

## I. PRELIMINARY

Cook called the April 15, 2008, meeting to order at 6:30 p.m.

### ***Roll Call***

The following members were present:

Matt Cook, president  
Jeanette Carmany, vice president  
Jane Barber, secretary  
Peter Cukale, treasurer  
Judith Edberg, director  
Mary W. Lewis, director  
Amy Prince, 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  
Rod Weeks, chief financial officer  
Kari Allen, chief personnel officer  
William Stuart, chief academic officer  
Anthony Sturges, chief operating officer  
Tonia Norman, assistant to Board of Education

### ***Pledge of Allegiance***

Cook announced that the AFJROTC Squadron CO-861, made up of students from Gateway and Rangeview high schools, earned the 2008 Aurora Senior Community Service Award. Mayor Tauer will present the award in City Council Chambers on April 24 at 1:30 p.m.

Cook requested that the squadron color guard post colors. He then led the Board and audience in the pledge to the flag, and welcomed visitors to the meeting.

### ***Approval of Agenda***

The April 15 2008, agenda was amended to move information item II-F-2, Long-Range Facilities Advisory Committee, to the first item on the agenda.

### ***Approval of Minutes***

The minutes of the regular meeting of the Board of Education held April 1, 2008, were approved as written.

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

John Hogan, 35500 E. Colfax Avenue, Watkins, Colorado, 80137, 303-807-4921, addressed the Board in regard to G policy revision. Hogan spoke as a representative of the Classified Employees Council and on behalf of the 1,660 classified employees in the district. He thanked the Board for their hard work and decisions in regard to G policy revisions. We feel that you have made the right decisions for all classified staff.

## **II. INFORMATION ITEMS**

### **SUPERINTENDENT OF SCHOOLS**

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

Prince attended the open house in regard to district bell times at West Middle School. She thanked everyone that completed the survey at West and online. We want to hear from you and value your opinions.

Prince had a chance to attend the student production of "Fiddler on the Roof" at Rangeview High School. It was an awesome performance, enjoyed by all.

Prince attended a ceremony in honor of graduating American Indian students. It was nice to meet the students and hear their future plans. Prince also attended the April 9 town hall meeting.

Barber attended a book sale at Fletcher and learned about card catalogs from second grade students. She also learned about all of the wonderful things occurring in the preschool program at a recent CPKP meeting.

Lewis heard amazing presentations from students at the compass breakfast. She also had a chance to attend the awards assembly at Elkhart.

Carmany attended the ceremony in honor of graduating American Indian students, the student production of "Fiddler on the Roof" at Rangeview and the April 9 town hall meeting. In addition, Carmany attended the open house in regard to district bell times at East and a fifth grade recital at Yale.

Carmany congratulated recipients awarded scholarships through the Aurora Education Foundation. More than \$30,000 in scholarships and teacher incentive awards were awarded to students and teachers.

Cukale attended the April 9 town hall meeting and the compass breakfast. The juvenile options program is looking at the compass program as a strong option to work with and provide additional funding to schools.

Cukale attended the teacher equity and professional development meeting at Rangeview High School. It was interesting to learn about the equity and diversity training occurring at our high schools. Cukale also did a bond presentation for the PTO at Fulton.

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

Barry requested that students, parents and staff join us for the 30th anniversary celebration at Yale Elementary on Saturday, April 19, from noon to 2 p.m.

APS and the department of instructional technology invite you to the first annual Instructional Technology Learning Fair at Hinkley High School on Thursday, April 17, at 5:30 p.m. Students from across the district will demonstrate 21<sup>st</sup> Century skills by creating their own digital media, including movies and podcasts. An awards ceremony will follow at 7:00 p.m. Thanks to all our teachers for enhancing learning and supporting our students in their use of technology.

Nine Aurora Central juniors earned a \$6,000 scholarship from the University of Colorado at Boulder. At a recent visit to CU, the students won first place in a

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problem-solving contest against 15 other schools in the metro area. This is the second time in the past four years that Aurora Central won first place in this competition. Please join me in congratulating the following students:

- Yolanda Gutierrez
- Lani Brooks
- Becky Gogue
- Faith Goins
- Michael Moran
- Gladys Aguilar
- Diana Riojas
- Claudia Riojas
- Amber Berg

Barry presented each student with a Superintendent recognition coin. Paul Glennon, counselor at Aurora Central, shared that Aurora Central's juniors competed against the top ten juniors at every school. Barry thanked Glennon and presented him with a coin.

Congratulations to the APS nutrition services department for being named one of the best by the Colorado Department of Education after a recent audit. Your dedication to making sure our students are well nourished so learning is enhanced is commendable. Thank you for all of your hard work. It has not gone unnoticed. Barry presented Dallman with a Superintendent recognition coin. Nutrition services employees will receive coins at a recognition ceremony later in the year.

We would like to thank APS transportation staff Micah Lewis, Cindy Cunningham, Joyce Bobst and Janet Ulrich for ensuring our students always have a safe ride home. When informed that a bus driver waiting to pickup students from school was not in a condition to get students home safely, they immediately sent a replacement driver and escorted the driver back to the district office. Thank you all for your prompt response, professionalism and commitment to our students. Barry presented each with a Superintendent recognition coin.

APS maintenance and facilities staff members Steve Allen, Mervin Walter, Paul Amerine, Randy Nesvold and Ryan Wamsley believe their jobs are to provide more than just building support. For the past two years, they have been combining their lunch hours and breaks to volunteer at Boston Elementary School as mentors. In addition to the individualized attention they give to the students they mentor, they also spend time with students in the computer lab during indoor recess. Thank you for your commitment to students and for giving of yourselves so freely. Barry presented each with a Superintendent recognition coin.

Barry congratulated all of the teachers and school sites that participated in the arts and music festival at Town Center of Aurora. A tremendous amount of work went into the preparation and work displayed was amazing. Twelve pieces of art have been identified and will be displayed in the Superintendent's office.

### **Policy JICI, Weapons in School**

Legal Counsel Brian Donovan presented information in regard to Policy JICI, weapons in school. The current policy requires expulsion for a full calendar year across all grade levels in dangerous weapon offenses. This is more than the law requires.

Donovan proposed including an option in the policy for a lesser expulsion period for elementary students in some cases when appropriate. He noted that under federal law, possession of firearm offenses carry a mandatory calendar year expulsion across all grade levels with the exception of special education students.

Cook asked if the possession of a weapon facsimile firearm would fall under the federal law. Donovan shared that a facsimile firearm would fall under the law but it must look very real.

Cook shared that Policy JIC1, weapons in school, will be returned for action on May 6.

## **DIVISION OF ACCOUNTABILITY AND RESEARCH**

### **2008 Student and Parent Climate Surveys**

Escárcega introduced Dan Jorgensen, program evaluation specialist, to present an overview of the 2008 student and parent climate surveys.

Jorgensen shared that research from the Council of Urban School Boards indicates that school climate is positively correlated with many different variables. Student achievement is a focus in APS and there is a strong predictor between achievement and climate. Students who have positive feelings about their school are more confident about learning opposed to students who have negative feelings about their school. Positive and negative feelings define school climate and create the personality of the learning environment. Many school improvement initiatives address school structure and procedures, but do not address school climate.

Jorgensen emphasized that survey findings are student perceptions and do not indicate what is occurring in APS schools. This is the second year that the student survey was given and 48 items were included on it. Items were grouped into six areas: trust, respect, academics, safety and bullying, self-concept and overall school climate. We met with high school students and principals to review and reduce some of the questions from the previous year. Overall, 79 percent of students participated in the climate survey. The student return rate at middle schools increased to 89 percent; the student return rate at high schools remained at 70 percent.

Strengths of the climate survey indicated the following:

- students are not afraid at school
- students feel they fit in
- students feel supported by friends
- students believe teachers expect them to graduate
- students are encouraged to do their best
- students believe that they have the necessary resources and materials to learn

The majority of the above items exceeded 60 percent agreement rates. There were a number of neutral response rates.

Some of the follow up areas included:

- having an adult at school that they can trust and go to for help

- consistent enforcement of school rules
- no help with non-academic issues
- belongings are not safe at school
- harassment concerns
- physical aggression
- increase confidence of students that their school is providing a solid foundation for the future

The majority of agreement rates at middle and high schools were consistent with previous years.

Stuart shared that information had been released to principals. Principals will review data to get a clear understanding of building climate and take steps to improve it. Data will be used to form climate and parent /community goals in the school improvement plan.

Barry met with the student advisory group and reviewed findings with them. The students provided good, helpful feedback.

Barber commented that safety is a big issue. Having this information will help schools and make are students feel safer.

Escárcega presented an overview of the parent survey. The parent survey was not designed to be a climate survey; it was designed to be more of a parent involvement survey. The survey was developed in the 2005-06 school year as a requirement for Title schools due to the specific component for parental involvement embedded in their school improvement plan for funding. The survey was very well received and we decided to use it district wide. Elementary schools distributed surveys to parents at back-to-school nights. We mailed the surveys to middle and high school parents.

The parent survey was developed based on research from Joyce Epstein from John Hopkins University. Her work is used by NCLB as the center point for parental involvement in Title school programs. The six areas of parent involvement include parenting, learning at home, volunteering, communication, decision making and community partnerships. The district survey covers four to five of the parent involvement areas.

The survey contained 21 items and one-time questions specific to nutrition services and transportation. A one-time needs assessment question for a school-based health center was included on surveys distributed to parents in the northwest quadrant of the district. Survey responses to the one-time questions were given directly to departments.

We had a 26 percent return rate for the parent surveys. Elementary parents completed the majority of surveys and a third of the surveys were completed in Spanish.

The agreement rates of parents who agreed or strongly agreed in regard to student achievement were between 72 to 90 percent. Some of the questions included:

- my school has provided me with opportunities to help my child with homework
- my school has informed me about by students academic progress and performance on standards

- I understand how my student's progress is evaluated

The agreement rates of parents who agreed or strongly agreed in regard to environment were between 90 to 95 percent. Some of the questions included:

- I feel welcome in my child's school
- school information is in a language I understand
- my school is a safe place for my child (agreement rate increased by four percent from the previous year)

The agreement rates of parents who agreed or strongly agreed in regard to leadership//partnership opportunities were between 69 to 81 percent. Some of the questions included:

- my school provides an opportunity for me to give input on school programs and goals
- my school encourages me to participate in school leadership activities
- my school provides me with information on local agencies and other community support services (this was one of the lowest agreement rates at 69 percent)

The agreement rates of parents who agreed or strongly agreed in regard to assessment, evaluation and planning were between 69 to 81 percent. Some of the questions included:

- I am familiar with the school improvement plan (62 percent of parents knew about the school improvement plan)
- I am familiar with the development of a school improvement plan
- I am familiar with the achievement goals on the school improvement plan

Parent understanding of the school improvement plan declined by 19 percent. We are working with schools to increase parent understanding levels of the school improvement plan and will continue to find ways to increase parental involvement at middle and high schools.

Prince asked if more parents were volunteering at P-8 schools. Escárcega will review data and provide information to the Board. Prince asked whether any weekend workshops would be set up for parents in the near future in order to get a better understanding of the school improvement plan. Cukale noted that this has been an ongoing concern. He explained that his knowledge of the school improvement plan came as a result of involvement in the parent accountability committee. Escárcega will discuss concerns with school services and provide information to the Board.

Prince commented that rules are not consistently enforced at school sites. She questioned if the implementation of positive behavioral supports at selected schools were helping. Escárcega replied that the positive behavioral support model is helping.

Barry shared that members of the student advisory committee voiced concerns with inconsistent rules across high schools. We are working to develop consistent rules at all the high schools. Carmany noted that the student representative from Aurora Frontier shared that older students at K-8 schools feel a responsibility to model positive behavior for younger students.

## **DIVISION OF FINANCE**

### **Armored Car Services**

Weeks invited Adrienne Bradshaw, director of finance, to the staff table to share an overview of proposals for armored car services.

Bradshaw shared that members of the finance committee prepared a request for proposal and sent information to four armored car services. Dunbar Armored Car Services was the only company that responded to the request for proposal within the proposed guidelines.

The recommendation is to award the contract to Dunbar Armored Car Services for five years.

Lewis asked about the cost of armored car services. Bradshaw replied that we are paying about \$42,000 per year for armored car services.

### **Banking Services**

Bradshaw shared that members of the finance committee prepared a request for proposal and sent information to 14 banks. Four banks responded to the request for proposal including Citywide Bank, JP Morgan Chase, Wells Fargo, and US Bank. Each proposal was evaluated based on the following criteria:

- online banking services
- prior experience with the bank
- banking service cost
- interest earnings
- knowledge level of key banking personnel

The committee recommended renewing the contract with US Bank after reviewing all of the proposals.

Prince asked who the current service provider was. Bradshaw replied that US Bank was the current service provider and APS has been with them for four years.

### **Acceptance of NCLB Consolidated Program Funds and Assurances**

Weeks introduced Brian Bowles, Title I consultant for the grants office. Each year in June, the district submits a consolidated federal programs application to the Colorado Department of Education for its No Child Left Behind entitlement grants. NCLB entitlement grants make up \$13 million of the \$25 million in grants funds. The Colorado Department of Education requires a signed acceptance and assurance form and the appointment of an authorized representative prior to June 1, and the submission of the consolidated federal programs application by June 30.

The recommendation is that the Board accept the administration and accountability of the federal program funds and appoint Rod Weeks as the authorized representative for this application.

Cukale moved and Barber seconded to move information item C3, Acceptance of NCLB Consolidated Program Funds and Assurances to action.

Lewis suggested moving information items C1, Armored Car Services; C2, Banking Services; and C3, Acceptance of NCLB Consolidated Program Funds and Assurances to action.

Cukale moved and Barber seconded to amend the motion and move information items C1, Armored Car Services; C2, Banking Services; and C3, Acceptance of NCLB Consolidated Program Funds and Assurances to action.

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #7986

Approved on a vote of 7-0

## **DIVISION OF HUMAN RESOURCES**

*No Items*

## **DIVISION OF INSTRUCTIONAL SERVICES**

*No Items*

## **DIVISION OF SUPPORT SERVICES**

### **Bell Times for the 2008-09 School Year**

Sturges invited John Dale, Rob Schmedeke, director of transportation, and Tony Antolini, district athletic director, to the staff table to present an overview of proposed bell times for the 2008-09 school year.

Sturges explained that in an attempt to maximize support for VISTA 2010, the Division of Support Services has reviewed school bell times and transportation schedules for the district. Four bell time scenarios were developed for community consideration and the APS community and staff were given opportunities to provide feedback on bell time scenarios through online surveys and a series of open houses for the past three weeks.

Dale provided a brief history of challenges faced by the APS transportation services throughout the years. Schmedeke explained how staggering bell times will eliminate “dead head” miles by creating the shortest distance between routes. The scenario one bell schedule increases route savings by 60 minutes, scenario two increases route savings by 40 minutes, scenario three increases route savings by 35 minutes and scenario four increases route savings by 20 minutes. The scenario four bell schedule would cost the district an additional \$680,000 to implement.

Escárcega reviewed the communication outreach process to inform parents, staff and the community of proposed bell times. Outreach included letters to APS families, E-news articles, four open houses, Connect-Ed messages, and online parent and staff surveys. Responses were received from 547 parents who either attended one of the four open houses or completed an online survey. Escárcega noted that 81 percent of parents shared that the online survey was an effective way to communicate. Nineteen percent of parents were skeptical findings would be used. Responses were received from 1,153 staff members; most were from licensed staff. Staff members were asked to rate the four bell time scenarios and answer some open-ended questions. Forty-seven percent of staff preferred scenario one, the second preference was scenario two. High schools, elementary schools, and K-8 preferred scenario one. Middle schools

preferred scenario three and four, the two bell schedules that did not have a late start time. Parents preferred scenario one by a slight margin.

Schmedeke shared that the recommendation is for scenario one. It maximizes resources, has the potential for the best savings to reduce routes, and data indicates it is the preferred choice of parents and staff. It also addresses recent research in regard to sleep patterns for middle school students and its effect on their learning. No traditional elementary schools or K-8 schools would begin later than 9:20 a.m. and it has the least impact on the recently revised high school bell time schedule.

Cook asked if we consulted with colleagues in other districts in regard to route scheduling at middle schools. Schmedeke explained that Cherry Creek standardizes grade levels at all schools and their buses have a lot of down time due to staggered windows. Sturges added that the Cherry Creek School District did not do an extensive communication outreach to parents and staff as APS has done in the last three weeks.

Antolini reviewed challenges facing athletic and after-school programs. Our overall goal has been to increase athletic participation numbers and late dismissals may affect it. It may also affect participation numbers for students participating in city of Aurora athletic and club programs. K-8 schools are grouped with elementary schools but they compete against middle school teams. They will have to wait a couple of hours to compete in an athletic activity or event. The scenario one bell schedule will affect staff members who teach at one level and coach at another level. High schools often share facilities with middle schools and the late dismissal may impact scheduling.

Carmany asked how early students would need to be at bus stops if school starts at 7:30 a.m. Schmedeke replied that students would need to be at the bus stop at 6:45 a.m.

Prince asked why bell times at walking schools changed so drastically. Schmedeke explained that the special needs department had not provided a list of students when the charge was first given to our schedulers. Routes were tiered with the prospect of maximizing resources before information was received. If a special needs route is not needed, then the site could choose their schedule. Sturges commented that we hope to have the information available in a week.

Lewis asked what the preferred choice for elementary staff was. Escárcega shared that 53 percent of staff preferred scenario one.

Cook asked how the early release would affect the shared use agreement with the city of Aurora. Antolini replied that it will affect it slightly. He added that he would meet with high school principals and request early release for high school athletes. He also noted that we might have to start having competitions on weekend.

Barber shared how impressed she was with the presentation. Carmany commented that parents may take advantage of open enrollment opportunities to get preferred bell schedules. Stuart added that open enrollment is an option for families if space is available.

Cook requested that this item be returned for action on May 6.

Barry commented that many options were reviewed throughout this process. He commended Sturges and the support service staff for the incredible communication outreach to get information out to staff and the community.

Brenna Issacs, AEA President, 3884 S. Halifax St., Aurora, CO, 720-346-74461, shared that the AR council met earlier in the evening and expressed concerns in regard to the bell schedule.

Issacs shared that AEA encouraged teachers to complete the online survey. In past experiences with bell and transportation changes, it often feels that if you are the late building, you will always be the late building. One of the questions that arose was whether buildings could rotate early and late schedules. Additional questions were in regard to traveling teachers not assigned to a building. Will they be paired with a site with a similar schedule? How will the schedule affect teachers pursuing advanced degrees, course work and programs? How will it affect doctor and dentist appointments? This will cost additional leave time and add to substitute costs.

Teachers also voiced concerns about students at bus stops when it is dark outside. Middle school teachers asked why there was an additional 10 minutes of contact time when additional contact time was added last year. K-8 teachers also asked why there was an additional 15 minutes of contact time.

Issacs requested that the association be allowed to review the PowerPoint presentation shown during the presentation to see how routes were tiered.

Cook requested that Issacs summarize questions and forward concerns to Sturges.

### **Long-Range Facilities Advisory Committee**

Sturges invited Jim Bittle, director of construction management and support, and Wilbur McCormick, chairman of the Long-Range Facilities Advisory Committee, to the staff table to present recommendations on the 2008 Capital Improvement Program. McCormick introduced some members of the Long-Range Facilities Advisory Committee including Valerie Giles, Josh Hensley, Evelyn Phillips, Laura Kelley, Amy Spatz, Jackie Reed, and Mark Davis,

McCormick shared that the Long-Range Facilities Advisory Committee is governed by district policy BDFD and its purpose is to develop recommendations for the Board in regard to an ongoing facility plan for APS. The committee has been compiling data for the Board for the past 30 months. Project categories considered by the committee included whole building remodels, major building repairs, classroom additions and other major additions such as gymnasium or cafeteria additions. Other project categories considered include support facilities, special programs, building renewal and charter schools.

Bittle explained that the Board will be presented with an updated report on conditions of facilities framed in the context of the district's near-term borrowing capacity for a future bond. The planning target is \$215 million based on advice from Rod Weeks, chief financial officer, and outside district financial advisors.

Recommendations from the Long-Range Facilities Committee are one component of the 2008 Capital Improvement Program. Other components include new schools, technology, small administration and a contingency program.

Research shows a measurable correlation between student achievement and the condition of a school facility. Parents often choose where to send their student based on a building's condition and the overall image of APS is influenced by its facilities.

Five key themes of the Capital Improvement Program include extend, expand efficient, equitable and essential.

- Extend the life of buildings and grounds through a program of critical repair projects and maintain the functionality of instructional and information technology through a program of strategic equipment upgrades and replacement.
- More than \$100 million was spent in the last bond program on facility repairs. The Long-Range Facilities Advisory Committee has recommended 25 critical repair projects based on the \$97 million funding target that they were given for the current bond program. This includes half of the repair projects identified by construction management and maintenance and operations.
- Professional consulting services and a software program were purchased to inventory and prioritize facility repair needs.
- Expand the district's capacity to serve students by adding 3,400 instructional seats in needed areas.
- The district has worked hard to strike a balance between growth and needs from existing schools. At existing schools, we need to further balance needs for space compared to repair needs and other functional improvements needs to buildings.
- The transition to full-day kindergarten will require an additional 48 classrooms.
- We still have 68 temporary classroom structures at school sites, containing 152 classrooms. They are maintenance intensive and take a tremendous amount of energy to operate. Some of the structures have been on the same site for 20 years.
- Early Childhood Education is challenged for classroom space. The district cannot fully take advantage of funded slots due to a lack of space.
- The district continues to face a growth challenge in the near future in the eastern section of the district. Plans are on file with the city of Aurora for 48,000 homes in the eastern part of the district, which could potentially yield 25,000 new students to the district in the next 30 years. Enrollment projections in 2013 indicate that about 700 students in the new high school attendance area would be students currently enrolled in the district and most of the graduating seniors in the class of 2014 would be current APS students.
- If we start the construction process this year, the P-8 school would open in 2010 at the earliest; the high school would open in 2011 at the earliest to relieve overcrowding in district high schools.
- The new P-8 school would relieve overcrowding at Murphy Creek and Aurora Frontier, which are currently at 98 percent capacity.
- Efficient – reduce operating costs through sustainable design of new schools, replacement of obsolete equipment and other energy saving projects.
- New schools will be designed to conform to the sustainable design standards of the Green Building Council's Leadership in Energy and Environmental Design program known as LEED for schools. LEED standards will make the building process more environmentally friendly

through selection of the right construction materials and better choices of building design and building sites. It also involves more aggressive energy, water conservation goals and building commissioning, a process used in APS requiring a systematic inspection to ensure equipment is functioning correctly on the day we take acceptance of the building. Other features include acoustic standards, enhanced indoor air standards to address toxic fumes omitted by construction materials in new buildings, and daylight standards that recognize the positive effect shown by research to increase student learning. LEED also contains goals to use school buildings as tools to teach students about the importance of the environment and the impact we have on it.

- We added energy saving work and technology in new buildings. Projects recommended in a future bond program are conservatively estimated to save \$500,000 a year from utility bills in addition to savings that the maintenance and operations department intends to achieve through improved management practices and energy conservation awareness programs.
- Equitable - continue commitment to remodel schools and improve school facilities in older areas of the district to meet the same standards as schools in newer areas of the district.
- Substantial savings have been made in the last two bond programs in regard to modernizing older school buildings. School renovations improved neighborhood perceptions and increased property values.
- Programs recommended in the 2008 Capital Program include four remodels and six improvement projects.
- Essential – fund the most critical projects from the recommended \$215 million out of a required project list totaling \$476 million

Bittle recognized the hard work of the Long-Range Facilities Advisory Committee and the construction and management staff for their hard work and efforts on the presentations.

Bittle explained that representatives from charter schools were invited to a meeting in February 2008 to present recommended needs. Recommendations were received from two charters, Aurora Academy and Global Village. Aurora Academy requested funding for a playground; Global Village requested funding for a full service kitchen and other building improvements. We presented funding recommendations, \$500,000 per charter, to the Long-Range Facilities Advisory Group in March. A vote was taken and 11 members voted against funding the projects, two members voted for funding the projects.

Bittle invited Dan Davis, chief information officer, and Ivan Duran, instructional technology director, to the staff table to present an overview of the 2008 instructional technology improvement program.

Davis shared that technology is a key strategic asset for APS. He shared that the promise of the 2002 bond has been fulfilled. We now have one computer, five years old or less, for every four students at each district school. We have more than 10,000 computers and 1,500 printers and 90 percent are at school sites. Fifty percent of the computers were purchased in 2003 and 2004 and most are five years old. Our request is for \$7.5 million, a decrease from the \$13 million requested in 2002, to accommodate a seven-year computer replacement cycle. In the past, when a school went over the four to one computer ratio, IT confiscated the computer. For the past two years, we have allowed schools to retain computers but we did not provide any additional support. The model that we are moving toward will provide schools with a proposed allocation of \$45 per

student, per year, to replenish technology needs and IT will support computers beyond the four to one student ratio. Once computers become obsolete, schools will be able to retain them but we will stop supporting them at that point. We are also coordinating efforts with instructional technology and will start reviewing technology plans to better support sites.

The three major components of networking are Internet, wide-area network, and local-area network. Fiber is the fastest and best way to transmit data, but it is very expensive. APS uses microwave towers to transmit data through the air. It has been a good decision and will continue to meet our needs. We are invested at this time and no longer have to pay a subscription cost. The demands on our network are expected to increase substantially in the next five years. The bandwidth crisis is looming due to new classroom innovations, online courses and live video streaming. We are projecting that we will be able to increase our bandwidth from 4.7 to 9.4. The request is for \$2.5 million to enhance infrastructure and push more bandwidth to school sites.

The APS phone system has not been upgraded since 1995. The new industry trend is Voice-over IP, a means of transmitting voice/phone calls over the network instead of phone lines. Once implemented, we will be able to unhook traditional phone lines and eliminate some monthly services charges. The request is for \$1.2 million to replace current PBX boxes, handsets, and install Voice-over IP.

Expenditures for classroom technology such as interactive whiteboards, visualizers, and microphones are projected to double. Classroom technology expenditures will be a priority through the general/capital reserve fund. Some other applications that we are proposing funding through the 2008 capital program include student information system, e-mail, network software, business application, transportation and GIS. We are looking to implement a service oriented architecture, where all of the various applications revolve around a SOA service bus provider. The service bus provider is a tool to help deliver coordination and reporting between all of the various applications. There are a number of different service bus providers including IBM, Microsoft and Oracle. We are looking to replace Novell GroupWise with Microsoft Exchange and Outlook. We are also looking to replace Maximo, due to its inability to integrate with Oracle, and upgrade the Oracle human resources and payroll system. The SOA service bus will provide integration between the different modules and will provide a reporting dashboard that will provide operational results, and show attendance data and trouble spots immediately.

The request is for \$1.7 million for applications. The request for charter schools is \$750,000, and the same per pupil allocation of \$45 per students per year for APS students is proposed for charters. Charter schools will have greater autonomy on how funds are spent.

Lewis asked whether the \$1.7 million included the purchase of service-oriented architecture. Davis replied that the \$1.7 million would cover four projects; Novell GroupWise, Maximo, upgrades to the human resource payroll system and service-oriented architecture. Lewis questioned if every APS classroom would be outfitted with an interactive whiteboard. Duran replied every teacher would have a laptop, interactive whiteboard, visualizers, and classroom application systems.

Prince asked whether new schools utilized fiber to transmit data. Davis replied that APS utilizes microwave tower to transmit data.

Carmany asked if the proposed \$45 per student allocation, per year, was restricted to computer purchases or could funds be used to purchase interactive whiteboards. Davis explained that IT would be flexible. Decisions would be based on the technology plan at each school. We are trying to ensure that schools have the same number of first, second, third, fourth, and fifth year computers to avoid replacement at the same time. Our goal is to use the \$45 per student allocation for computers. Carmany asked where funding would come to purchase interactive whiteboards. Weeks shared that we are moving district instructional equipment funds to sites for use to purchase equipment. Sturges shared that capital reserve funds would be used in the short term to purchase instructional technology needs.

Bittle reviewed a list of recommended programs for the 2008 capital improvement programs including

- proposed high school
- proposed P-8 school
- child development center to serve students in the southern section of the district
- whole building remodel for Aurora Hills
- Aurora Hills was built in 1972. Due to the unique floor plans of the building, we discussed demolishing the building and starting from scratch, which would have cost \$40 million. We hired an architect firm to study the building design and based on their recommendations we presented information to the Long-Range Facilities Advisory Group for a remodel of Aurora Hills. The cost savings to remodel Aurora Hills is \$18 million.
- whole building remodel for Elkhart
- whole building remodel for Altura
- Elkhart and Altura were both built in 1960. They are in need of repairs and both are severely overcrowded.
- whole building remodel for Lansing
- Lansing was built in 1950 and has never been remodeled
- eight classroom additions at Aurora Central to relieve overcrowding
- space has been located adjacent to Aurora Central and classrooms will be connected to the building
- kitchen/cafeteria addition at Mrachek
- kitchen remodel at Rangview to enlarge space to accommodate students during closed campus lunch
- gymnasium addition at Wheeling
- gymnasium addition at Laredo
- two classroom additions at Virginia Court
- roof repairs at Hinkley, Pickens, Aurora Hills, Gateway, Dartmouth, Elkhart, Altura, Lansing, facilities and the district warehouse
- HVAC and mechanical repairs at Gateway, Columbia, Clyde Miller, Side Creek and Yale
- mechanical repairs at Aurora Central
- replace domestic water system at Elkhart and Lyn Knoll
- replace district wide proximity card entry system
- pool building repairs at Hinkley
- various repairs at Educational Services Center 4
- replace windows at Educational Services Center 1
- district wide HVAC control improvements
- district wide lighting and equipment control improvements

- district wide lighting upgrades
- facilities complex yard expansion
- facilities and transportation fuel tank replacement

The recommended funding for building renewal is \$6.4 million and every school will benefit. Allocations are based on a formula reflecting student population, building age and condition. Each school identifies projects and submits requests to the Long-Range Facilities Advisory Group for review. Funding is allocated by levels and ranges from \$200,000 to \$500,000 for high schools, \$68,000 to \$257,000 for middle schools, and \$22,000 to \$134,000 for elementary and K-8 schools.

Bittle explained that internal contingencies have been budgeted into every project budget and a central contingency set at 5.6 percent has been budgeted for the total program to cover construction project commitments. The Board will be presented with a full report in June.

Barber commented that it has been a pleasure to serve on the Long-Range Facilities Advisory Committee.

Lewis asked if funding for building renewal projects had been allocated to schools. Bittle replied that school sites had received funding for building renewal projects.

Cukale commented that he also served on the Long-Range Facilities Advisory Committee. He thanked teachers and planning committees at school sites. To visit schools and prioritize what is important and best for students is phenomenal. During a recent visit to Fulton, he shared how proud the staff was of building improvements. He thanked teachers and planning committees at school sites.

Barry commended committee members for all their efforts, and many hours of volunteer work.

Kurt Copeland, board president of Global Village Academy, 7408 E. Long Circle, Centennial, CO, 80012, 303 949-6393, addressed the Board.

Copeland congratulated the Board and Superintendent Barry on all the work and progress in APS. We pay attention to what is happening in APS and have incorporated some of the initiatives. We recently purchased interactive whiteboards for all of our classrooms.

When we came before the Board several years ago, we stated that we wanted to be partners in educational solutions. When we opened our doors, we met with the nutrition services department to discuss requirements in order to offer free and reduced lunch through APS. In our contract, we are required to have free and reduced lunch for 25 percent of our students. The only way we can provide lunch service is to have a full-service kitchen. In our phase two-renovation project, we will be creating a space for a full-service kitchen.

When we met with the Long-Range Facilities Advisory Committee, we requested funding for building improvements, technology and a full-service kitchen. We understand why we were not approved for funding for building improvements and technology. We, however, request that the Board reconsider funding for the full-service kitchen. Research shows that providing lunch to at-risk students has a positive impact on student achievement. Offering this to students, our APS students, is very important. If this is not possible, we request that you help us

find alternative solutions to fund a full-service kitchen.

Copeland concluded by thanking the Long-Range Facilities Advisory Group for their work and efforts.

Maria Elena Thomas, principal of Elkhart, shared that many fantastic things are happening at Elkhart. We have adults studying and learning English, preschool students learning and being taken care of while their parents are learning English, five full-day kindergarten classes, seven promethean boards in use, and a staff that is really excited about learning and teaching. Thank you Long-Range Facilities Advisory Committee for putting Elkhart at the top of your list.

### **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**

Allen requested that Bonnie Alexander, Kristi Kingsolver and Amy Wilson be removed from the non-renewal list and added to the licensed resignation list.

##### **Non-Licensed Administrative and Professional/Technical Personnel**

Allen pointed out that some incredible employees are retiring at the end of the school year. Collectively, we have 150 years of service represented by our classified employee retirements and 610 years of experience represented by our licensed employee retirements. Thank you for all your years of service.

#### **DIVISION OF INSTRUCTIONAL SERVICES**

*No Items*

#### **DIVISION OF SUPPORT SERVICES**

*No Items*

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

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

#7987

Approved on a vote of 7-0

**IV. ACTION ITEMS**

**SUPERINTENDENT OF SCHOOLS**

**Policy JF, Admission of Students**

Legal Counsel Brian Donovan reviewed policy revisions to JF, Admission of Students. He emphasized that “residency will be established if one or both parents reside in the district and to the parent to whom custody, either sole or joint, has been awarded by a court, lives in the district.”

The recommendation is to approve policy revisions to JF, Admission of Students, as presented.

Edberg moved and Carmany seconded to approve Policy JF, Admission of Students as presented.

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #7988

Approved on a vote of 6-0

Barber voted against approval of Policy JF, Admission of Students

**DIVISION OF ACCOUNTABILITY AND RESEARCH**

*No Items*

**DIVISION OF FINANCE**

**Armored Car Services, Banking Services, and Acceptance of NCLB Consolidated Program Funds and Assurances**

Lewis moved and Edberg seconded to approve C1, Armored Car Services; C2, Banking Services; and C3, NCLB Consolidated Program Funds and Assurances, as presented.

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #7989

Approved on a vote of 7-0

**DIVISION OF HUMAN RESOURCES**

*No Items*

**DIVISION OF INSTRUCTIONAL SERVICES**

**School-Based Health Center**

Stuart shared that the Board was presented with information in regard to the implementation of a grant funded APS school-based health center in August 2008. It is recommended that the Board approve the implementation of a grant funded APS school based health center in August 2008.

Edberg moved and Barber seconded to approve the implementation of a grant

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funded APS school based health center in August 2008 as presented.

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #7990

Approved on a vote of 7-0

#### **DIVISION OF SUPPORT SERVICES**

##### **Name Recommendations – Jamaica Preschool, Transitions Building, ESC Peoria and Boston Elementary**

Sturges shared that the Board was presented with information regarding proposed name changes for the following schools and district facilities at the April 1 Board meeting:

- Jamaica Child Development Center (formerly Jamaica Elementary)
- Boston K-8 (formerly Boston Elementary)
- Educational Services Center Peoria to Educational Services Center 4
- Crossroads, proposed name of the new special education transitions building located on the Aurora community campus

It is recommended that the Board approve proposed name changes of building and district sites as presented.

Cook moved and Cukale seconded to approve proposed name changes of building and district sites as presented.

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #7991

Approved on a vote of 7-0

Lewis voiced concerns that the sole name of Crossroads does not adequately reflect the name of the transitions building.

Cook requested that Sturges and Lewis work together to complete the naming of the transitions building.

#### **IV. CONCLUDING ITEMS**

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

##### ***Correspondence***

##### ***Next meeting date***

The next business meeting of the Board of Education will be held May 6, 2008, at 6:30 p.m. in the Dr. Edward and Patricia Lord Boardroom.

##### ***Adjournment***

The regular meeting of the Board of Education adjourned at 10:12 p.m.

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**President**

April 15, 2008

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