academic rating. Principal Barone is doing a fantastic job and it was nice to celebrate another district success.

DIVISION OF FINANCE

No Items

DIVISION OF HUMAN RESOURCES

No Items

DIVISION OF INSTRUCTIONAL SERVICES

PaceSetter Program

Stuart invited Susan Olezene, director of student achievement, and Don Keeley,

coordinator of the PaceSetter Program, to the table to present an overview of the program. Olezene shared that Keeley is working a split assignment between Colorado Community College of Aurora and the Aurora Public Schools.

Olezene explained that APS has been involved in the Post Secondary Education Options (PSEO) since January 1999. The program allows APS students to take post secondary courses while attending high school.

Keeley was a counselor and department chair at Hinkley High School for 10 years. He discussed roadblocks for student enrollment including tuition costs and cumbersome enrollment procedures. Counselors throughout the district were pursuing only gifted students for the post secondary option. Only 43 students were enrolled in the program last year.

Olezene shared that the P-20 Counsel, started by Governor Ritter, provides recommendations for the achievement of education initiatives and has encouraged the expansion of dual enrollments. Under Action 33 of the VISTA 2010 Strategic Plan, the charge is to “expand student access to college, postsecondary options and dual credit while attending high school and upon graduation by 10 percent annually.”

Keeley shared how changes implemented in the program have simplified enrollment procedures and removed barriers for parents and students. Changes include:

- Keeley petitioned CDE under the hardship clause to pay tuition in advance for students.
- CDE granted permission
- The new application process has been reviewed with principals, assistant principals and counselors throughout the district
- Students who qualify for the program complete the application packet and review it with parents.
- Keeley will interview each student to ensure they meet all of the qualifications including the cut scores.
- Keeley takes each student packet to CCA to process.
- Approved students are given acceptance letters to enroll in the PaceSetter Program

Olezene explained that there are three ways high school students can receive college credit in the PaceSetter Program.

- Students can take courses at CCA
- Students can take a course at their high school and receive dual credit.
- Some high school teachers have been granted adjunct professor status through a process at CCA.
- Students who have completed high school graduation requirements may begin taking college courses at CCA.

Keeley explained that 64 classes offered at CCA guarantee transfer credit at any college or university in the state. Students who receive a course grade of “C” or better will be able to transfer credit.

Keeley reviewed the cut scores matrix for the ACT and Accuplacer test for college level classes. Students can utilize either score for admission into the PaceSetter Program.

Olezene shared that before the PaceSetter Program, there were 55 college courses. Only 43 students took advantage of postsecondary enrollment. The number of students enrolled in the PaceSetter Program has doubled since Keeley became coordinator and simplified enrollment barriers. In the spring of 2008, 120 students will take advantage of 186 courses offered at CCA. The total cost to the district for 186 classes is \$53,457.30.

Post secondary students can also apply for tuition breaks through the Colorado Opportunities Fund. It is available for undocumented students through the age of 21 as well.

John Barry and Linda Bowman will sign a Memorandum of Understanding between the Aurora Public Schools and Community College of Aurora at Hinkley High School on December 19 at 1 p.m.

Barber asked how we were communicating the post secondary option to students. Olezene replied that information has been communicated to high school principals, assistant principals and counselors. Keeley plans to provide communication to parents and students at parent/teacher conferences, Back-to-School Nights, college information sessions and via a Web page that will soon be created.

Lewis asked if CCA had an agreement with any other district. Barry replied that CCA has worked closely with Cherry Creek, but not to the extent as the partnership with APS.

Barry shared that this is a wonderful partnership with CCA. It supports our mission of giving every student an opportunity to attend college without remediation. We hope to develop many more programs and partnerships that will provide our students with a great start and additional post secondary opportunities. This meets the "A" in achievement and the "C" in community in Picking Up the PACE.

Keeley has simplified the enrollment process for parents and students. Students can see the realities of college. It helps them break down mental barriers associated with college and they realize that a college education is attainable. We have permission to authorize students to take two years of credited courses. Transfer courses have been clearly outlined and students can apply credit at any college or university in the state. Our goal is to have 400 students enrolled in the program. This is a powerful statement to our students.

Barry thanked Olezene for coordinating efforts. He presented Keeley with a coin for all his work and efforts in simplifying enrollment procedures.

City officials and state legislators have been invited to the signing presentation at Hinkley between APS and CCA. Barry encouraged everyone to attend the presentation.

Standards-Based Grading

Stuart invited Rich Patterson and Susan Olezene, student achievement directors, to the staff table to provide an update to the Board on standards-based grading. He invited middle and high school teachers who are working on standards-based grading initiatives to the Board table to share how it is impacting students and parents.

Presenters included Pamela Williamson-Rybolt, Courtney Goertz, Elsa Moore, Steve Beaudoin, Greg Golz, and Justine Riant.

Patterson shared that Susan Olezene, Lisa Escárcega, Charlotte Butler, Jane Shirley, Barb Peterson, Alan Sipes, Patty Roundy, Cindy Milliken and Sue Wagoner have been meeting twice monthly to develop focus groups and begin work with parents and teachers. We will be implementing and piloting phases of standards-based grading at school sites.

The purpose of standards-based grading is to prepare students for success and higher skills in a competitive global economy. Our curriculum, assessment and instruction is aligned to standards, but we are reporting out in a very twentieth century way. Our current grading practice does not reflect what a student can do or knows compared to state standards. State standards were developed as a result of NCLB. Districts are being accredited on making AYP and schools are being accredited for making AYP through CSAP testing. The missing link is how we are reporting out. We have to become more accurate and have a complete sense of alignment. We must move forward and provide some type of communication tool to parents that teachers are using grading standards that align with state standards.

Grading categories include product criteria, process criteria and progress criteria.

- Product criteria: what students know and are able to do at a particular point in time (a final grade).
- Process criteria: how students got to that particular point in time (work habits).
- Progress criteria: how much students have gained over time from their learning experiences (ongoing formative assessment).

When we reviewed all of the criteria, we realized that grades were very subjective and we needed to get to an objective stage. We will continue to refine the process and provide an update to the Board every six months.

Justine Riant, teacher at North Middle School, shared the overall process for the Work Habit Group. The process was researched-based and collaborative. The steps and format were originally laid out by Rich Patterson and Lisa Escárcega's office, but the whole process was driven by faculty members at each site and stayed true to the Vision 2010 Strategic Plan.

At the first meeting, we discussed what goes into a grade from a teacher's perspective including what a child knows and can do. We discussed how we felt as teachers giving one grade to a child that works hard, is polite but does not understand the content. What do we do with a child that understands the content, but never has their homework and is disrespectful? We realized that we had varying points of views and different ideas. This was our starting point for developing work habits.

We started with research and reviewed articles from Guskey, Wiggins, McTighe and Payzant. We reviewed research and data from other schools and districts including William Smith High School and Douglas County School District as well as districts throughout the country. We reviewed university research findings and polling information from community members to determine what indicators we wanted to review.

At the end of the meeting, we were given the charge to develop key indicators to

focus on as work habits to be graded. The next evening, we worked in small and large groups reviewing research and determining key indicators for work habit grades including what would be most important and cover the biggest range of behaviors. It took two sessions to develop key indicators and descriptors.

The process was collaborative and every voice was heard. Many of the descriptors started out as an individual's idea of indicators. There was a lot of discussion as far as what would work and make sense to parents, the community and our vision, including what would be clear expectations for students and clear expectations of what teachers would base their grading upon.

During our final week, we worked on the rubric and chose one based on familiarity to teachers and the community. We decided against using letters and opted for numbers.

Lewis questioned if the rubric would fit for all grade levels. Riant replied that it would be implemented at secondary schools initially. Patterson expounded that the rubric is for the secondary level, sixth through twelfth grades.

Riant commented that we did want to set some standards to help prepare middle school students for a successful transition to high school. Patterson commented that members of the Work Habits Group gathered feedback from their school site and the consistent message was to keep the language short and simple. Individual teachers will provide guidelines to determine if the student is consistently engaged.

Riant shared that the site specific habit was developed as an option to use at each site. Different schools have different programs and it gives autonomy to individual sites. If sites are spending a lot of time and research fostering something specific in their school community, they would have a place to report out. Separating the work habits will provide a clearer picture of student performance for both students and parents.

Cukale asked whether there would be two different IEPs with two different grading systems, one for content and one for work habits. Riant explained that the grade point average for high school students is important for college. The work habit part of the grade would not be calculated in the overall GPA. The work habit grade provides parents and students with an indicator of what kinds of work habits, ethics and life skills a student is developing. Students with IEPs would either have modifications or accommodations to support their needs in both content and work habits. Patterson expounded that the grade would be represented through the standard of the student's level of achievement and knowledge according to the state standard.

Cook commented that the standard could also trigger interventions. Stuart explained that the standard will provide parents with an indicator of student progression. Cukale commented that it will also show parents how students learn.

Olezene acknowledged Barb Peterson, instructional coordinator for secondary math, Charlotte Butler, instructional coordinator for literacy and Marilyn Achten, secondary district science coach. They have all worked with teachers present tonight to develop standard. These teachers have been doing the work and practicing it in their classrooms.

Greg Golz, science teacher at Mrachek Middle School, reviewed impacts of

standards-based grading in the classroom.

- Helping kids understand the standards-based grading system was slightly challenging, but overall effects have been positive.
- I am able to take a standard and focus on just that standard. Students are receiving more topic focus and we can continue to review it too, which creates more understanding.
- It allows students multiple opportunities to improve their grade and it helps isolate kids that need additional instruction.
- Instructional books are used as a resource instead of a guide.
- It allows me to pick out the important things in a textbook as it applies to the standard.
- The report card is streamlined and it gives student multiple opportunities to improve.

Lewis asked if APS is using standards-based grading throughout the district. Olezene replied that we are moving toward standards-based grading as part of the VISTA 2010 actions and goals. The curriculum standards-based groups have used the pacing guides, which are standards based, and developed the most important standards to report out on for first, second, third and fourth quarters. We made these decisions with a small group of teachers who gathered feedback from teachers at their site. We have implemented it and are practicing it in select classrooms to determine if it will work before presenting it throughout the district. We want to ensure that we are representing the most important standards for each quarter. Standards-based grading has been implemented at the elementary level and at the two K-8 schools in the district.

Elsa Moore, math teacher at Aurora Central, shared that when we switched to the core plus curriculum at the high school level, it was standards-based. When I first began teaching the curriculum, it brought up the rubric score, which grades differently than a point scale and it did not reflect what the student knew. I switched to a standards-based grading system and I have been working to determine what a student knows based on the standard. Some teachers have begun to slowly incorporate it because the curriculum is standards-based and we are trying to report on what kids know and how to reflect it in the grade. It is not a forced transition; it is more of a necessary transition.

Olezene explained that the 93 to 100 scale is based on points and percentages. It compares students to students versus comparing students to what they know and are able to do against the standard. It forces us to look at each individual student to determine proficiency levels.

Prince asked Golz how the student that has good work habits and understands the standard fit into the classroom. Golz shared that students are not held back and are expected to learn the total lab concept. They usually use the time to focus on the entire lab. They continue to work in their groups and help other students.

Barry observed Pam Rybal's class at West Middle School. She moves between large and small groups differentiating instruction to address individual student learning. Rybal commented that we look at students individually as a result of state standards. We identify student learning levels to determine next steps.

Courtney Goertz, teacher at North Middle School, shared that we have created a lot of small groups in the math content. Standards-based grading forces a teacher to work in steps to determine small skills under the larger umbrella of a standard. If we are trying to achieve a standard, we have to determine what

skills and understandings a student needs in order to achieve it.

Cook asked if materials were available to pinpoint exact student learning levels and if pacing guides were aligned to it.

Steve Beaudoin, math teacher at South Middle School, explained that we provide some type of assessment to students to determine levels of understanding at the end of each week. We have developed color-coded charts that pinpoint student progress levels. In most of the classrooms at South, objectives are listed on the wall. As kids achieve objectives, they sign their names on the wall to indicate completion. We change their grade once they achieve the objective even if it was given during first quarter. Each day we are celebrating student successes in math.

When we meet with parents, we are able to pinpoint where their child is struggling and what they need to work on to reach proficiency. Students can go to the wall to find names of students who have reached proficiency and asked them what they did to reach it. We are encouraging and challenging our kids to perform at a higher level.

Barry interjected that this is very helpful because it helps us to determine student understanding levels at the end of the quarter.

Beaudoin shared that we sent home a letter to parents of eighth grade students at the end of first quarter explaining what their student experienced in math first quarter and what he/she needs to do in order to attend high school without remediation. Items checked indicated that the student had not demonstrated proficiency. Next to it were options available to help students reach proficiency including after school tutoring and practice packets that students can take home to complete.

Barry asked if we are planning to stick with letter grades. Patterson shared that we will begin gathering information from parent focus groups in January in regard to letter grades. We asked principals from each secondary site to submit names of interested parents to serve on focus groups.

Lewis asked how information will be communicated throughout the district. She expressed that staff should receive the first communications. Patterson shared that most communications will be done simultaneously. We will start to grow groups in schools while we are working with parents, so we are always gathering feedback. The communication plan will be reviewed next week.

Cook asked how information will be translated from middle school to high school. Moore shared that the grade would reflect the same standards and the proficiency level of each standard. Student work from middle schools is transferred to high schools. We base the majority of student placements on recommendations received from middle school teachers.

Carmany commented that this is a lengthy process and expressed that she is pleased that implementation has been pushed back a year. She questioned how we will make time to educate staff and ensure everyone is on the same page.

Riant commented that a lot of these types of conversations are occurring.

Prince expressed that the process might be simpler since it has been implemented at the elementary level.

Riant shared that a lot of teachers are using a monitoring sheet and it is accessible via the district's Web site. We are giving one response to the standard on all of the concepts on the monitoring tool form,. For this quarter, we picked three to four standards and all of this information will compile down to one grade that relates to the standard. We tried to eliminate things that were not related to the main concept.

Carmany voiced concerns that high school parents may not understand that their students scored high on a test, but they still have not accomplished what needs to be done to be proficient. Cook echoed concerns. Communication will be the key element in ensuring the successful implementation of standards-based grading.

Barry asked the group how hard it will be to train a teacher who is not familiar with standards-based grading. Moore explained that it would not take long at Aurora Central because all of our teachers are monitoring this information and all they are being asked to do is compile it into one grade a quarter. At parent/teacher conferences we are having conversations with parents and we show them how their student is progressing.

Golz shared that a lot of teachers are concerned and do not plan to switch until they are required. They do not want to have to reinvent how to grade. We want to understand standards-based grading and share the process with coworkers that have concerns. When we discover what works, we will share it with them.

Goertz commented that we have started conversations with teachers at North to streamline the grading process to make it more effective.

Olezene explained that these experiences will help us develop a very realistic professional learning plan to support district teachers.

Rybolt explained how students are monitored in literacy. We work in small groups taking notes of student abilities and develop next steps. Information is then scribed directly on the computer. Barry acknowledged and thanked Butler for creating the form used as a monitoring tool.

Barber commented that in a perfect world this will take the work off of teachers. Olezene shared that we are taking what is most important for students to learn every quarter. Patterson commented that we have far to go and have just begun to scratch the surface. Olezene shared that we will be implementing standard-based grading in core subjects first.

Cook thanked the presenters for all their work and efforts.

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

No Items

DIVISION OF HUMAN RESOURCES

Classified Personnel

Licensed Personnel

DIVISION OF INSTRUCTIONAL SERVICES

No Items

DIVISION OF SUPPORT SERVICES

No Items

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

Roll Call: Barber, Carmany, Cook, Cukale, Lewis, Prince #7950

Approved on vote of 6-0

IV. ACTION ITEMS

SUPERINTENDENT OF SCHOOLS

Vanguard Charter Contract Amendment

Donovan shared that negotiations are ongoing with the Vanguard Charter contract amendment.

Barber moved and Cukale seconded to table the approval of the Vanguard Charter contract amendment

DIVISION OF ACCOUNTABILITY AND RESEARCH

No items

DIVISION OF FINANCE

Mill Levy Certification

Weeks distributed final figures received from the counties on December 10. It did not change mill figures for the general fund or the bond fund as stated in the recommendation.

Colorado Revised Statutes require the assessors' offices in Adams and Arapahoe counties to certify an assessed valuation of all taxable property located within the boundaries of the Aurora Public Schools to the school district by December 10, 2007. By December 15, 2007, the Board of Education certifies the

mills to be levied to the respective county board of commissioners in order to raise property taxes for the following year. These taxes support the general fund and the bond redemption fund.

The recommendation is that the Board certify to the Boards of County Commissioners of Adams and Arapahoe Counties, State of Colorado, a bond redemption fund mill levy of 15.000 and a general fund mill levy of 30.530.

Cukale moved and Prince seconded to certify to the Boards of County Commissioners of Adams and Arapahoe Counties, State of Colorado, a bond redemption fund mill levy of 15.000 and a general fund mill levy of 30.530 as presented.

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

#7951

Approved on vote of 6-0

Resolution Authorizing the District's Participation in the State Treasurer's Interest-Free Loan Program for Colorado School Districts

Cook asked if we needed to suspend our rules to indicate a 6-0 vote was acceptable in the absence of Board of Educator Director Judith Edberg.

Weeks shared that Legal Counsel Brian Donovan explained that the Board was presented with information and reference was made to the resolution last week. This can be considered a first reading and a vote of 6-0 or a majority vote is acceptable. The consensus of the Board was to take the vote.

The resolution has all of the authorizations and the prescribed process. The loan will be paid back in full prior to June.

The recommendation is that the Board approve the resolution authorizing the district's participation in the state treasurer's interest-free loan program for Colorado school districts as presented.

Barber moved and Carmany seconded to approve the resolution as presented.

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

#7952

Approved on a vote of 6-0

DIVISION OF HUMAN RESOURCES

No Items

DIVISION OF INSTRUCTIONAL SERVICES

Use of Jamaica Elementary School Site

Stuart shared that the Board was presented with a proposal to transition the Jamaica Elementary School site to an Early Childhood Education Development Center.

Lewis moved and Barber seconded to approve the proposal to transition Jamaica Elementary School site to an Early Childhood Education Development Center.

December 11, 2007

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

#7953

Approved on a vote of 6-0

DIVISION OF SUPPORT SERVICES

School Club Charter

Sturges shared that the purpose of the Lunch Bunch Club will be to promote reading for pleasure. The club will provide a book club setting where members can meet and discuss books.

The recommendation is to approve the club charter application for the Hinkley High School Lunch Bunch Club, hereinafter called The Club.

Stuart shared that the club sponsor was present but had to leave early.

Lewis questioned if the club charter only met once a month. Sturges will provide more information to the Board.

Cukale moved and Carmany seconded to approve the club charter as presented.

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

#7954

Approved on vote of 6-0

IV. CONCLUDING ITEMS

Opportunity for Audience

Cook wished everyone a safe and happy holiday season.

Correspondence

Next meeting date

The next business meeting of the Board of Education will be held January 8, 2008, at 6:30 p.m. in the Dr. Lord and Mrs. Lord boardroom at the Educational Services Center, Peoria Building.

Adjournment

The regular meeting of the Board of Education adjourned at 9:02 p.m.

President

ATTEST

Secretary