



Aurora
Public
Schools

Board of Education

Agenda

meeting of

May 20, 2008

Aurora Public Schools

1085 Peoria Street
Aurora, Colorado 80011

AURORA PUBLIC SCHOOLS
1085 Peoria St.
Aurora, CO 80011

A G E N D A
BOARD OF EDUCATION
May 20, 2008
6:30 p.m.

I – PRELIMINARY

A. CALL TO ORDER

1. Roll Call

B. PLEDGE OF ALLEGIANCE

C. WELCOME TO VISITORS

The regular meeting of the Aurora Public Schools Board of Education will convene in the Dr. Edward and Mrs. Patricia Lord Boardroom of Educational Services Center 4. Individuals wishing to address the Board of Education on a specific agenda item are requested to sign up at the table on the south side of the boardroom prior to discussion of the Information and Action Items. Individuals wishing to address the Board of Education on a non-agenda item are requested to sign up and will be provided an opportunity, limited to two minutes, at the beginning of the meeting and, limited to three minutes, at the end of the meeting during Opportunity for Audience.

Please contact the Aurora Public Schools at 303-344-8060, ext. 28988 if, because of a disability, you require special assistance (such as sign language or oral interpreting services) in order to participate in a meeting of the Board of Education. Persons with such needs are requested to make contact at least one week prior to the Board of Education meeting, if possible, in order to allow staff to coordinate arrangements.

D. APPROVAL OF AGENDA

The May 20, 2008, agenda is presented for approval.

E. APPROVAL OF MINUTES

The minutes of the regular meeting of the Board of Education held on May 6, 2008, are presented for approval.

F. STUDENT PERFORMANCE

Band and orchestra students from North Middle School will perform at the May 20 Board meeting.

G. OPPORTUNITY FOR AUDIENCE

May 6, 2008, Minutes

I. PRELIMINARY

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

Roll Call

The following members were present:

Matt Cook, president
Jeanette Carmany, vice president
Peter Cukale, treasurer
Judith Edberg, director
Mary W. Lewis, director
Amy Prince, director

The following member was absent:

Jane Barber, secretary

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 led the Board and audience in the pledge to the flag. He then welcomed visitors to the meeting.

Approval of Agenda

The May 6, 2008, agenda was amended to remove Tiffany Lenox from the licensed resignation list on the consent action agenda.

Approval of Minutes

The minutes of the regular meeting of the Board of Education held April 15, 2008, were approved as written.

Student Performance

Twenty-six students from the Rangeview High School Show Choir performed a musical selection titled "In the Swing."

Opportunity for Audience

Gwynn Moore, 2044 S. Salida St., Aurora, 303 745-8941, is the instructional technology teacher at Paris Elementary and co-coordinator for the district technology fair. Shannon Wentworth, 5291 S. Piccadilly Way, Aurora, 720-870-

May 6, 2008

7820, is the instructional teacher at Sixth Avenue Elementary and co-coordinator for the district technology fair.

Moore and Whitworth thanked the Board and Superintendent Barry for supporting the technology fair. A special thanks to Matt Cook and Amy Prince for serving as judges at the fair. Moore and Wentworth recognized Ivan Duran for supporting and helping make their dream a reality. Eighty student projects were presented and more than 100 students participated and submitted projects. It was a great way to encourage and increase technology in our district.

Van Gytenbeek presented the Board and district leadership with note cards designed by Laurie Foster, art teacher at Kenton; Brenda Darveau, manager of print services; and Lavonne Tetrault, graphic designer. The note cards are being marketed as "Kids at the Heart." Cukale asked what the cost was. Van Gytenbeek replied that the note cards would be sold across the district for \$2 per pack.

Jeanette Hill, P.O. Box 473258, Aurora, 720-629-8130, is a former educator in the Texas public school system and has been working in the medical field for the past 18 years. Hill is a parent of a student at Arkansas Elementary and shared concerns regarding the lack of staff diversity at the school. African American students are at a disadvantage at Arkansas and are being treated unfairly and discriminated against. African American boys are being accused of hitting and inappropriate behavior. There is equal participation in the acts and due process and subsequent punishment should be equitable to all students. African American boys are being suspended and expelled at a higher rate and it needs to be addressed. Hill has communicated concerns with the principal of Arkansas Elementary and the leadership team. Several minority parents have expressed concerns but have not come forward. Cook asked Superintendent Barry to contact Hill to discuss discrimination concerns.

Items of Current Interest

Barry shared that today is National Teacher Day! He thanked APS teachers for all their hard work and dedication in guiding and preparing students for the future. This special day has been celebrated since 1980. This week is National Teacher Appreciation Week. Thousands of communities across the nation will honor educators and acknowledge the contributions they make in our children's lives. According to a poll done by the National Education Association, 48 percent of teachers shared that a simple "thank you" makes them feel valued and appreciated. Please take the time to thank a teacher for all they do on a daily basis.

May 7 is National School Nurse Day! We thank our school nurses for helping to improve the health and educational success of our students. Twenty full-time APS nurses work at preschool, elementary and secondary sites. APS Board of Education Director Judy Edberg was an APS school nurse for 15 years. National Nurse Week is May 5 through May 12. Please take the time to honor and thank APS nurses for the great care they provide to our students.

Please visit the University Hospital in Aurora to view high school students' artwork on display for the Congressional Arts Competition. The competition is sponsored by the Congressional Arts Caucus to recognize the creative talents of our youth in all 435 congressional districts. The artwork will be displayed through Friday, May 16, and a winner will be chosen that afternoon at 4:30 p.m. Their work will hang in the tunnel leading to the United States Capitol Building in

Washington, DC for an entire year.

Congratulations to the APS Communication Department for earning four excellence awards from the Colorado School Public Relations Association. The Arizona chapter judged submissions and said that "APS set the bar." The Communication Department was recognized for their outstanding work on the 2008 Community Report, the West Middle School calendar and handbook, the APS intranet marketing Web site and the 2008 bond community update video. We are proud to have them on our team.

Please join the Aurora Symphony Orchestra at its annual Arts for a Better Tomorrow concert on Saturday, May 10 at 7:30 p.m. at Gateway High School. Half of all ticket sales will go to the Aurora Public Schools Education Foundation to provide musical instruments to our students. This will be the orchestra's final concert in its 30th anniversary season. Tickets are available at the Aurora Symphony Orchestra box office.

Students from Aurora Central and Rangeview high schools are two of the 10 Colorado schools participating in the Project Citizen Showcase. Our students will present their ideas on current public policy issues at the State Capitol on Friday, May 9, from 9:15 a.m. to 11:30 a.m.

We commend Lyn Knoll School Nurse Suzy Rosenmeyer for truly going above and beyond for a student in need. She helped a student's family apply to a program called Fresh Start to assist with medical costs for a much needed surgery to the student's leg. The student will fly to California on June 7 to receive her surgery at no cost! Thank you for caring so deeply for our students and for making such a significant impact in their lives. Barry presented Rosenmeyer with a Superintendent recognition coin.

Thank you to Iowa Elementary Moderate Needs Staff Chair Sherry Meschko for all her hard work and efforts while serving on the Council for Exceptional Children Board. CEC is the largest international professional organization dedicated to improving educational outcomes for students with exceptionalities, disabilities and/or gifted talents. We commend Sherry for her dedication to an organization that works to better the lives of students. Barry presented Meschko with a Superintendent recognition coin.

The APS Festival of the Arts was a great success! Students were able to express themselves through art, dance, song and instrument. Proud parents gathered with APS staff and community members to support our students. Thank you APS staff members Janelle Thomas, Laurie Foster, Sheryl Wasinger, Aaryn Novy, Lyza George and Debi Hunter for your work and dedication to make this a very memorable event.

IV. ACTION ITEMS

SUPERINTENDENT OF SCHOOLS

No Items

DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

DIVISION OF FINANCE

No Items

DIVISION OF HUMAN RESOURCES

No Items

DIVISION OF INSTRUCTIONAL SERVICES

No Items

DIVISION OF SUPPORT SERVICES

2008-09 Bell Times

Sturges shared that the Board was presented information regarding proposed bell time scenarios at the April 15 Board meeting. The staff recommended that the Board approve the scenario one bell schedule for the 2008-09 school year on April 15.

Sturges invited Rob Schmedeke, transportation director; Barbara Cooper, director of school services and Tony Antolini, district athletic director, to the staff table to provide a recap of information presented on April 15.

Barry commented that this has been a hard and painstaking task for the APS leadership team. We realize that changes to bell schedules affect APS families and have tried to present the best, most expert advice in regard to bell time scenarios to the Board. The current bell schedule is broken due to safety, instruction and funding. We are currently experiencing late bus departures and arrivals ranging from three to twenty minutes at 13 district schools and have tried to modify the schedule with current resources. This is impacting instructional contact time required by the Colorado Department of Education at Altura, Century, Dalton, Elkhart, Iowa, Peoria, Side Creek, Sixth Avenue, Vassar, Virginia Court, Wheeling, Yale and Hinkley. Teachers are required to provide 1,056 hours of contact time to students in middle and high school in order to be accredited. If schools are not accredited, our students will not receive the qualifications necessary to graduate from high school. Last year, we were over the required contact hours in high school by two hundred hours and under the required contact hours in middle school by 10 to 20 hours. We adjusted the bell times earlier this year to reflect over representation of hours in high schools. Proposed bell scenarios presented on April 15 will adjust the under representation of contact hours in middle schools.

High school bell schedules were also adjusted to give students an opportunity to take advantage of the PACE Setter program, which gives high school students an opportunity to earn college credit while attending high school. APS high students will have an opportunity to earn a diploma and an associate degree simultaneously and tuition would be paid with K-12 funds.

When buses arrive late, students often rush the bus creating a safety hazard during the loading and unloading process. In addition, the APS transportation department has been experiencing a shortage of bus drivers since the beginning of the year. The transportation director and office staff have been driving various bus routes in the afternoons. Although the staff is fully capable and certified to drive buses, they are not as familiar with the routes.

We communicated proposed bell times to parents and staff via four open houses. Surveys were distributed to every APS parent and staff member. We have been transparent in information presented as directed by the APS Board and every concern heard by phone, e-mail and letter has been reviewed and debated.

Schmedeke shared that the scenario one bell schedule increases the window of time by 60 minutes in the afternoon, scenario two increases the window of time by 40 minutes and scenario three increases the window of time by 35 minutes. Scenarios one, two and three will reduce routes resulting in significant cost savings to the district. The scenario four bell schedule puts a significant demand on transportation personnel and equipment and would cost the district to implement.

Escárcega shared that the parent survey was distributed at town hall meetings and parents had the option of completing it online. Parents who responded shared that this was an effective way to provide input. Approximately 547 parents and 1053 staff responded to the survey. All four bell scenarios were presented and respondents were asked to rank the preferred scenario. Questions pertaining to demographics as well as open-ended questions were included on the survey. District staff read all comments and concerns from parents and staff surveys. Parent survey results indicated a tie between scenarios one and two. Scenarios three and four results were slightly behind scenarios one and two. Surveys were distributed to all classified, licensed and administrative/professional technical employees. Staff survey results indicated that the scenario one bell schedule was the preferred choice and the recommendation to the Board on April 15 was based on that data.

Edberg moved and Carmany seconded to adopt the scenario two bell schedule for the 2008-09 school year. The proposed bell schedule is as follows:

- High school - 7:50 to 2:30 p.m.
- Middle school - 7:40 to 2:50 p.m.
- Elementary - 7:45 to 2:15 p.m. (early) or 9:35 to 4:05 p.m. (late)

Carlotta Ramsey, 15490 E. Center Ave., Aurora, 720-535-6230, voiced concerns with the scenario one bell schedule. Ramsey is a parent of an Aurora Hills Middle School student and an employee of APS.

Ramsey shared that there was not enough preparation time for families or employees to adjust to a scenario one bell schedule. Ramsey has two children in APS, both in middle school. She voiced concerns in regard to the proposed 9 a.m. start time at Aurora Hills. She explained she needs to be at work at 7:30 a.m. and two hours of unsupervised time in the morning is a safety issue for her students. Aurora Hills does not offer before and after school programs and daycare is expensive.

Laurie Godwin, 10571 E. 28th Pl., Denver, 80238, explained that she was prepared to speak in regard to the scenario one bell schedule on behalf of the Tollgate staff.

Godwin voiced concerns regarding the lack of planning for APS families and employees. The survey that was distributed did not provide a complete picture. Many schools had a 7:30 a.m. or 9:30 a.m. choice of start times to vote on. Starting school at 9:30 a.m. would have been a big impact for kids who would be in daycare prior to the start of the instructional day. Employees voted for the best of the worst scenarios. There were no middle options to vote on, so

concerns were written in the comment section. Godwin asked if the Board had seen comments. Cook replied yes.

Godwin shared that more advanced notice should be communicated when changing bell schedules. We are experiencing tough economic times and it is a challenge for families to find adequate daycare at the last minute. Godwin asked the Board to consider the elementary start times prior to 9:30 a.m. It is too late for kids in daycare. If we are about instruction, we want the best for our kids. The biggest concern with the 7:30 a.m. start time is that most of our employees will look for jobs in other districts. They cannot find daycare for their children and report to work on time. Consider the timing of this decision and show respect to our families and employees by ensuring are students remain in APS so we can increase funding to the district. We also need to make sure our best employees stay in APS.

Barbara Fuentes, 16219 E. Tennessee Pl., Aurora, 303-752-1536, has three students in APS; one will be attending middle school and two are in elementary school. Fuentes was pleased that the Board was voting on the scenario two bell schedule but preferred that the elementary school start slightly before 9:30 to assist with childcare. Changing bell times by 10 to 15 minutes of current bell schedule in either direction would work for most parents. Proposed one to two hour time changes interfere with current childcare schedules and it is hard to adjust work schedules. I do not jeopardize school, work or the safety of my children. Fuentes asked for clarification on increased window times for bus routes. Cook shared that concerns would be explained after all were heard.

Agnes Dellbridge, 15715 E. Center Ave., Aurora, 303-750-3796, voiced concerns regarding the bell schedule. Dellbridge runs a daycare and shared that the schedule was difficult. Most of the kids that are dropped off have not been dressed or fed. To transport kids to school at 7:30 a.m. will be difficult. Dellbridge also has two school age grandchildren to care for. A later start time would be better for younger children and help with daycare providers.

Barb Sweet, 6507 S. Richfield St., Aurora, 303-680-2657, is the school nurse at Aurora Hills Middle School. Sweet mailed concerns to the Board and expressed that responses were appreciated. She thanked the Board for listening and selecting the scenario two bell schedule to vote on.

Amy Magnolia, 1354 Downing St., #7, Denver, 80208, has been teaching at Aurora Hills for eight years. She voiced support for the scenario two bell schedule. Aurora Hills is a magnet school for the IB program at Hinkley and the scenario two schedule will attract more students to the program. It will also allow middle school teachers to continue coaching jobs at the high school level. Overall, it has the least impact on staff and families at Aurora Hills.

Olivene Nevers, 14056 E. Arizona Ave., Aurora, 80012, 303-369-2638, shared that concerns were geared toward the scenario one bell schedule. Nevers has two daughters; one attends Aurora Hills and one attends Jewell Elementary. The scenario one bell schedule would not allow older siblings to care for their younger siblings until parents arrive home from work. Once daylight saving time ends, it would be too dark for our kids to be on the streets and there is too much crime these days especially with child predators living in our neighborhoods. Most parents have an 8 to 5 work schedule and it would be hard to make sure our kids get to school on time and in a safe manner. Money is an issue when it comes to the high cost of child daycare. As stated previously, surveys that were distributed were not received by many of parents. The scenario two bell schedule

is a better choice and it works with most parents' work schedules.

Trish Robinson, 17541 E. Ohio Ave., Aurora, 303-306-7986, expressed support for the scenario two bell schedule. Robinson shared concerns regarding sleep deprivation and its effect on young children. Studies have shown that one less hour of sleep can cause dramatic decreases in test scores and increases obesity by 80 percent for every less hour of sleep. Scenario two is best for my work schedule, but is still an early start time for elementary age children. Fairfax County School District in northern Virginia faced a \$65 million budget cut and contemplated a bell schedule change. When they realized it would cost \$32 million, they opted not to change. UPS drivers have re-worked routes to increase right-hand turns and eliminate as many left-hand turns as possible. They have estimated a \$600 million savings over the next year. APS may want to consider a similar option in lieu of schedule changes to save money. It will save money and time by less idling and wait time at stop lights.

Susan Jensen, 1244 S. Fillmore St., Denver, 80210, 303-722-9674; Krista Robinson, 4220 Vallejo, Denver, 303-517-4112; and Adrian Nova, student at West Middle School, spoke in support of the scenario two bell schedule. Jensen and Robinson represent Downtown Aurora Visual Arts and expressed support for the scenario two bell schedule. The community arts center serves about 900 kids in after school programs and the scenario two bell schedule will allow kids to continue to take advantage of programs offered. Nova expressed support of the scenario two bell schedule. The schedule will allow Nova to continue to pick up younger siblings and participate in DAVA after school. Jensen noted the correlation in increased academic performance, test scores and social skills shown in studies in schools with strong after school programs.

Carol Dhainin, 14433 E. Jewell, #101, Aurora, 720-747-0921, was prepared to speak in opposition of the scenario one bell schedule. Dhainin shared that parents are geared around the traditional school schedule and was pleased that the Board was voting on the scenario two bell schedule.

Freedom Passerelli, 875 S. Olathe Cir., Aurora 720-436-9201, buses 43 students to and from school sites daily. Passerelli shared that daycare providers were not notified of proposed bell changes and several parents shared that they did not receive any communication regarding proposed changes. Parent who received communication shared that language was not clear. Communication language should have indicated school start/end times instead of bell schedule change. Passerelli was opposed to scenario one but is OK with scenario two due to the earlier start for elementary students. She shared that her daughter attends Iowa Elementary and their current start time is 8:50 a.m. She will need to adjust her work schedule as well as her staff's work schedule and hire additional afternoon staff. This change will cost Passerelli additional money and will eventually be reflected in higher daycare cost for parents.

Passerelli shared that handouts stated that buses will pickup students 45 minutes earlier so students can take advantage of the school breakfast program. Passerelli expressed that it did not allow enough time for students to eat breakfast. She also noted ongoing concerns regarding students having 15 minutes to eat lunch at many district schools.

Handouts also indicated that APS conferred with many metro schools regarding school start times. Passerelli checked district Web sites throughout the metro area and noted that the earliest elementary start time was 7:50 a.m. Most of the elementary schools in Douglas County, Denver Public Schools and Jefferson

County start at 8:00 a.m., which is a decent start time for elementary students. Handouts also mentioned that there is a shortage of bus drivers. Passerilli shared that several special needs buses only pick up one or two students and questioned why more students were not on buses.

Lindsey Johnson, 1315 S. Grape, Denver, 80222, 720-670-0042, spoke on behalf of the COMPASS after-school program. We are a partnership between the city of Aurora and APS and provide academic and enrichment after-school activities to Fletcher, Sable, Vaughn, North, South, West and Aurora Central. Johnson was pleased that the Board was voting on the scenario two bell schedule, but expressed that older students would not be able to pickup younger siblings with the 30 minute difference at elementary and middle schools. Elementary school sites will need to provide more after school and daycare programs. Johnson also expressed that there was no student representation or community input from after school programs or after school providers represented on the survey.

Narcie Crosby, 740 Kearney St., Denver, 80220, 303-355-1272, is a retired elementary counselor and active volunteer in DAVA. She thanked the Board for supporting scenario two and shared that the schedule will allow for continuous partnerships outside the classroom.

Susan McQuire, 3344 S. Jasper Ct., 303-587-4306, has two students; one attends Dartmouth and one attends Columbia. McQuire commented that if the system is broken it is in communication. She received no communication regarding proposed bell change. She commented that handouts indicated that bus routes would be reduced. She questioned why more bus drivers were not hired as well as the current percentage of students riding buses on a daily basis. She expressed concerns with the elementary late start and noted concerns with older siblings not being able to pick up younger siblings. She shared that the bell schedule should be tabled until more people had a chance to review proposed scenarios. She also expressed that if one of the concerns for changing the schedule is due to safety, why were there no seat belts on school buses.

Gwynn Moore, technology teacher at Paris Elementary, requested that the Board consider walk-in schools not impacted by bus transportation. Paris is a walk-in school and does not have any bus transportation service. Exceptions should be made for walk-in schools regardless of which bell schedule scenario is chosen by the Board.

Shawn Solomon, 16252 E. Flora Pl., Aurora, 80013, 303-929-0493, was prepared to speak in opposition to scenario one. Solomon requested clarification on start time for elementary schools. He explained that his children are not in daycare and noted that the late start will impact older siblings picking up the youngest sibling. The late end time at some of the elementary schools will impact involvement in extra curricular activities for his kids, who all participate in after school sports.

Greg Golz, 16590 E. Arizona Pl., Aurora, 720-284-4181, voiced support for the scenario one bell schedule. It had the majority vote, and staff and parents who supported the scenario are not here to voice support. Golz asked the Board to reconsider the recommendation for the scenario two bell schedule.

Ginger Regale, 3291 S. Sedalia Way, Aurora, 80013, 303-693-8614, voiced support for the scenario two bell schedule. The time schedules will work and will allow for homework and extra curricular activities after school.

Marsha Taylor, 13096 E. Center Ave., Aurora, 80012, 303-326-0184, voiced support for the scenario two bell schedule. Taylor commented that if the scenario one bell schedule was selected, area McDonalds and 7-Elevens would have become the daycare providers for middle school aged children due to working schedules of most parents. One concern for the scenario two bell schedule is that 14 elementary schools will be starting at 9:30 a.m. Taylor has worked at the University of Colorado Health Science Center for 24 years and shared that doctors, nurses and staff would move to Aurora because it is economically feasible. If bell schedules are not conducive to work schedules, many might not opt to move.

Harry Chan, 10159 Lone Stone Way, Parker, 303-852-3702, is principal of Peoria Elementary. Chan acknowledged that this is a hard decision for the APS Board and it is frustrating because everyone has a good point. Superintendent Barry has taught us to provide solutions to our complaints. My recommendation is that the APS Board consider a mill levy increase to accommodate some of the budget shortfalls.

Cook polled the audience on their preferred bell schedule scenario.

- Three people preferred bell scenario one.
- Twenty-nine people preferred bell scenario two.
- Thirteen people preferred bell scenario three.
- Twelve people preferred bell scenario four.

Cook requested that district staff address some of the concerns heard from audience members. He shared that the Board has made a commitment to address before and after school options at each school site. Cooper explained that APS offers internal before and after school programs at 12 elementary sites. Once the Board approves a bell schedule, we plan to meet with principals after they have met with parent groups within their school communities to determine before and after school needs. Lewis asked if before and after school options would be available for middle schools. Cooper replied that before and after school programs were only at the elementary level. Middle school principals and district leadership will meet to discuss additional options for middle school children. Antolini shared that we have several external before and after school daycare programs that have been contacted in case we need to extend programs at additional school sites.

Barry shared a slide of elementary schools in Jefferson County and Adams County/Westminster 50 that start at 7:30 a.m. and a slide of elementary schools in Douglas County and Jefferson County that start at/or later than 9:00 a.m..

Cook expressed that change is hard and all we have are options to move forward. We believe we have safe guards in place to make the transition as easy and as smooth as possible. The Board, Superintendent and leadership team are committed to addressing each concern that arises on a case-by-case basis. Barry commented that the Board will make the best choice for APS kids and families.

Sturges requested that Schmedeke address the need to tier routes and the need to vary elementary start times. Schmedeke explained that five transportation team members review routes. He used a fictitious afternoon route as an example to emphasize the fixed amount of time to transport kids to and from school sites and the need to eliminate as much "dead head" time as possible

between routes. Routes are designed based on afternoon schedules due to the set up time before the last bell rings and loading time. Schmedeke reviewed a slide of colors representing fixed amounts of time as per Board policy to transport students. The most efficient routing is when you can widen the window to tier four schools together within the feeder school area. This allows the bus to service all four schools and eliminate as much "dead head" time as possible.

Schmedeke explained that civil twilight occurs 30 minutes before the sun rises and is a national tool used to schedule bus stops. The idea is not to have any students on bus stops without supervision in the dark. It is the safest amount of time for our morning routes due to the absence of sun glare. Civil twilight would not be a concern for the scenario two bell schedule due to later start times.

Cook explained that the Board had not taken a vote on the scenario one bell schedule at the last meeting. Items are presented as information to the Board by staff and action is usually taken at the next Board meeting. Superintendent Barry and the leadership team make recommendations to the Board, but the Board makes the final determination and takes the vote as elected officials of Aurora voters.

Schmedeke reviewed concerns with APS re-working routes so buses make as many right-hand turns as possible. He shared that the transportation department is under federal and state mandates in regard to stop distances required for yellow lights. We also look at collection points, student plotting and bus stops to determine safe stops that will not require students to cross streets. We use computer programs and staff experience to design routes. Our bus drivers are the best contact for route designs and determining safe stops.

Barry explained that APS is in a \$10 million deficit due to declining enrollments. We have worked hard to balance the budget and had to dip into operations and division funds to ensure it is balanced. Our financial concerns were not the overriding reason for changing routes and the bell schedule. The scenario one bell schedule saved \$797,000 and scenarios two and three save the district more than \$400,000. The scenario four bell schedule would have cost the district \$600,000 to implement.

Schmedeke explained that we work with nutrition services in regard to making sure students have sufficient time to eat breakfast. Buildings open 20 to 30 minutes early for students who walk to school. Buses arrive 15 minutes before the first bell. Students eating breakfast are provided additional time and flexibility is usually given to students to complete breakfast.

Special education students who are in our center programs usually travel further distances and most travel outside of school attendance boundaries. They have specific medical and monitoring needs and require personnel and equipment that may be needed at the reporting site. All seats may not be filled due to specific disabilities and needs.

Sturges shared that more than 11,000 students use APS bus transportation, equating to one-third of APS students.

Schmedeke explained that APS meets all of the national highway safety requirements on our school buses. Every three to four years, information is presented to the national advisory and safety experts on bus safety. The integrity of the bus and profile of the bus height, high seat backs, rollover protection and adaptive brake systems are reviewed and improved. Seat belts

have been mandated in some school districts but it is not mandated by federal law. In 2010, we will be looking at higher seats for all students. Our equipment is safe and we will look at the most affordable way to stay above the mandates.

Sturges explained that we have six elementary schools that do not require bus service. We will work with principals at walk in schools to determine schedule needs.

Antolini explained that athletic programs in APS start in the seventh grade. The scenario two bell schedule alleviates athletic practice and activity concerns that were present with the scenario one bell schedule recommendation.

Barry shared we are experiencing a shortage of bus drivers. He encouraged the audience to pass the word for people to apply.

Cook addressed the communication outreach to parents and staff. We will continue to improve our communication outreach and are committed to addressing concerns that arise in the fall as a result of the bell schedule change.

Cukale asked if the fourteen schools that start at 9:00 or above could be changed to 8:55 as a medium between 7:45 and 9:30. Sturges replied that we will review schedule times as soon as the Board determines a schedule.

Lewis was in favor of the scenario one bell schedule. Results of adolescent literacy show that students in middle schools learn better at a later time and elementary students learn better at an earlier time. Lewis acknowledged that change is difficult. A number of older siblings watch younger siblings and the scenario one bell schedule would affect extracurricular activities and after school programs.

Cook motioned for the call for the question to adopt the scenario two bell schedule for the 2008-09 school year.

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

#7992

Approved on a vote of 5 to 1

Lewis voted against adoption of the scenario two bell schedule.

II. INFORMATION ITEMS

SUPERINTENDENT OF SCHOOLS

Reports from the Board of Education

Prince shared excitement regarding the first technology fair in the district. She shared that it was long overdue and thanked organizers.

Prince and her daughter received haircuts and donated locks to Locks for Love. One little boy and girl along with several adults and teachers received haircuts as well.

Carmany shared highlights of service pin ceremonies that honor year of service of district employees. At the Crawford service pin ceremony, the principal released CSAP information and shared that third grade reading scores increased by 19 percent. She attributed the success and praised first, second, and third

May 6, 2008

grade teachers who have worked so hard with students. One of the teachers became very emotional when the announcement was made.

Carmany discussed Thomas Freeman's concept of "The World is Flat," noting that in the last three weeks, APS schools have presented student productions written throughout the world including "Fiddler on the Roof," that took place in Europe and the "Imaginary Invalid" that was written by a Frenchman and originally done in French. A luau was held at Hinkley, where \$10,000 was raised in one year for land mine eradication in Africa. This is my concept of the "World is Flat," embracing and celebrating cultures from other countries.

Lewis, along with fellow Board members, attended an equity and diversity meeting at Rangeview. It is exciting to see what is occurring to promote diversity in our high schools.

East Middle School hosted a gang awareness program for parents and the community. Officer Dominguez did a great job answering questions and providing options to parents.

Lewis attended two assemblies at South Middle School. The kids were great during both assemblies.

Lewis shared that Debbie Ettenger, choir teacher at Dalton Elementary, is retiring after 35 years of service and plans to transition next year. Lewis attended a Colorado Rockies game in which the Dalton choir sang the National Anthem. The choir won the honor via a drawing last year and was invited to perform again this year.

Lewis shared that the DARE graduation at Clyde Miller was amazing. Fifth grade students receive positive exposure from the officer that will help build relations and instill trust.

Lewis attended the Colorado Association of Black Professional Engineers and Scientist dinner on Saturday. A student from Clyde Miller did a presentation for the Math Enrichment Program that Black Professional Engineers committee sponsors. Lewis also attended the Top Ten ceremony and the Superintendent's Annual Award Ceremony. Both of the events were wonderful. Superintendent Barry does a great job recognizing families, staff and community members.

Cukale and fellow Board members attended a production of "The Wiz" at Aurora Central. He shared that the set was phenomenal and it was an outstanding musical production.

Cukale was privileged to serve cake and punch to truancy officers in recognition of all their work and efforts with students and families in the APS community.

Cukale attend the Asian American forum. He thanked Barbara Cooper and the school service staff for their efforts in bringing the world to APS.

New America School Charter Contract

Legal Counsel Brian Donovan reviewed the New America School Charter contract. The charter serves primarily Spanish-speaking students between the ages of 16 to 21. Terms of the charter contract are as follows:

- The New America School will have a five-year contract, which is typical for

renewal charter contracts.

- The charter will be responsible for accountability and accreditation.
- The charter will adhere to SAR requirements. If the charter falls low or below for two consecutive years it will be considered a contract breach.
- Public complaints will be resolved at the charter.
- All charters will be required to comply with the OCR agreement and subsequent procedures adopted once contracts are scheduled for renewal.
- Enrollment is limited to 490 students.
- The New America Charter must purchase special services through the district
- APS auditors will be used to conduct audits
- Board approval is required if the charter moves from the Lowry site

Lewis asked if the charter was within APS boundaries. Escárcega replied that the charter is located on Sixth Avenue and Dayton. Lewis asked why New America chartered with APS. Donovan shared that we have exclusive chartering authority. Charters operated within APS boundaries must be approved by the Board and applications must be filed by September 1 of each year. Escárcega added that New America School had been a charter in DPS for one year. New America school officials asked to charter in APS and they have been with us for three years. About 20 APS students attend New America School.

Donovan shared that the New America School Charter contract will be returned for action on May 20.

DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

DIVISION OF FINANCE

2008-09 Proposed Budget

Rod Weeks and Martha Baldwin, budget manager, provided an update to the Board on the 2008-09 proposed budget. The Board was previously provided with a number of scenarios, handouts, and a slide presentation that included the budget authority and a narrative of each district fund and a draft of the 2008-09 Proposed Budget. The presentation addressed the status of funding levels at the legislature, projected enrollment declines and staffing, reduced budgets in the general fund, proposed budgets of new and continuing charter schools and other factors and variables.

The total district budget for the 2008-09 school year is \$364 million and represents a 5.4 percent reduction in the district budget from the 2007-08 year. The two main funds that have decreased are the general and building funds. The building fund is in the last year of spend down and the general budget has been reduced due to declining enrollments.

Weeks reviewed increases and decreases in the 13 district funds and the charter school fund.

- The Aurora Expeditionary Learning Academy will open this fall with an estimated enrollment of 240 students. The student enrollment increased in four other charters by 160 students resulting in a total fund increase of \$4.3 million. Two charters, Lotus and Global Village, have negative fund balances. Baldwin is working with both charters.

- As the School Finance Bill progresses through the legislative session, legislative council prepares and distributes a simulation of what the funding components and total program funding for school districts will be, based on their estimated enrollments and all other components of the finance bill and its amendments. The latest version of this printout as of April 23, showed a \$9.5 million increase for APS, which includes a \$4.3 million increase for its charter schools.
- The athletic fund decreased as a result of contingency amounts being aligned to operation costs.
- APS will continue to offer 29 different sports to 5,000 students. A middle school program will be added at Aurora Quest K-8.
- The bond fund remained unchanged.
- The building fund budget is \$17 million for 2008-09. This is the last year of spending down the bond proceeds.
- The capital reserve fund decreased as a result of lower beginning fund balances based on completing more projects during this budget year. There is a statutory requirement that requires allocation of \$298 per student funding to capital reserve and risk related activities. The district determines what proportion is distributed to each fund. The allocation to the Capital Reserve fund has been reduced by \$1.7 million for 2008-09 to help offset reduced revenues in the general fund due to declining enrollment.
- The Colorado preschool fund increase represents the School Finance Bill increase in a per pupil amount gain. There are 395 full time student slots that we receive funding for. Sheri Charles, director of ECE, is applying for an additional 383 slots that are not reflected in the budget.
- The grant fund decreased as a result of the closing of four grants and Title I funding has decreased by \$1.7 million. Carmany asked if Title I funds were reduced federally? Weeks replied that funding was reduced at the federal level, which flows through the state to the district.
- The internal service budget, which houses both print and copier services showed a net increase.
- The nutrition services fund decreased as a result of a lower beginning fund balance. The Board approved a meal price increase for district breakfast and lunch effective August 2008.
- The pupil activity fund decreased as a result of a spend down of funds normally carried over.
- The insurance funds increased slightly due to the stabilization of worker compensation claims and an increase of reserves for next year's budget.
- The special programs budget increase is attributed to the Pickens post secondary program, grants management program, facilities rental and 12 additional before and after school programs resulting in a \$1.8 million increase.
- The pupil activity/agency showed inflationary increases that were built into the fund over the past few years, which never materialized. Budget will be set for clubs and activities throughout the district at a lower level.
- The general fund budget has not been balanced. The budget will be balanced before the adoption in June as required by Colorado law. The Board was presented with preliminary information in January and February that reflected a \$4 million reduction based on declining enrollments. The final reduction amount is \$5.6 million.

Student enrollments have impacted district budget. As a result APS has 71 less employees throughout the district. The two year combined percentage reductions is 5.6 percent in division operating budgets and a 3.55 percent reduction at school sites. Reductions at school sites will not impact student teacher ratios or instructional materials.

Approximately \$2.2 million have been cut from division budgets. Budget increases that have been covered include PERA, health premiums, salary steps, and TABOR/PPA carryover. We are short of covering expenditures by \$3.5 million. We have maintained an \$11 million reserve amount in order to hit the minimum five percent fund balance as stated in Board policy. The Board received information regarding budget cuts throughout the district that will help to carry us through to balance the budget in June. The remaining cost consideration is for a general salary increase (GSI) which will cost \$1.9 million for every one percent for licensed, classified and administrative/professional employees.

As of April 23, APS is scheduled to receive a 3.53 percent increase of per pupil funding as part of School Finance. This increase in funding will be offset with 1,200 less students in the district. Some funds are dedicated to help first and second grade teachers and implement full-day kindergarten, which is scheduled to be phased in over a six-year period. Due to this full-day kindergarten funding component, the kindergarten component will be removed from CPKP and it will revert back to the Colorado Preschool Program. Sheri Charles, ECE director, will apply for 383 additional slots out of the new 3,800 preschool slots allocated by the legislature. The Board will receive a final version of specific fund usages within the school finance bill at a later date.

Weeks recognized Barb Zahn and Representative Nancy Todd for carrying an amendment into this year's legislative session that would allow APS to omit charter school enrollments in district enrollment calculations when determining funding and averaging. A study is being considered as part of the school finance bill for school districts with declining enrollments as a result of charter school enrollments. It will show the overall impact charter enrollments have on district enrollments and funding. Barry recognized CASB for approaching Representative Todd with concerns in regard to districts with declining enrollments.

The budget will be presented for approval on May 20. A public budget hearing will be hosted by DAAC on May 22. The proposed budget will be provided to DAAC later this week. The adopted budget will be presented for review on June 3 and approval on June 17. The budget will be readopted prior to January 31, 2009.

DIVISION OF HUMAN RESOURCES

No Items

DIVISION OF INSTRUCTIONAL SERVICES

Rebound Program

Stuart invited Susan Olezene, director of student achievement, curriculum and professional development and Karen LeFever, senior vice president of sales and marketing for educational services center, to present a proposal to transition the APS alternative center to a center that serves expelled students and students returning to school to complete graduation requirements.

Olezene shared that we are required to offer educational services by law to expelled students. One of the goals at the alternative center is to serve students so there are no learning or achievement gaps during an expulsion period. Our

current system allows students who are expelled for a year to receive three credits; students expelled for a semester receive 1.5 credits, resulting in a credit gap when they reenroll in their home high school.

The alternative center currently has a social studies, literacy, and special education teacher. Additional math teachers were hired this year but students still have not maintained their credits. Students who attend the alternative center have a variety of learning needs ranging from below to above grade levels.

LeFever has met with Barry and Stuart regarding the Educational Services of America Program. The program is based in Nashville Tennessee, with four different business divisions. The Ombudsman program is one of the business divisions and has been in existence for 35 years, serving dropouts and students on the verge of dropping out. Most of the partnerships have been focused in the eastern part of the country but are starting to branch out in the west. The first Ombudsman center opened this year and we partnered last year with former Superintendent Dwight Jones, who is the current Commissioner of Education

Our organization enters into contracts and partners with districts to serve at-risk students. About 75 percent of the students we serve successfully complete graduation requirements. We do diagnostic assessments to determine academic gaps, current credits and graduation status. Ombudsman has an 85 percent success rate of returning students to their home school. They can also opt to remain in the program to earn credit or stay until they graduate.

Most of the centers serve about 60 students who have been expelled or on long-term suspensions, need credit or dropout/dropout recovery prevention, chronically truant or absent, or habitually disruptive. Students can earn six credits per year.

The Montview Learning Center would be the proposed location of the center. The program is competency based and aligned to APS district curriculum and state standards. There are seven competency areas of the program including college and career preparation and life management.

Olezene shared that our current program cannot offer options and credit for students as outlined in the Ombudsman program. The center would be open Monday through Friday, with a four-hour session in the morning, a four-hour session and a possible evening session. Students who are at grade level or advanced would have an opportunity to attend CCA on the Lowry campus and earn dual credit. The center would follow the APS calendar.

LeFever shared that students would use software programs including United Streaming, Reading Plus, Plato, tutor systems and software recommended by APS. Students would receive the majority of learning via online software. LeFever shared that Ombudsman will be responsible for hiring teachers and they would be required to meet all federal requirements. Onsite training and regional support would be provided by Ombudsman as well. Olezene shared that the possibility of transitioning the APS alternative center was discussed with current teachers. All were very supportive and excited about the program's benefits and opportunities for students.

Carmany asked if current teachers at the APS alternative center could be hired in the program. Olezene shared that teachers would not have the same salaries. LeFever also shared that benefits would differ. Stuart shared that current teachers in the APS alternative center would have jobs in APS.

Barry explained that this program is a result of Reverend Larry Brown's vision to keep dropouts and kids on the verge of dropping out in school. The partnership has since expanded to include CCA. Students will attend the center for four days per week and attend CCA one day per week. We asked Reverend Brown to raise \$400,000 to help with funding. We are partnering with CCA, Educational Service Center and Reverend Brown to establish the dropout program for at-risk students. Barry spoke to Commissioner of Education Dwight Jones and shared that the program has been successful in the Colorado Springs district it was implemented in and students are succeeding.

Cukale commented that Reverend Brown is committed to raising funds to help support the program.

Stuart shared that this is a competency based program for students to earn a diploma. They will be able to get on track more quickly and can remain in the program if they choose. The program offers choices for kids right now.

Carmany asked if transportation would be provided. Van Gytenbeek shared that we are looking at faith-based groups and additional groups to provide funding for transportation.

Cook thanked the presenters for the information.

DIVISION OF SUPPORT SERVICES

No Items

III. CONSENT AGENDA - ACTION ITEMS

SUPERINTENDENT OF SCHOOLS

No Items

DIVISION OF ACCOUNTABILITY AND RESEARCH

Application for (DAAC) Committee Appointment

Escárcega shared that six new members have requested appointment to the DAAC. We hope that this is the first of many new members. Cukale commented that this is a good balance of committee members.

DIVISION OF FINANCE

No Items

DIVISION OF HUMAN RESOURCES

Classified Personnel

Licensed Personnel

Allen requested that Tiffany Lenox be removed from the licensed resignation list.

Non-Licensed Administrative and Professional/Technical Personnel

May 6, 2008

Allen shared that the consent agenda includes all of the employees who have retired this year and who will transition next year. The majority of the employees will transition next year. Cook shared that the APS retirees will be honored at the annual retirement dinner tomorrow night.

DIVISION OF INSTRUCTIONAL SERVICES

No Items

DIVISION OF SUPPORT SERVICES

No Items

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

Roll Call: Carmany, Cook, Cukale, Edberg, Lewis, Prince #7993

Approved on a vote of 6 -0

IV. CONCLUDING ITEMS

Opportunity for Audience

Correspondence

Next meeting date

The next business meeting of the Board of Education will be held May 20, 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 10:25 p.m.

President

ATTEST _____
Secretary

Information Items

II - INFORMATION ITEMS

A. SUPERINTENDENT OF SCHOOLS

- 1. **Reports from the Board of Education** **Staff Responsible – Board**
- 2. **Items of Current Interest** **Staff Responsible – Barry**
- 3. **VISTA 2010 Update** **Staff Responsible – Leadership**
- 4. **Truancy Specialist Update** **Staff Responsible – Barry**

The Board will be presented with an update in regard to district truancy specialists.

- 5. **PBS Update** **Staff Responsible – Barry**

The Board will hear an update on the Positive Behavior Support Program implemented at several district school sites.

B. DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

C. DIVISION OF FINANCE

No Items

D. DIVISION OF HUMAN RESOURCES

No Items

E. DIVISION OF INSTRUCTIONAL SERVICES

- 1. **Instructional Materials Adoption** **Staff Responsible – Stuart**
(Attachment II-E-1)

The list of proposed instructional materials for adoption is presented to the Board as information.

- 2. **Coaching Survey** **Staff Responsible – Stuart**
(Attachment II-E-2)

The Board will be presented with an overview of the 2008 coaching survey.

F. DIVISION OF SUPPORT SERVICES

1. **2008-09 Insurance Renewal**

Staff Responsible – Surges

(Attachment under separate cover)

The Board will be presented with insurance renewal information for the 2008-09 school year. The information outlines a total insurance cost of \$2,357,769. This cost averages to a seven percent rate increase over the past nine years. The cost of insurance will provide the district with coverage on key risk areas with budget sensitive deductible amounts. The primary cost driver of our total insurance cost is the Workers' Compensation Pool contribution of \$1,726,161.

2. **Athletic Participation Fee Increase**

Staff Responsible – Sturges

District Athletic Director Tony Antolini will present information for a proposed high school athletic participation fee increase.

Consent Agenda – Action Items

III - CONSENT AGENDA - ACTION ITEMS

A. SUPERINTENDENT OF SCHOOLS

No Items

B. DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

C. DIVISION OF FINANCE

No Items

D. DIVISION OF HUMAN RESOURCES

1. Classified Personnel

Staff Responsible – Allen

a. Resignation

- | | | | |
|----|-----------------|----------|--|
| 1) | Mary Dixon | 05-21-08 | Manager, Cook II, Nutrition Services, Rangeview |
| 2) | Dorothy Duke | 05-15-08 | Educational Assistant, Technology, Tollgate |
| 3) | Ashlee Fritz | 05-22-08 | Educational Assistant, Media Technician, Lyn Knoll |
| 4) | Myka Green | 05-21-08 | Paraeducator, Severe Needs/Life Skills, Jewell |
| 5) | Richard Mason | 05-21-08 | Campus Monitor, Hinkley |
| 6) | D'Andrea Neal | 05-21-08 | Paraeducator, Severe Needs/Life Skills, South |
| 7) | Arthur Shanklin | 05-21-08 | Paraeducator, Classroom, Peoria |

b. Rescind Retirement

- | | | |
|---------------|----------|---------------------------------|
| Bonnie Carvey | 05-21-08 | Paraeducator, Classroom, Peoria |
|---------------|----------|---------------------------------|

c. Appointment

- | | | |
|-------------------|---------|------------------|
| Phongsavanh Nanda | 5-05-08 | Custodian, South |
|-------------------|---------|------------------|

d. Leave of Absence

- | | | | |
|----|-------------------|----------|--|
| 1) | Sarah Cooper | 04-14-08 | Maternity/Adoption
Paraeducator, Severe Needs/Life Skills, Fletcher |
| 2) | Bonni Romero-Cruz | 05-09-08 | Maternity
Paraeducator, Severe Needs/Life Skills, |

- | | | | |
|----|----------------|----------|--|
| 3) | Fiona Saunders | 04-08-08 | Aurora Central
Medical - Family
Bus Driver, Transportation |
| 4) | Arlene Veloz | 03-31-08 | Medical
Paraeducator, Classroom, Sixth Avenue |

e. Return from Leave of Absence

- | | | | |
|----|------------------|----------|--|
| 1) | Enwiniki Charles | 04-25-08 | Paraeducator, Severe Needs/Life Skills, Elkhart |
| 2) | Maria Y. Gomez | 05-05-08 | Assistant, Nutrition Services, Fulton |
| 3) | Earnese Shabazz | 05-06-08 | Manager, Cook I, Peoria |
| 4) | Kathy Thompson | 05-05-08 | Assistant, Nutrition Services, Aurora Frontier K-8 |
| 5) | Arlene Veloz | 04-21-08 | Paraeducator, Classroom, Sixth Avenue |

f. Retirement

- | | | | |
|----|----------------|----------|--|
| 1) | Karyl Arndt | 06-25-08 | Secretary, Principal, Fulton |
| 2) | Ellen Bergin | 05-21-08 | Paraeducator, Cross Categorical, Altura |
| 3) | Sherry Holtman | 05-22-08 | Paraeducator, Health/Office, Sable |
| 4) | Janyce Martin | 06-30-08 | Secretary, Principal, Aurora Hills |
| 5) | Joan Willis | 05-21-08 | Paraeducator, Severe Needs/Life Skills, Child Development Center |

2. Licensed Personnel

Staff Responsible – Allen

a. Resignation

- | | | | |
|-----|---------------------|----------|------------------------------------|
| 1) | Bryn Campbell | 05-22-08 | Teacher, Hinkley |
| 2) | Michael Crane | 05-22-08 | Teacher, Pickens Technical College |
| 3) | Joseph Dillon | 05-22-08 | Teacher, North |
| 4) | Elizabeth Duff | 05-22-08 | Teacher, Aurora Frontier K-8 |
| 5) | Krystal Flanders | 05-22-08 | Teacher, Dartmouth |
| 6) | Donald Gavato II | 05-22-08 | Teacher, Gateway |
| 7) | Amber Grafton | 05-22-08 | Teacher, Wheeling |
| 8) | Adam Graves | 05-22-08 | Teacher, Columbia |
| 9) | Scott Habermehl | 05-30-08 | Principal, Vassar |
| 10) | Jesse Hackenmueller | 5-22-08 | Teacher, Rangeview |
| 11) | Megan Larsen | 05-22-08 | Teacher, Sixth Avenue |
| 12) | Jennifer Michaelsen | 05-22-08 | Teacher, Hinkley |
| 13) | Mia Robinson | 05-22-08 | Teacher, Dartmouth |
| 14) | Shannon Schwab | 05-22-08 | Teacher, Rangeview |
| 15) | Melissa Smith | 05-22-08 | Teacher, Laredo |
| 16) | John Toepfer | 05-22-08 | Teacher, Aurora Hills |
| 17) | Deana Tucker | 05-22-08 | Counselor, Hinkley |

b. Rescind Retirement

- 1) Phyllis Henning 05-22-08 Teacher, Hinkley
- 2) William Scott 05-22-08 Teacher, Sixth Avenue

c. Appointment

- 1) Julie Baker 07-25-08 Teacher, Aurora Frontier K-8
- 2) Genevieve Bennett 07-25-08 Teacher, Hinkley
- 3) Matthew Burkman 07-30-08 Teacher, Mrachek
- 4) Kimberly Cleary 07-25-08 Teacher, Sixth Avenue
- 5) Adam Colombo 07-25-08 Teacher, Hinkley
- 6) Andrew Eismont 07-30-08 Teacher, Mrachek
- 7) Mark Elliot 07-30-08 Teacher, Aurora Hills
- 8) Crista Fabrycki 07-30-08 Teacher, West
- 9) Brooke Fulham 07-30-08 Teacher, Hinkley
- 10) Catherine Hilario 07-30-08 Teacher, Mrachek
- 11) Jeremy Hoffman 07-25-08 Teacher, Mrachek
- 12) Cynthia Hurtado 07-25-08 Teacher, Crawford
- 13) Kari Jacobsen 07-25-08 Teacher, West
- 14) Colin Kemmis 07-25-08 Teacher, Hinkley
- 15) Laura Kearney 07-30-08 Teacher of the Deaf, Dalton
- 16) Darren Kurpecky 07-30-08 Teacher, North
- 17) Joan Lauenstein 07-25-08 Teacher, East
- 18) Michelle Lord-Bojang 7-30-08 Teacher, Lansing
- 19) Jamie Main 07-30-08 Teacher, Mrachek
- 20) Amy Martin 07-25-08 Teacher, ESC 2
- 21) Karen McBreen 07-30-08 Teacher, Pickens Technical College
- 22) Stacy Miller 07-30-08 Teacher, Altura
- 23) Marisa Minnich 07-30-08 Teacher, Dartmouth
- 24) Cindy Mott 07-30-08 Teacher, Park Lane
- 25) Pamela Mueller 07-30-08 Teacher, Park Lane
- 26) Sheryl Muir 07-21-08 Consultant, Exceptional Student Services, ESC 2
- 27) Michelle Neuroth 07-30-08 Teacher, West
- 28) David Olsen 07-25-08 Teacher, Altura
- 29) Kevin Osborn 07-30-08 Teacher, Vaughn
- 30) Rosanne Pfenning 07-25-08 Teacher, Gateway
- 31) Katharine Rankin 07-25-08 Teacher, West
- 32) Angela Richardson 07-30-08 Teacher, Elkhart
- 33) Kaleigh Roberts 07-30-08 Teacher of the Deaf, Dalton
- 34) Renee Scott 07-30-08 Teacher, Sixth Avenue
- 35) Kevin Shrum 07-25-08 Teacher, Aurora Hills
- 36) Annetta Spero 07-30-08 Teacher, Sable
- 37) Allan Sperry 07-30-08 Teacher, Sable
- 38) Suzanne Tyler 07-30-08 Teacher of the Deaf, Crawford
- 39) Judith Uhrich 07-30-08 Teacher, West
- 40) Susan Valero 07-30-08 School Psychologist, Yale
- 41) Teresa Vandenberg 07-30-08 Teacher, Elkhart
- 42) Kristy Vanderlip 07-30-08 Teacher, Aurora Hills
- 43) Sara Weiss 07-30-08 Teacher, East

- 44) Teal Wilson 07-30-08 Teacher, Tollgate
- 45) Pamela Woods 07-30-08 Teacher, Laredo
- 46) Susie Yoon 07-25-08 Teacher, Tollgate
- 47) Jennifer Yotter 07-30-08 Teacher, Altura
- 48) Jamie Yttri 07-25-08 Teacher, Rangeview
- 49) Dana Zervas 07-30-08 Teacher, Aurora Frontier K-8

- d. Leave of Absence
 - 1) Jennifer Burgess 04-21-08 Maternity
Teacher, Mrachek
 - 2) Elizabeth Kean 04-28-08 Maternity
Teacher, Wheeling
 - 3) Lydia Klingensmith 04-23-08 Maternity
Teacher, Montview

- e. Resign from Leave of Absence
 - Joana Baldermann 05-22-08 Teacher, Columbia

- f. Return from Leave of Absence
 - 1) Kristin Bacheldor 05-02-08 Teacher, Tollgate
 - 2) Elizabeth Kean 05-12-08 Teacher, Wheeling
 - 3) Jody Reynolds 05-09-08 Teacher, Tollgate
 - 4) Shari Taylor 07-30-08 Teacher, Paris

- g. Reassignment
 - 1) Gina Garg 07-30-08 Teacher, Dalton to Kenton
 - 2) Deanna Kline 07-30-08 TOSA, ESC 4 to Counselor, Hinkley
 - 3) Erik Pasquer 07-30-08 Teacher, Aurora Hills/Aurora Quest Academy to Wheeling
 - 4) Ameet Patel 07-30-08 Teacher, Iowa to Aurora Quest K-8
 - 5) Casey Powell 07-30-08 Teacher, Iowa to Aurora Quest K-8

- h. Transfer
 - 1) Ramon Almeyda 07-30-08 Teacher, Aurora Frontier K-8 to Aurora Century
 - 2) Marla Berkheim 07-30-08 Teacher, Peoria to Murphy Creek K-8
 - 3) Joshua Cooley 07-30-08 Teacher, Aurora Hills to Gateway
 - 4) Dale Cornelius 07-30-08 Teacher, Aurora Hills to Aurora Quest K-8
 - 5) Eloise Lynn Fair 07-01-08 Assistant Principal to Principal, Aurora Central
 - 6) Karla Fought 07-30-08 Teacher, Fletcher to Crawford
 - 7) Holly Jett 07-30-08 Teacher, William Smith to Hinkley
 - 8) Deborah Kemper 07-30-08 Teacher, Clyde Miller to Boston

- 9) Janelle Leonhardt 07-30-08 Teacher, Fulton to Montview
- 10) Jennifer Passchier 07-21-08 Assistant Principal, Virginia Court to Principal, Small School, Park Lane
- 11) Robyn Patnoi 07-30-08 Teacher, Fulton to Aurora Hills
- 12) Marcey McLoughlin 07-30-08 Teacher, Tollgate to Sixth Avenue
- 13) Susan Rivera 07-30-08 Teacher, Park Lane to Elkhart
- 14) Sarah Sadler 07-30-08 Teacher, Clyde Miller to Laredo
- 15) Daphne Stephens 07-30-08 Teacher, North to Boston
- 16) Carrie Winter 07-30-08 Teacher, Fulton to Montview
- 17) Judith Yates 07-30-08 TOSA, Clyde Miller/ESC 2 to Altura

i. Retirement

- 1) Sara Albertson 05-22-08 Teacher, Mrachek
- 2) Judith Barrow 05-22-08 Teacher, Aurora Central
- 3) Sandra Glaser 05-22-08 Teacher, Murphy Creek K-8
- 4) Gayle Loughridge 05-22-08 Teacher, Gateway
- 5) Charles Mills 05-22-08 Teacher, Rangeview
- 6) Roger Schafer 05-22-08 Teacher, Aurora Quest Academy
- 7) Barbara Tanguay 05-22-08 Teacher, ESC 2
- 8) Carol Wilson 05-22-08 Teacher, ESC 2

j. Deceased

John Marini 05-01-08 Teacher, Rangeview

k. Nonrenewal of Teachers for the 2008-09 Contract Year

Tiffanee Lenox Lawrence Wood

3. **Non-Licensed Administrative and Professional/Technical Personnel**

Staff Responsible – Allen

a. Transfer

Mary Lehto 07-01-08 Coordinator, Accountability & Research to Analyst, Accountability & Research, ESC 2

RECOMMENDATION: The Board approve the personnel actions.

E. DIVISION OF INSTRUCTIONAL SERVICES

No Items

F. DIVISION OF SUPPORT SERVICES

No Items

Action Items

IV - ACTION ITEMS

A. SUPERINTENDENT OF SCHOOLS

1. **Policy JICI, Weapons in School** **Staff Responsible – Donovan**

(Attachment IV-A-1)

The Board was presented with revisions to policy JICI on April 15, 2008.

RECOMMENDATION: The Board approve the revisions to policy JICI, Weapons in School, as presented.

2. **New America School Charter Contract** **Staff Responsible – Donovan**

(Attachment under separate cover)

The Board of Education reviewed the charter renewal application for New America Charter School on May 6, 2008.

RECOMMENDATION: The Board of Education approve the New America Charter School renewal application as presented.

B. DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

C. DIVISION OF FINANCE

1. **2008-09 Proposed Budget** **Staff Responsible – Weeks**

The proposed 2008-09 general, charter schools, athletic, bond redemption, building, capital reserve, Colorado preschool and kindergarten program, grants, internal service, nutrition services, pupil activity, risk-related activity, special programs and agency fund budgets are submitted for consideration as follows:

<u>Fund</u>	<u>Amount</u>
General Fund	\$ 240,776,060
Charter Schools Fund	17,951,606
Athletic Fund	554,400
Bond Redemption Fund	19,680,500
Building Fund	17,263,833
Capital Reserve Fund	7,040,985
Colorado Preschool and Kindergarten Program	3,294,413
Grants Fund	23,431,216
Internal Service Fund	1,771,018
Nutrition Services Fund	12,329,912
Pupil Activity Fund	279,805

Risk-Related Activity Fund	4,400,000
Special Programs Fund	10,799,548
<u>Agency Fund</u>	<u>2,200,000</u>
TOTAL ALL FUNDS	\$ 364,773,296

NOTICE OF PROPOSED SCHOOL BUDGET

Notice is hereby given that a proposed budget has been submitted to the Board of Education for the Joint District No. 28-J of the counties of Adams and Arapahoe, Aurora Public Schools, for the fiscal year beginning July 1, 2008, and has been filed in the office of the Superintendent of Schools where it is available for public inspection. Such proposed budget will be considered for adoption at the regular meeting of the Board of Education of said district at Educational Services Center 4, 1085 Peoria Street, Aurora, Colorado, on June 17, 2008, at 6:30 p.m. Any person paying school taxes in said district may at any time prior to the final adoption of the budget file or register his objections thereto.

The District Accountability Advisory Committee will host a public meeting to review the proposed budget on May 22, 2008, at 6:30 p.m. in the Dr. Edward and Mrs. Patricia Lord Boardroom at Educational Services Center 4, 1085 Peoria Street.

RECOMMENDATION: The Board of Education receives the proposed budget as presented.

D. DIVISION OF HUMAN RESOURCES

No Items

E. DIVISION OF INSTRUCTIONAL SERVICES

1. Rebound Program Staff Responsible – Stuart

At the May 6 meeting, the Board was provided information regarding the Rebound Program, which would transition the Alternative Center to a center that serves both expelled students and students returning to school to complete graduation requirements.

RECOMMENDATION: The Board authorize the Superintendent of Schools to enter into a one year contract with the company that provides the Rebound Program on such terms as he deems acceptable.

F. DIVISION OF SUPPORT SERVICES

No Items

Concluding Items

V - CONCLUDING ITEMS

A. OPPORTUNITY FOR AUDIENCE

B. CORRESPONDENCE

C. NEXT MEETING DATE

The next business meeting of the Board of Education will be held on June 3, 2008, at 6:30 p.m. in the Dr. Edward and Mrs. Patricia Lord Boardroom at Educational Services Center 4.

D. ADJOURNMENT

Attachment II-E-1

Instructional Materials Adoption

**Aurora Public Schools
Proposed Basic Instructional Materials
For Adoption June 2008**

Title/Series	Author	Publisher	Copyright	Grade(s) or Course
Elementary				
Science				
FOSS (Full Option Science System) Kits	Lawrence Hall of Science	Delta Education	2005	K-5
Delta Science Modules Kits		Delta Education	2003	K-5
Insights Kits, Student Text and Teacher Resource Materials	Educational Development Center	Kendall Hunt	2007	K-5
Project Wet		Project Wet	2006	K-5
Project Wild and Aquatic		Colorado Division of Wildlife	2004	K-5
Project Learning Tree		Project Learning Tree	2007	K-5
Middle School				
Science				
FOSS (Full Option Science System) Kits	Lawrence Hall of Science	Delta Education	2005	6-8
Delta Science Modules Kits		Delta Education	2003	6-8
Insights Kits, Student Text and Teacher Resource Materials	Educational Development Center	Kendall Hunt	2007	6
Project Wet		Project Wet	2006	6-8
Project Wild and Aquatic		Colorado Division of Wildlife	2004	6-8
Project Learning Tree		Project Learning Tree	2007	6-8

Proposed Basic Instructional Materials, continued

Title/Series	Author	Publisher	Copyright	Grade(s) or Course
High School				
Science				
Project Wet		Project Wet	2006	9-12
Project Wild and Aquatic		Colorado Division of Wildlife	2004	9-12
Project Learning Tree		Project Learning Tree	2004	9-12
Social Science				
Comparative Politics Today, AP Edition: A World View, 9 th edition	Almond et al.	Pearson/Longman	2008	11-12

**Aurora Public Schools
Proposed Supplemental Instructional Materials
For Adoption June 2008**

Title/Series	Author	Publisher	Copyright	Grade(s) or Course
Elementary				
Mathematics				
Teaching Student-Centered Mathematics: Grades K-3	Van de Walle	Pearson	2005	K-5
Teaching Student-Centered Mathematics: Grades 3-5	Van de Walle	Pearson	2005	K-5
Teaching Student-Centered Mathematics: Grades 5-8	Van de Walle	Pearson	2005	K-5
Middle School				
Mathematics				
Teaching Student-Centered Mathematics: Grades K-3	Van de Walle	Pearson	2005	6-8
Teaching Student-Centered Mathematics: Grades 3-5	Van de Walle	Pearson	2005	6-8
Teaching Student-Centered Mathematics: Grades 5-8	Van de Walle	Pearson	2005	6-8
High School				
Mathematics				
Navigating through Algebra in Grades 9-12		NCTM	2001	9-12 All Math Courses
Navigating through Data Analysis in Grades 9-12		NCTM	2002	9-12 All Math Courses
Navigating through Probability in Grades 9-12		NCTM	2004	9-12 All Math Courses
Navigating through Geometry in Grades 9-12		NCTM	2001	9-12 All Math Courses
Navigating through Mathematical Connections in Grades 9-12		NCTM	2006	9-12 All Math Courses
Navigating through Measurement in Grades 9-12		NCTM	2005	9-12 All Math Courses
Navigating through Number and Operations in Grades 9-12		NCTM	2006	9-12 All Math Courses

Proposed Supplemental Instructional Materials, continued

Title/Series	Author	Publisher	Copyright	Grade(s) or Course
Career and Technical				
Skilled Trades				
Core Curriculum, Introductory Craft Skills, 3 rd edition		Pearson/Prentice Hall	2004	S/PS
Carpentry Fundamentals, Level One, 4 th edition		Pearson/Prentice Hall	2006	S/PS
Carpentry Framing and Finishing, Level Two, 4 th edition		Pearson/Prentice Hall	2007	S/PS
Health Sciences				
Mosby's Respiratory Care Equipment, 7 th edition	Cairo and Pilbeam	Mosby	2004	PS
Respiratory Care Sciences, An Integrated Approach, 4 th edition	Wojciechowski	Thomson/Delmar	2006	PS

Attachment II-E-2

Coaching Survey



2007-08 Coaching Survey

Purpose of the Survey

The coaching survey is part of the continuing joint project on coaching between the Division of Instruction and the Aurora Education Association. For the past three years, a coaching task force has met in the spring to complete their charge. The charge for the 2007-08 coaching task force was: 1) To review the survey data from the previous year; 2) Analyze the 2007-08 survey results in order to develop recommendations for the district approach to coaching based on input from the 2007-08 coaching survey; and 3) To provide the recommendations to an 8-member subcommittee of the current coaching committee to identify "Essential Elements" of coaching that would be consistent throughout the district. The Essential Elements will help to further clarify and support the continuous improvement of the district's approach to coaching.

Survey Participants

Teachers targeted for the 2007-08 survey were classroom teachers/teacher leaders at the elementary level and all literacy and math teachers/teacher leaders at the secondary level. Special education and English language acquisition teachers K-12 were also included. The survey was voluntary and identities of the individual respondents are confidential.

A total of 418 teachers responded to the survey. Of the teachers that responded, 387 indicated the level they teach and the return rates by level are shown below.

LEVEL	# Returned	% of Sample
Elementary	271	70%
Middle	72	19%
High	44	11%

Respondents were also grouped into the following demographic categories.

Position	Number	Percent	1st Year Teacher	Number	Percent
Teacher	313	81%	Yes	64	17%
Teacher/L	74	19%	No	323	83%

What Area	Number	Percent
Math	196	51%
Literacy	268	69%
Both Lit/Math	96	24%
Other	51	13%

Results

Results for disaggregated groups are shown when responses were significantly different from the entire sample.

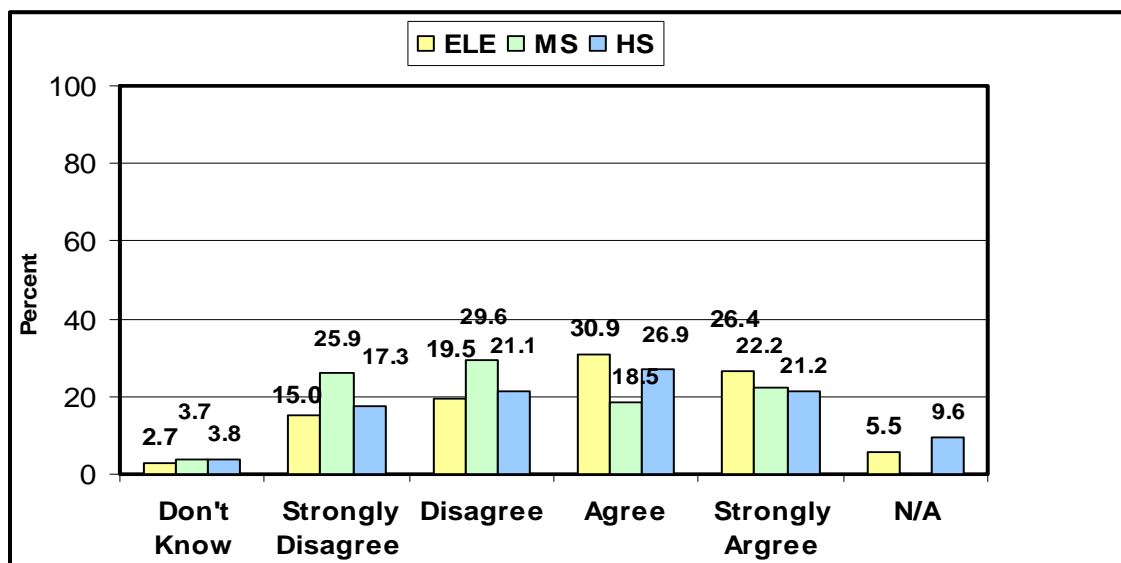
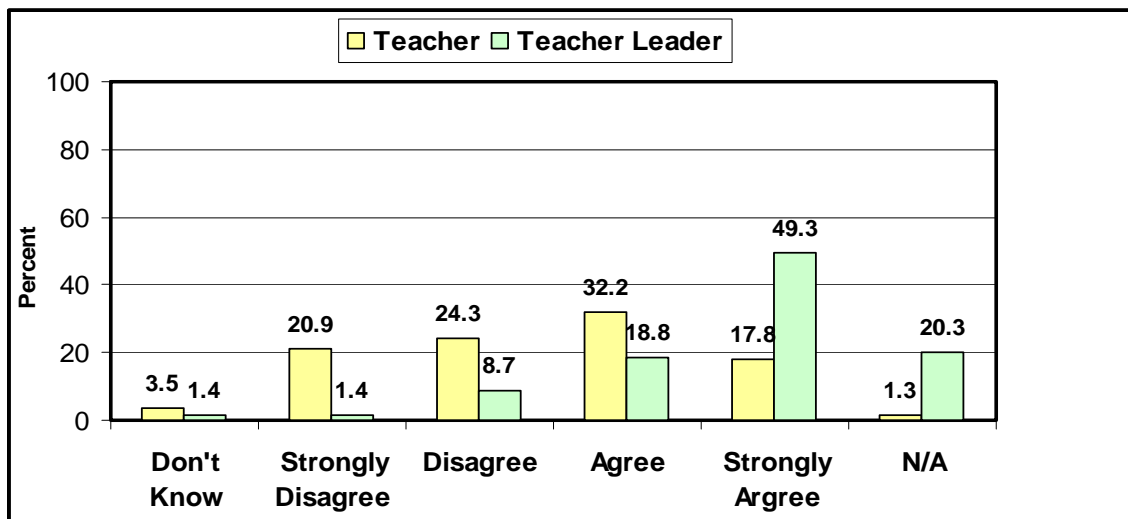
1. Did you receive individual coaching this school year?

Position	Yes	Percent
Teacher	230	74%
Teacher/L	69	93%

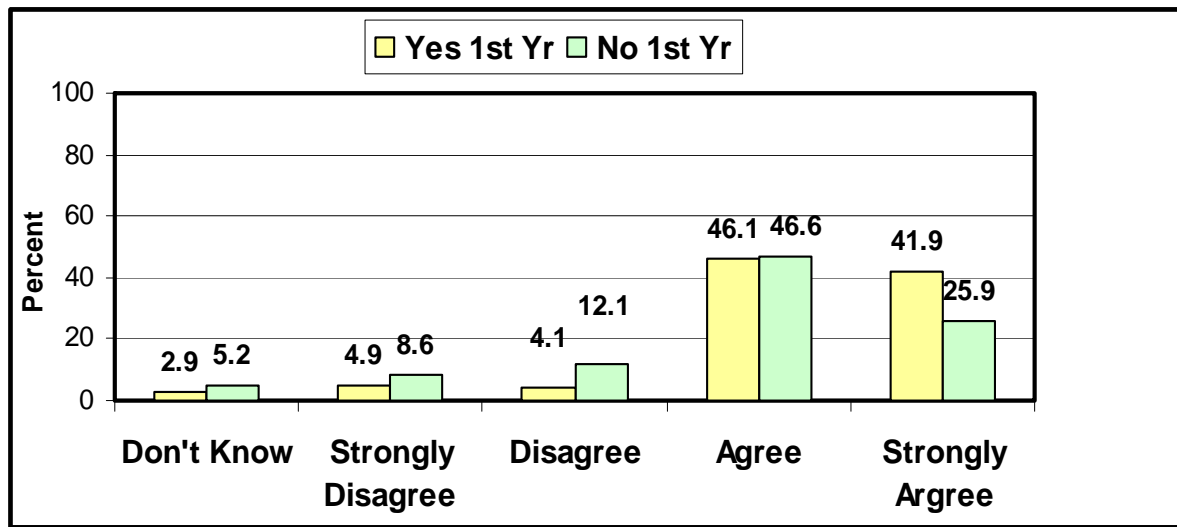
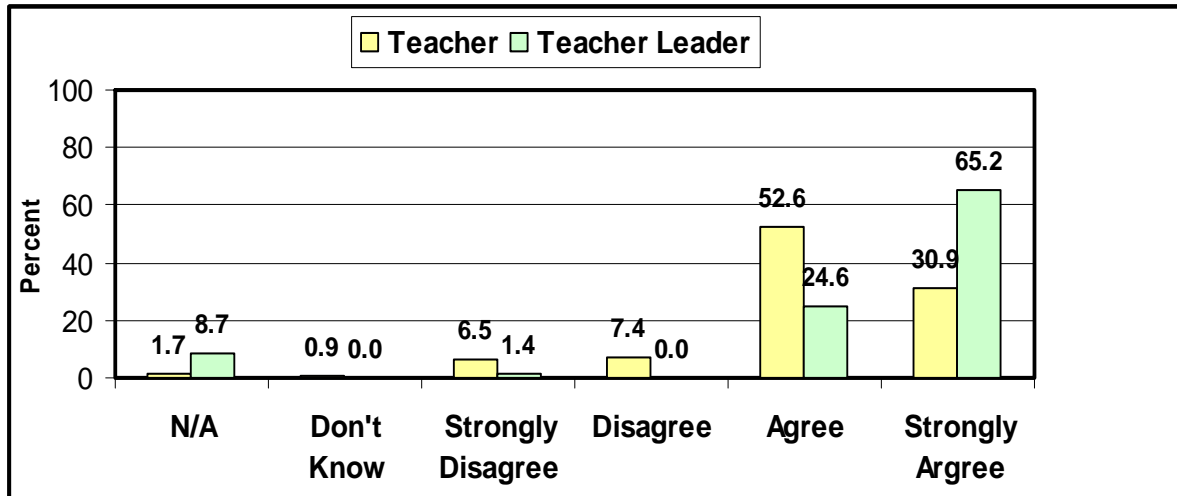
Questions 2-6 were asked only of those that responded 'yes' to question #1.

"Please indicate your agreement or disagreement with the following statements on coaching."

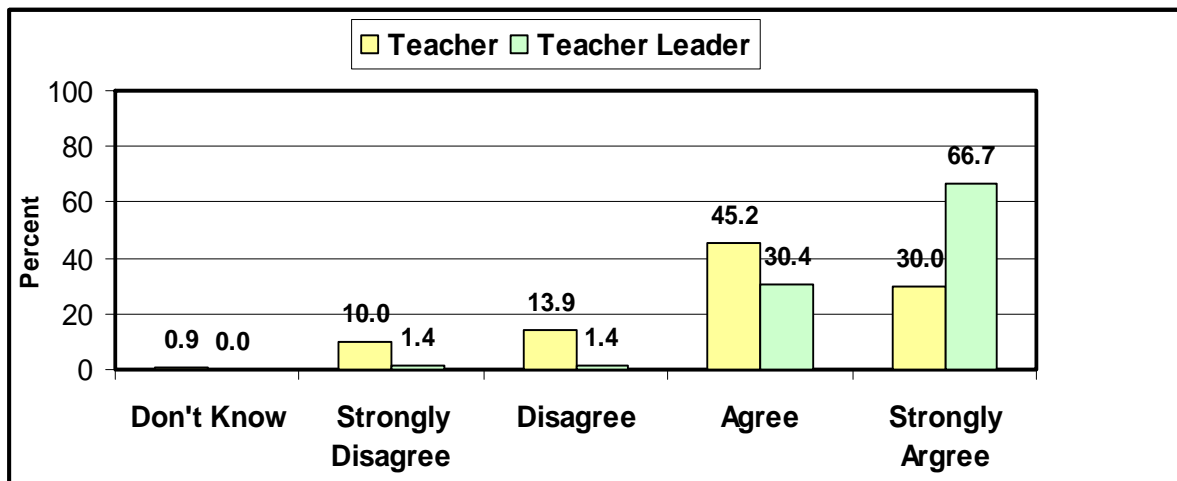
2. My decision to receive one-on-one coaching was made collaboratively with my principal.



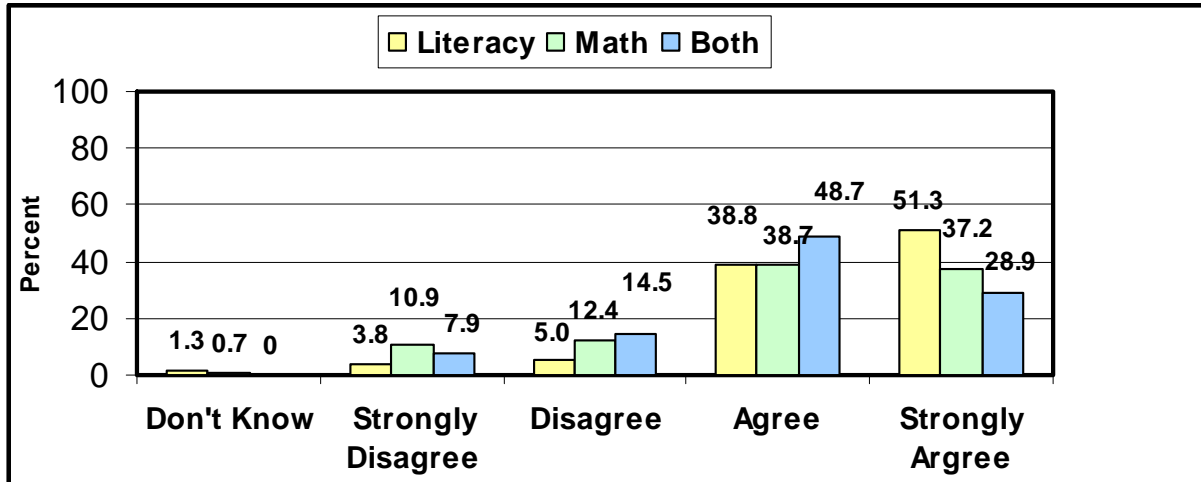
3. I was coached in only one content area at a time unless I chose otherwise.



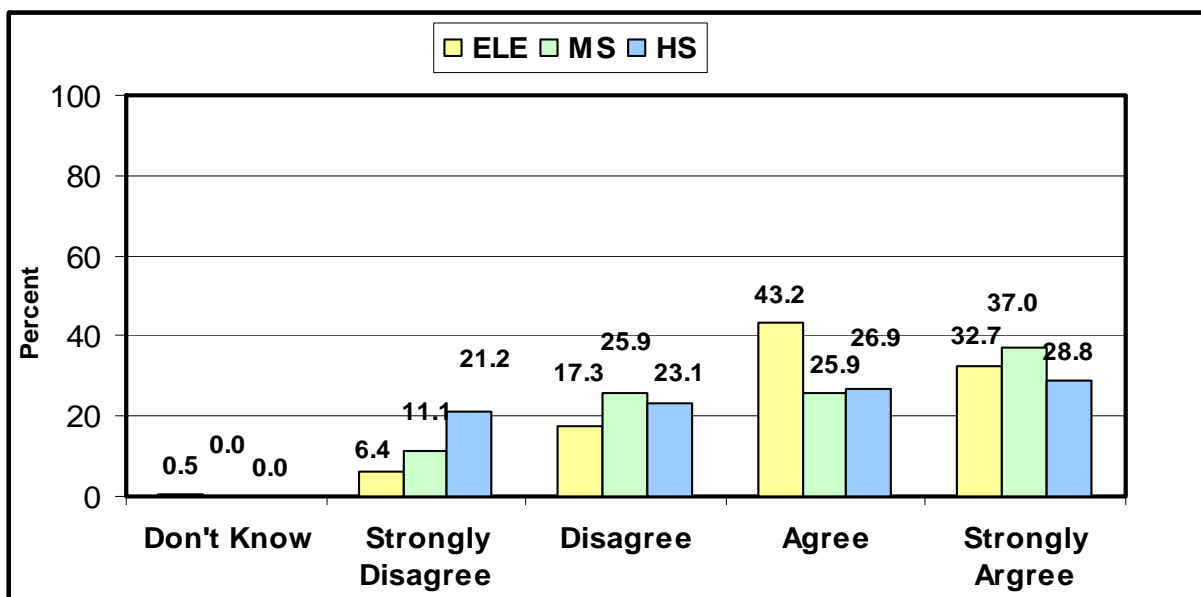
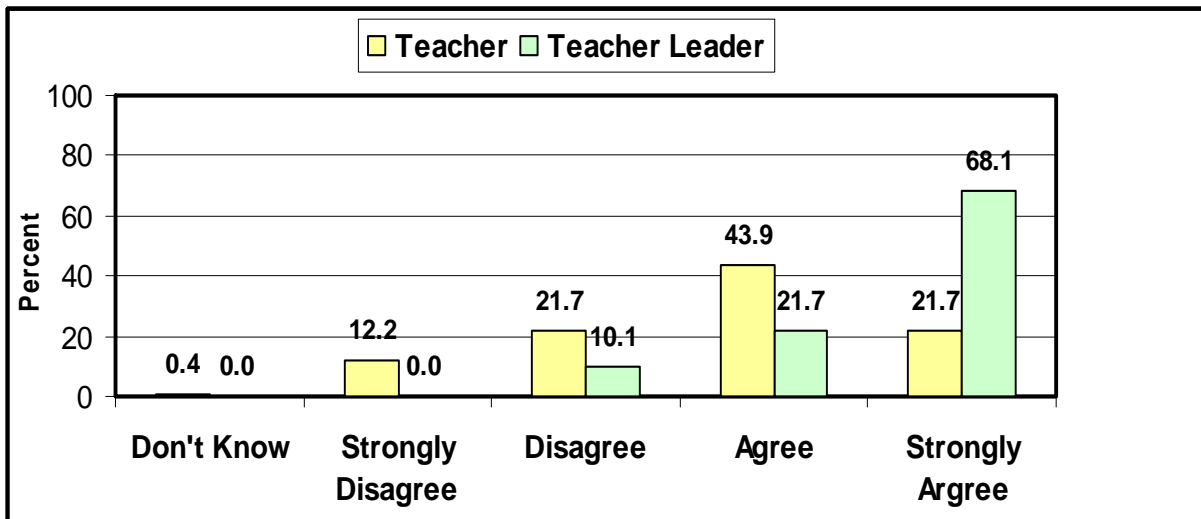
4. The individual coaching I received was flexible in the level of support that I needed.



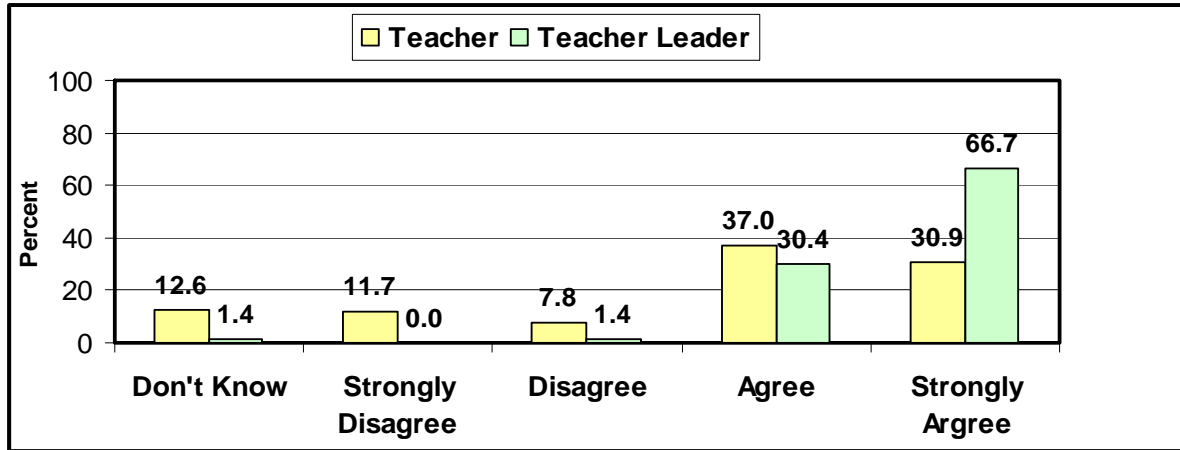
4. Continued.



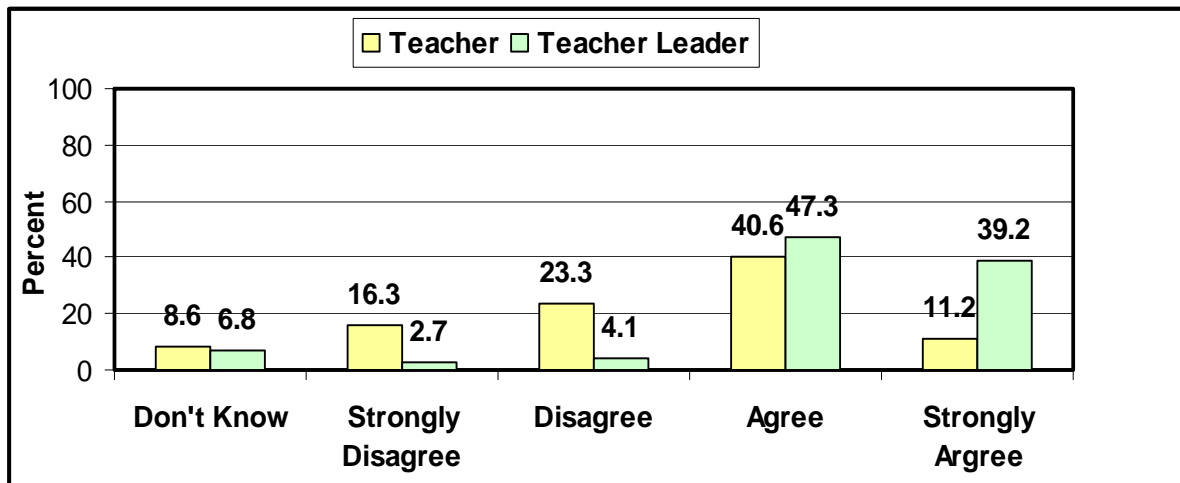
5. I was clear on what the expectations of coaching were for me.



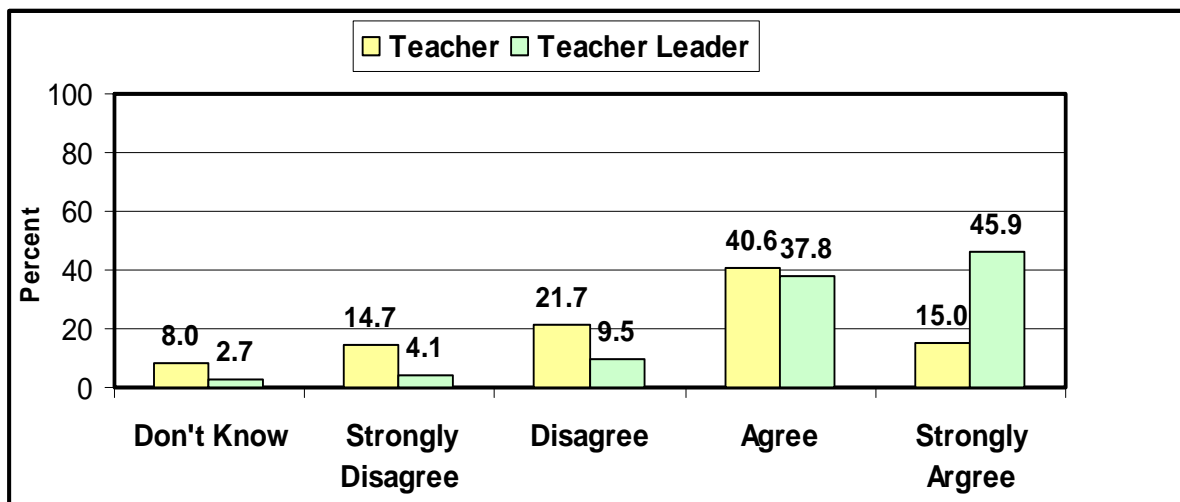
6. There was confidentiality between the teacher leader/coach and myself.



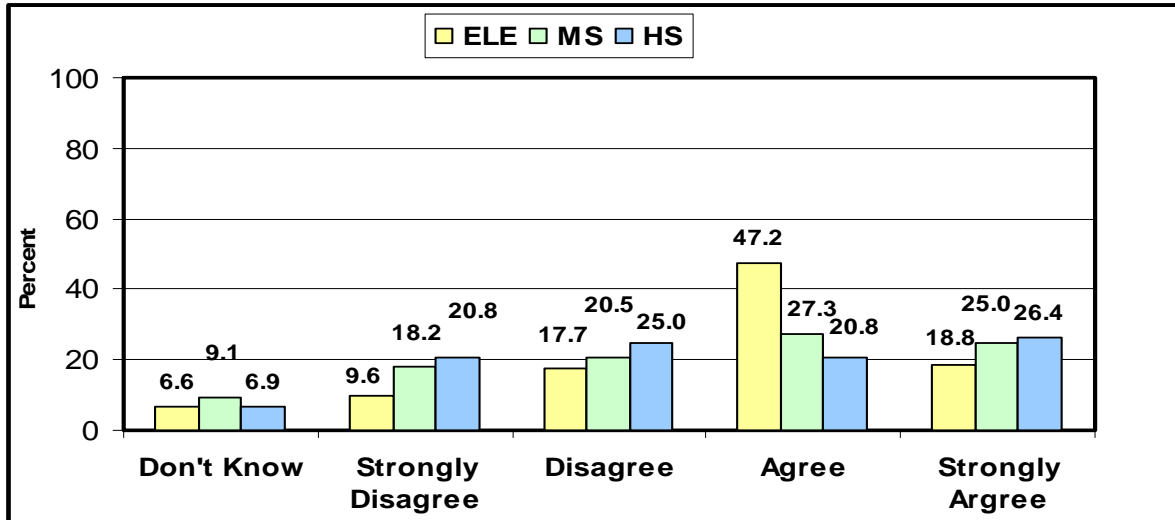
7. I was able to link my instruction to the School Improvement Plan as a result of working with a teacher leader/coach.



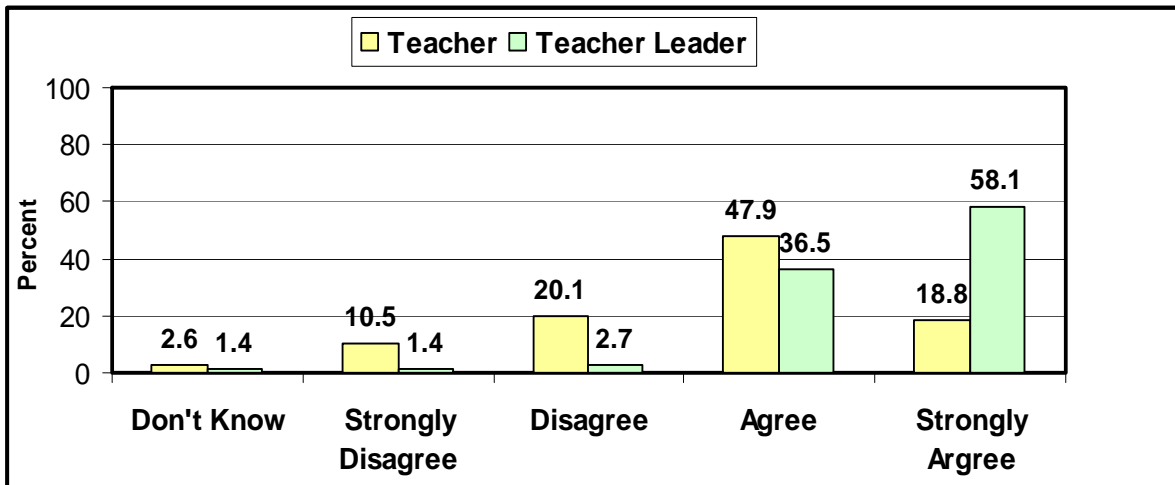
8. School administration provided support and guidance for coaching.



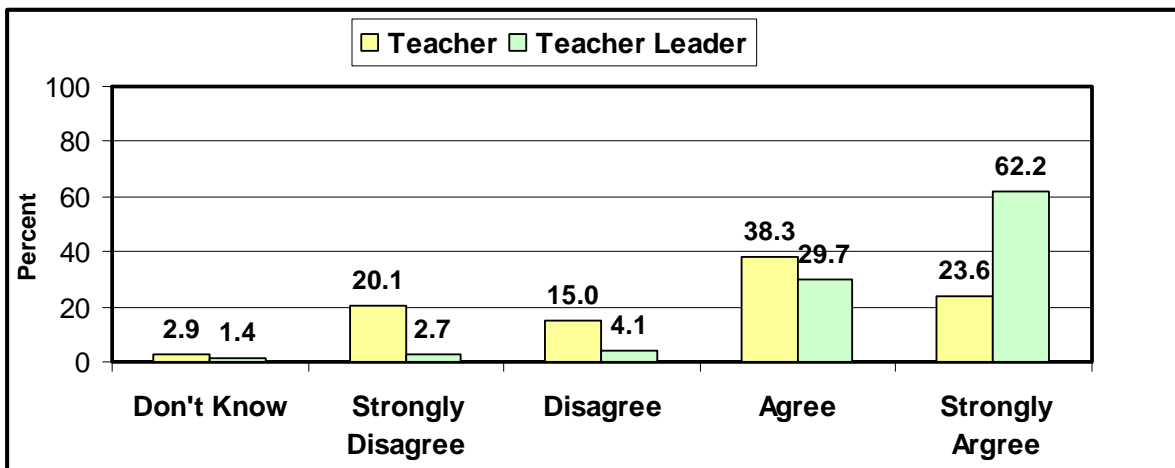
8. Continued.



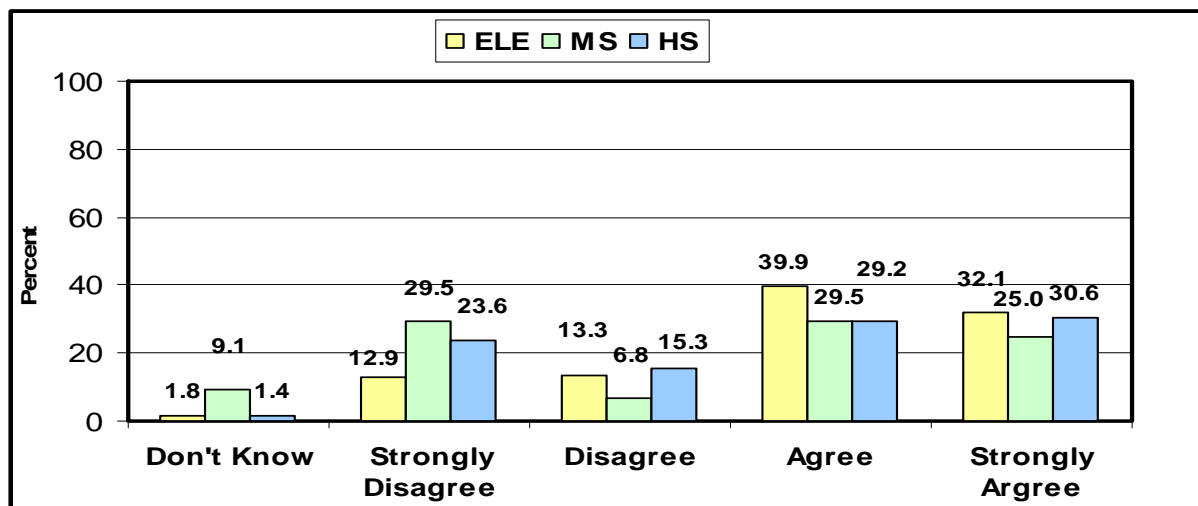
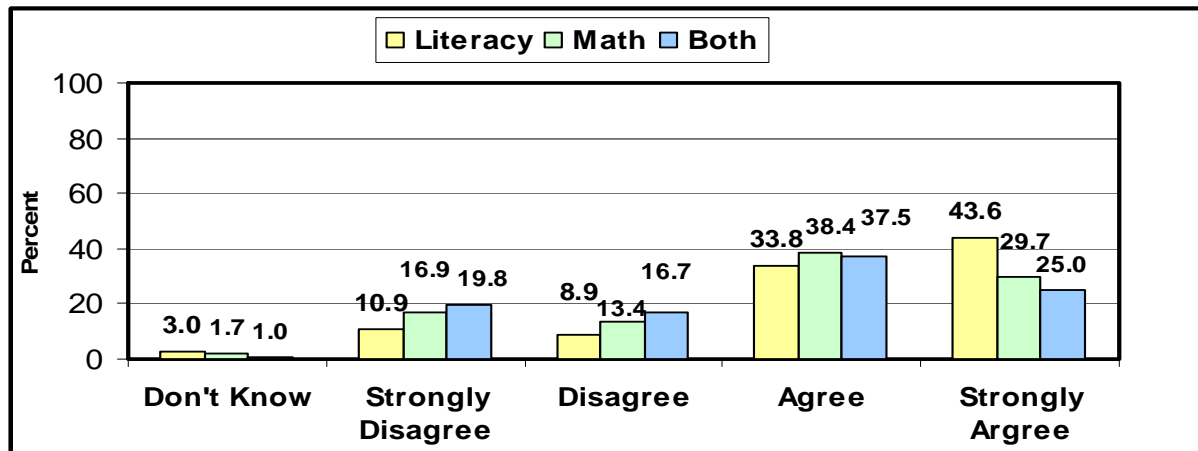
9. I was able to define a focus for my learning.



10. Coaching with my teacher leader/coach was at the level of knowledge and expertise that I needed.

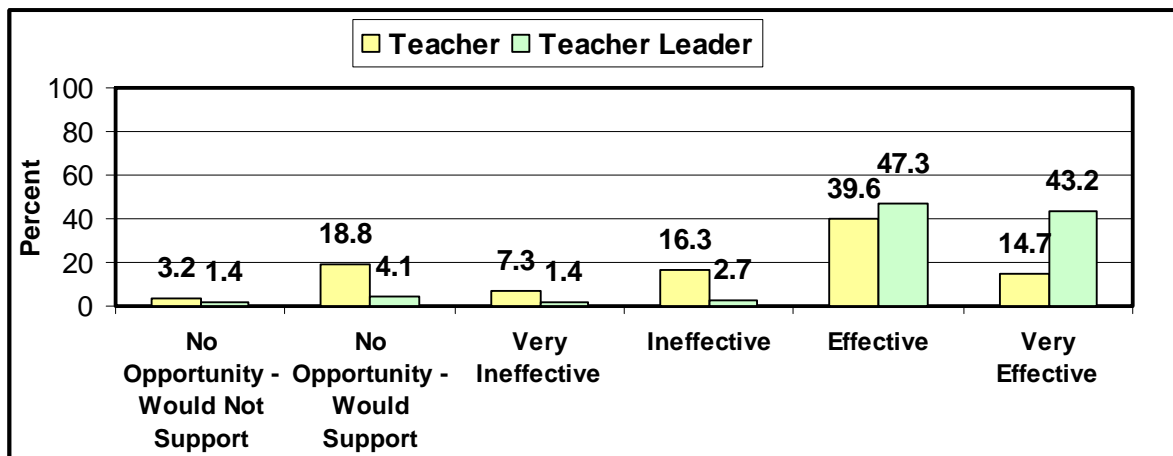


10. Continued.

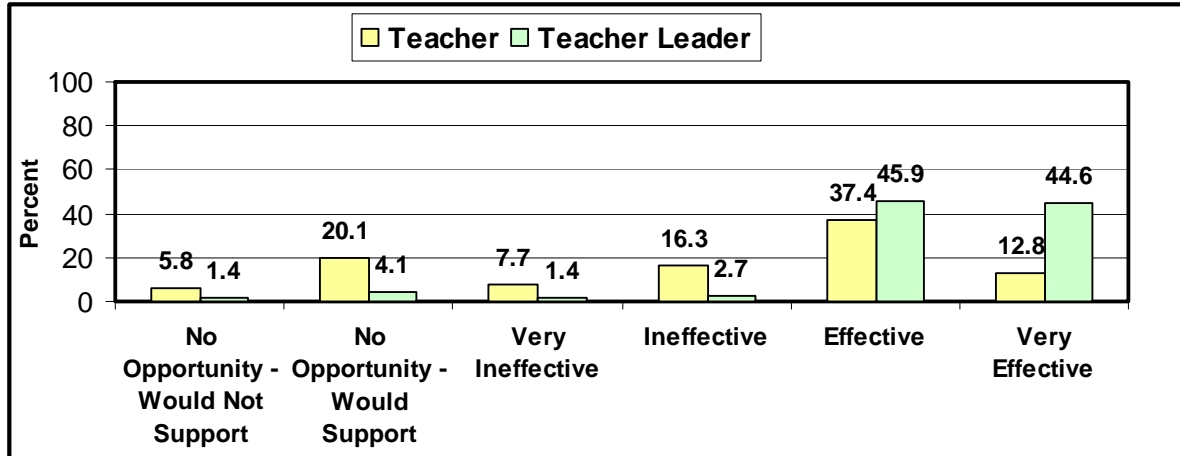


"As you consider elements of coaching, please respond to the following statements about coaching practices by noting how effective you found them THIS SCHOOL YEAR."

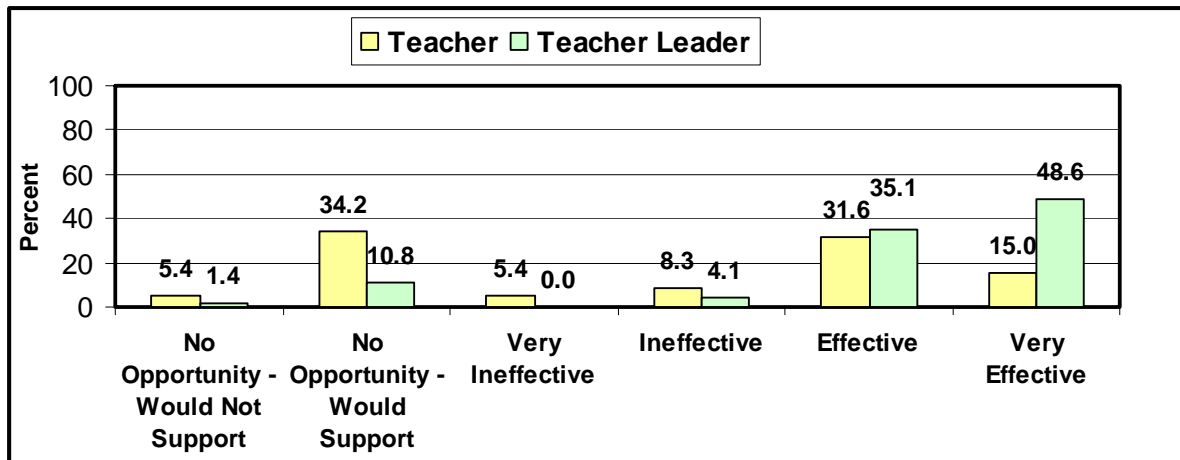
11. The opportunity to work with a teacher leader/coach in small groups with other teachers.



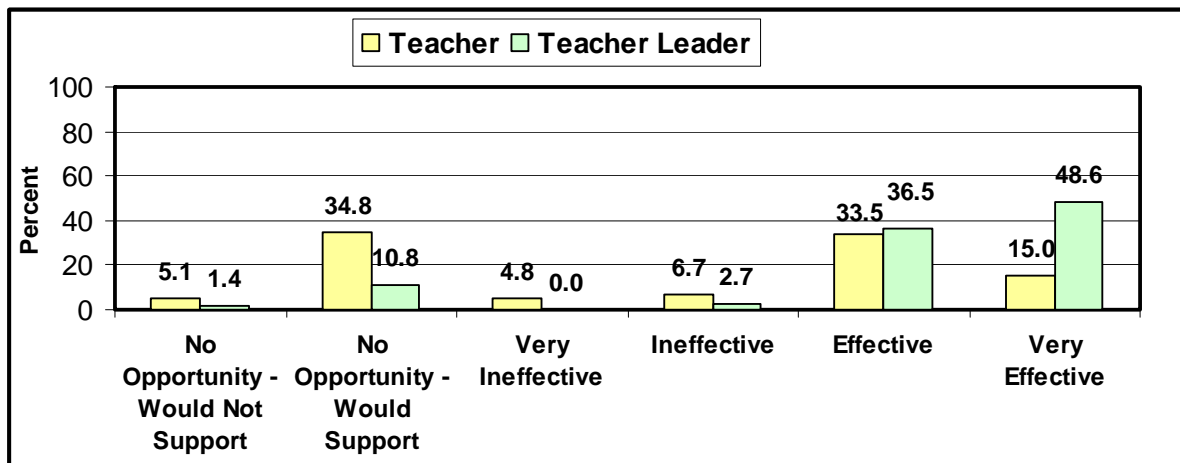
12. The opportunity within the duty day to work with a teacher leader/coach in small groups of teachers.



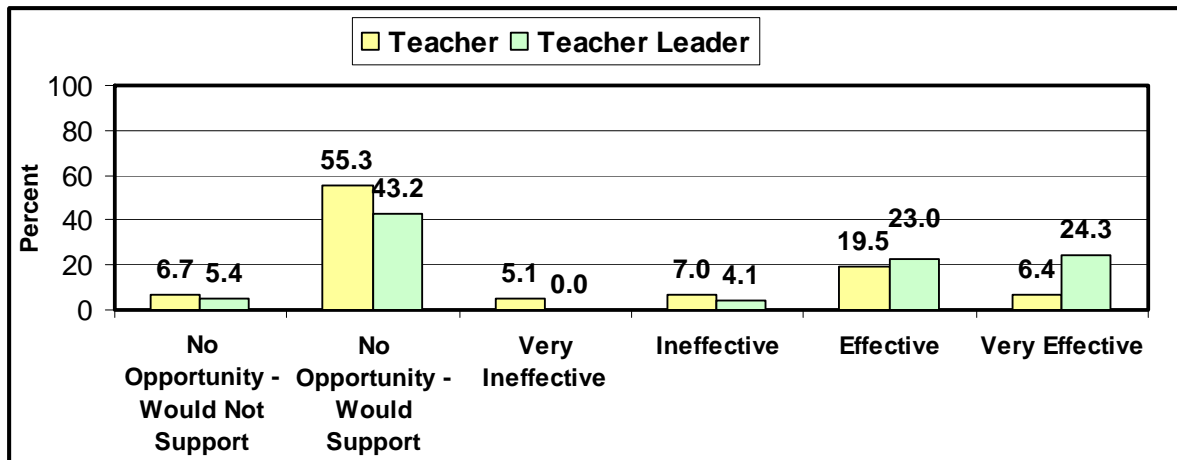
13. The opportunity to observe a teacher leader/coach modeling teaching strategies.



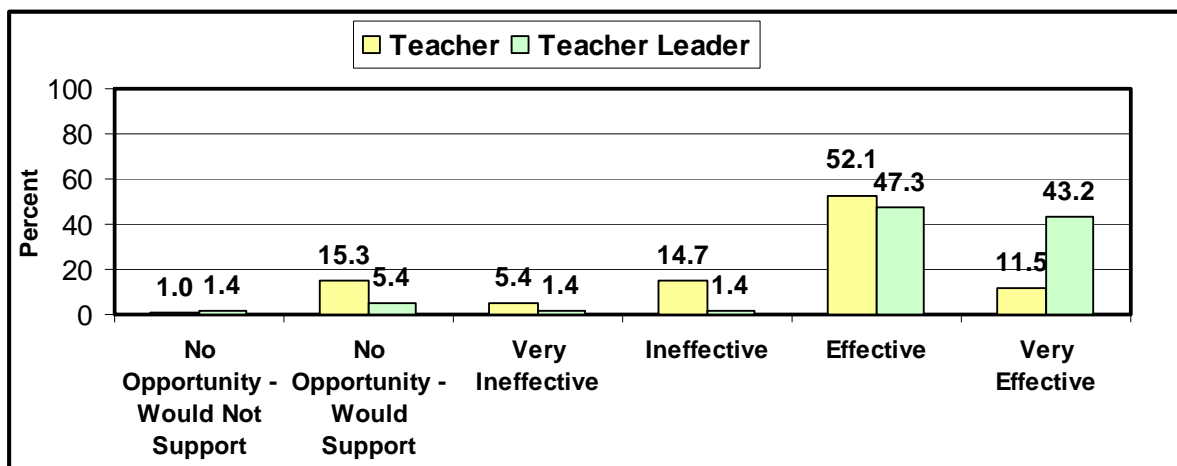
14. The opportunity to observe classrooms for demonstrations of teaching strategies.



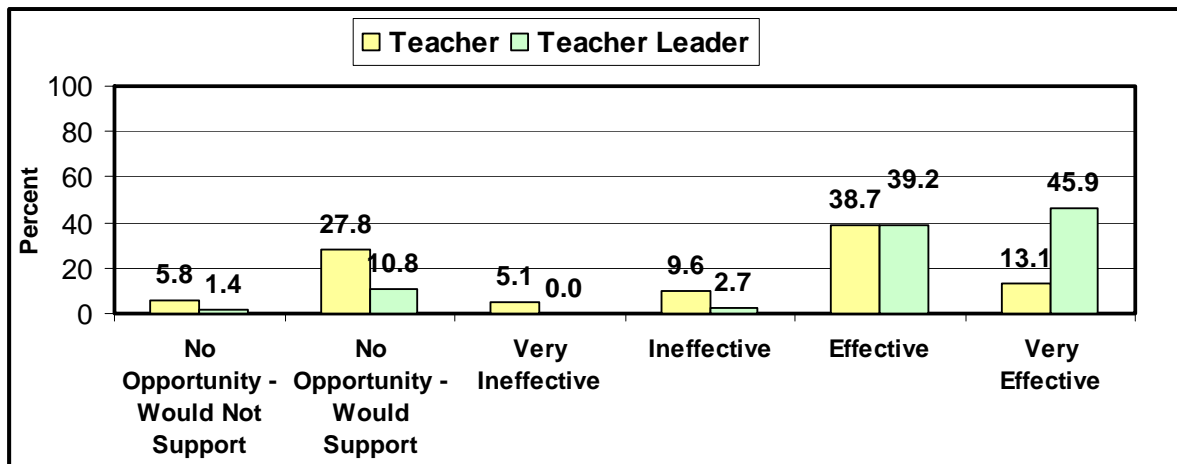
15. The opportunity to participate in coaching with other teachers from specialized areas (for example, English Language Acquisition, Special Education, etc.).



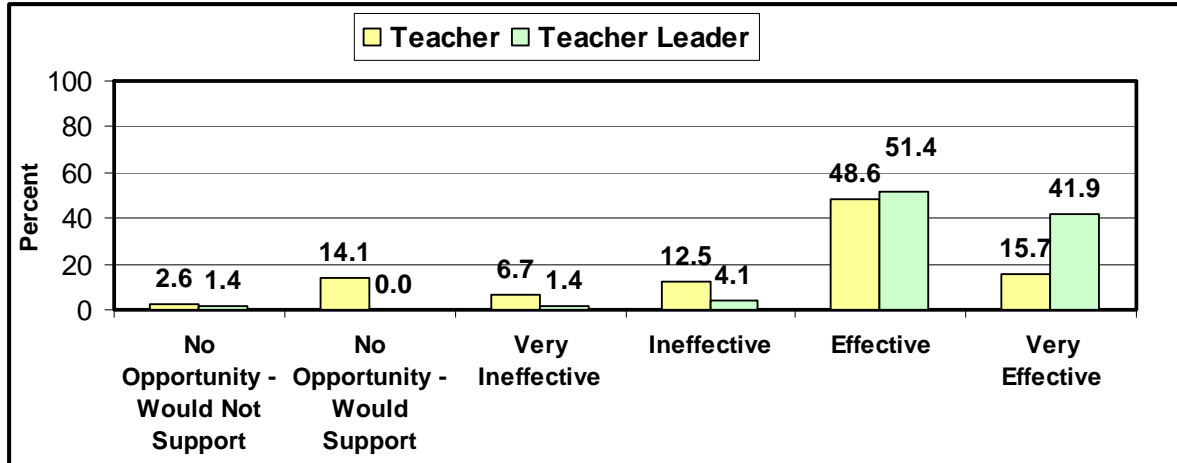
16. Support in the use of both formative and summative data to develop teaching/learning strategies and targets.



17. The opportunity to work collaboratively with other teachers being coached.

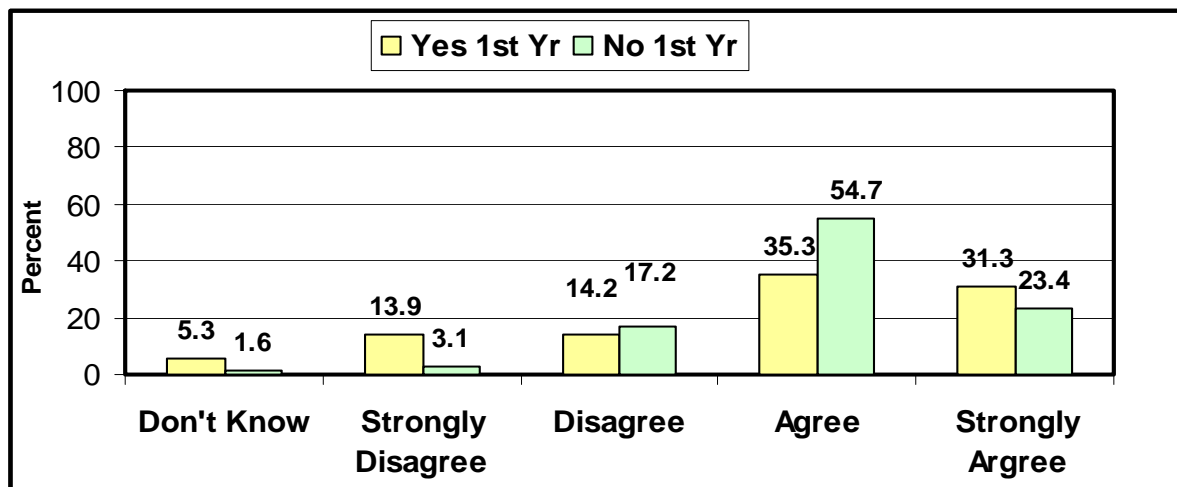
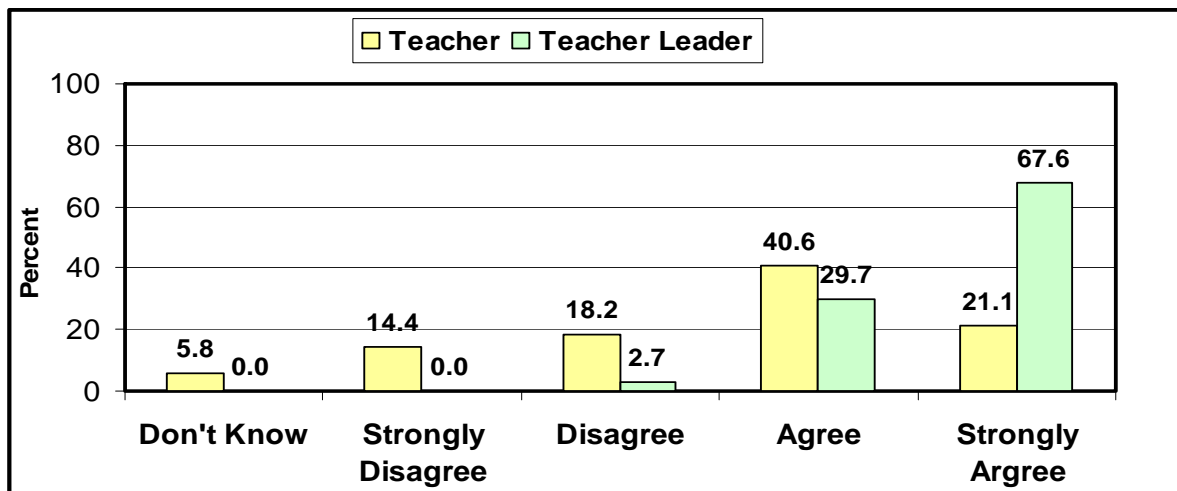


18. Time given to practice and reflect on my own instruction between coaching sessions.

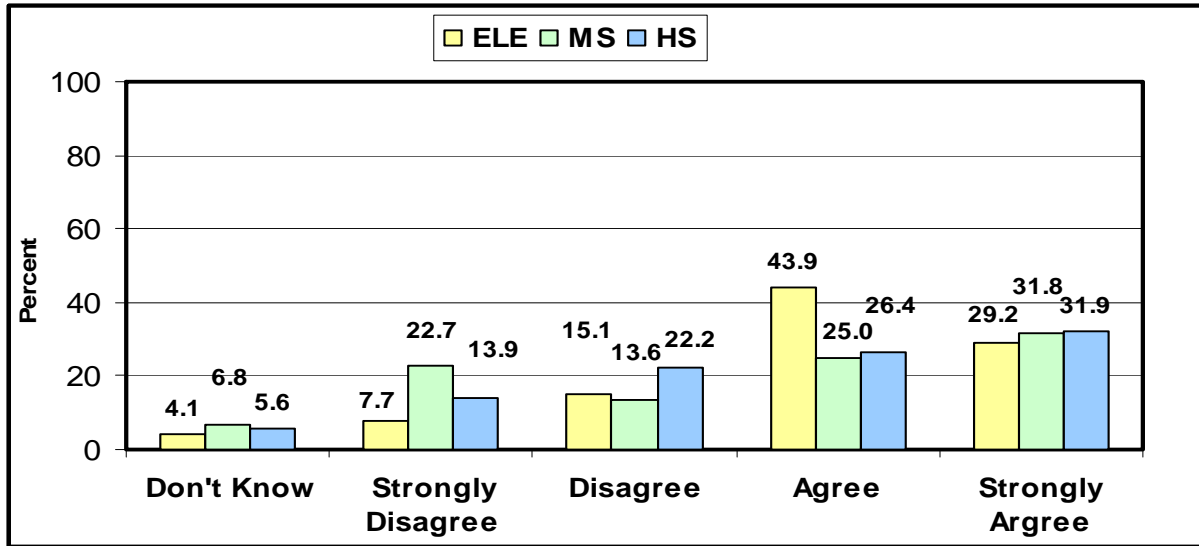


"How much do you agree that the following statements define coaching in your building?"

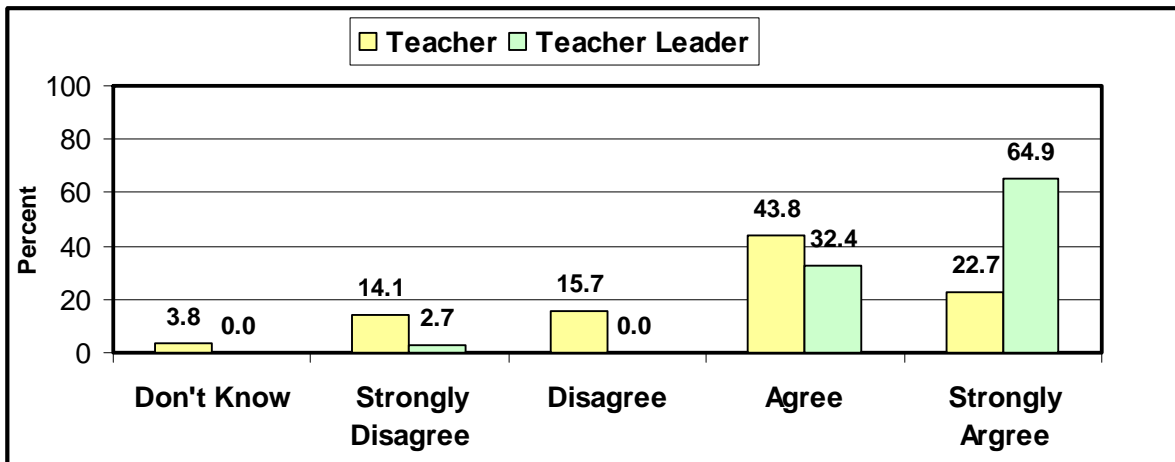
19. Coaching sustains improvement of instruction.



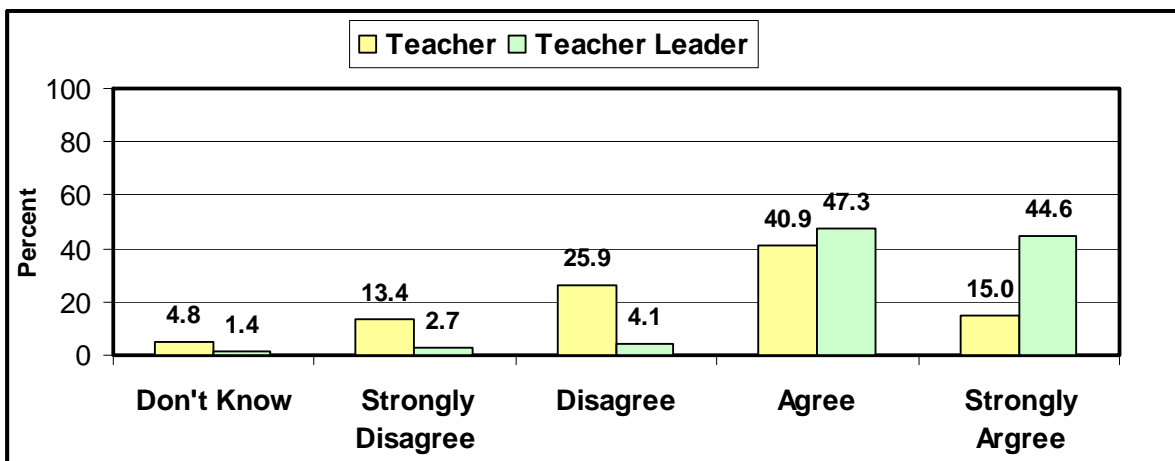
19. Continued.



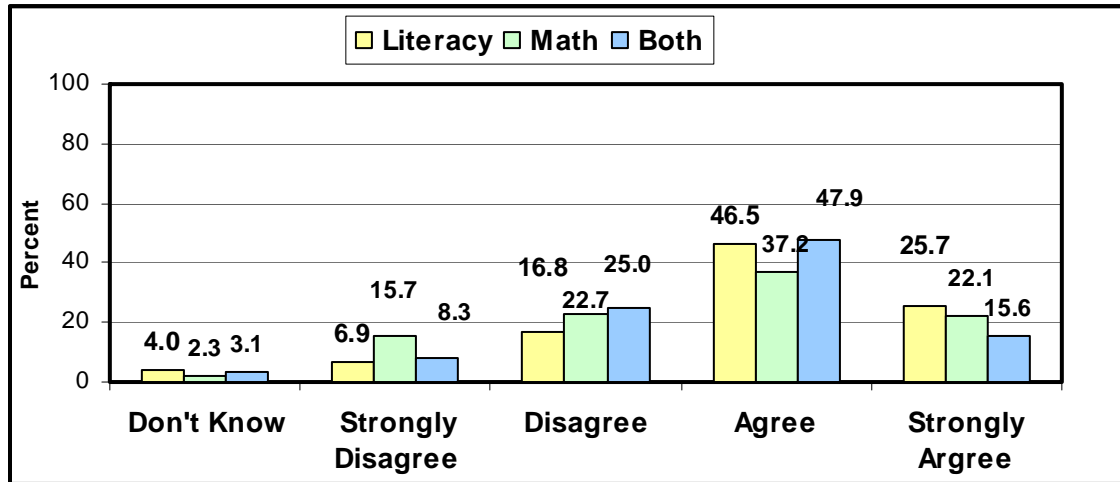
20. The teacher leader/coach collaboratively supports development of teaching skills.



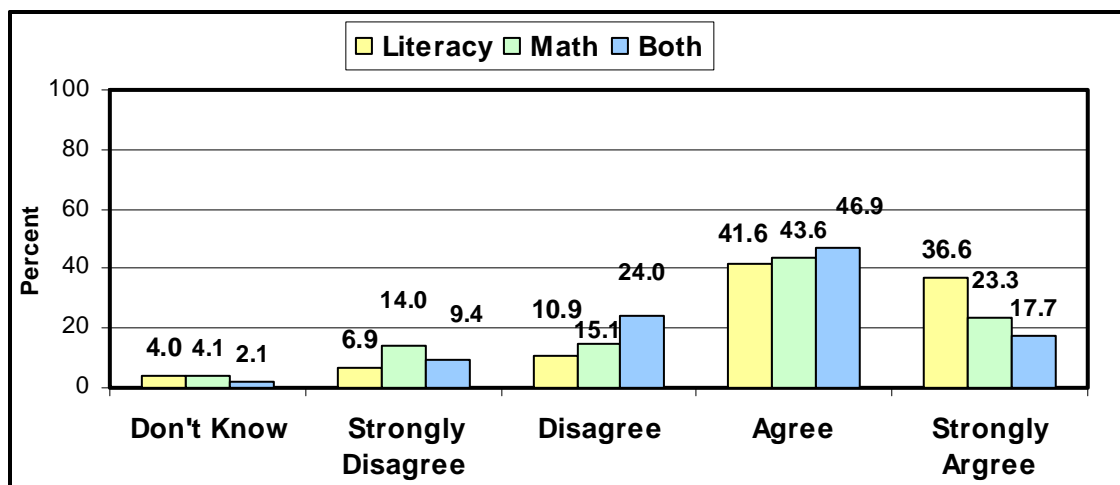
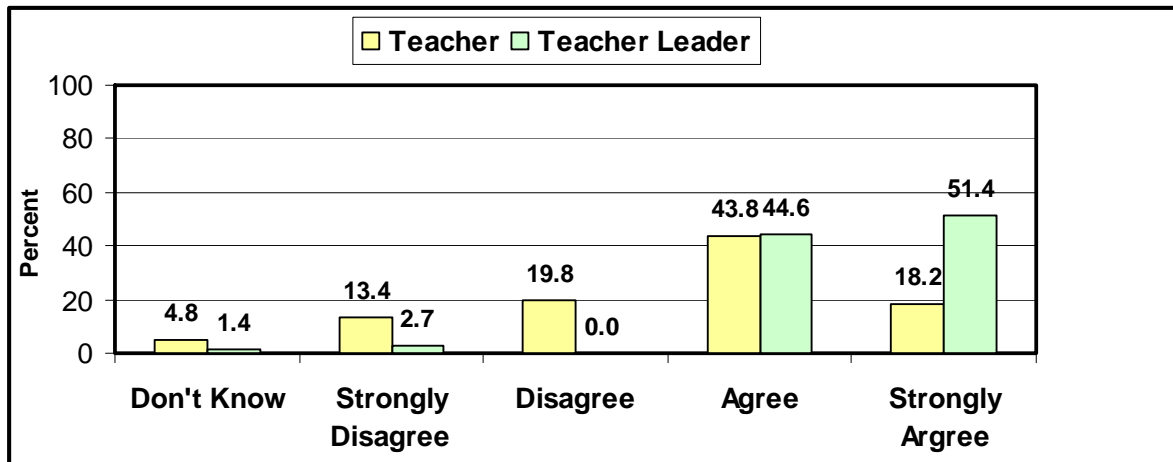
21. The teacher leader/coach works with the teacher to collaboratively analyze student work and/or data.



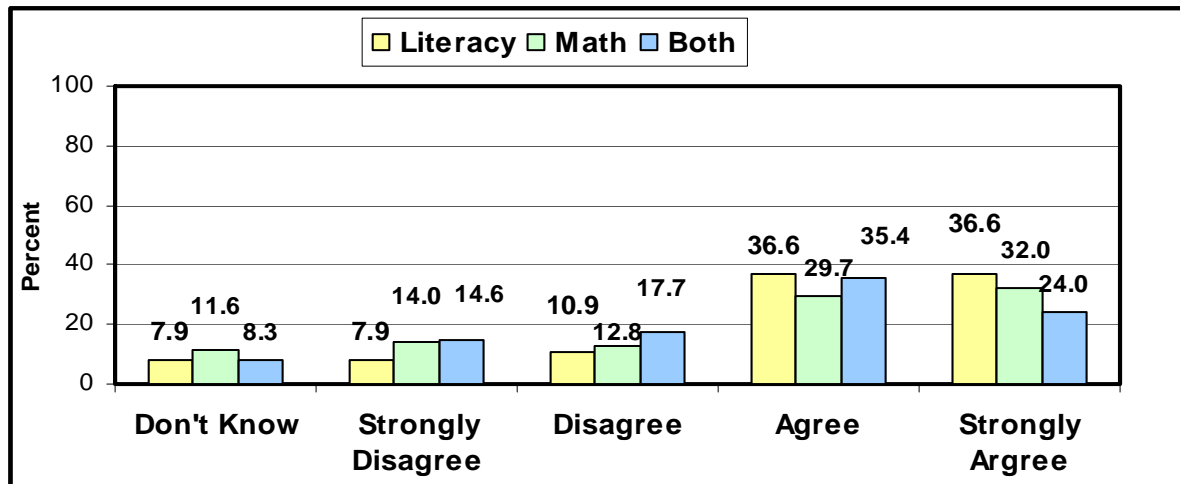
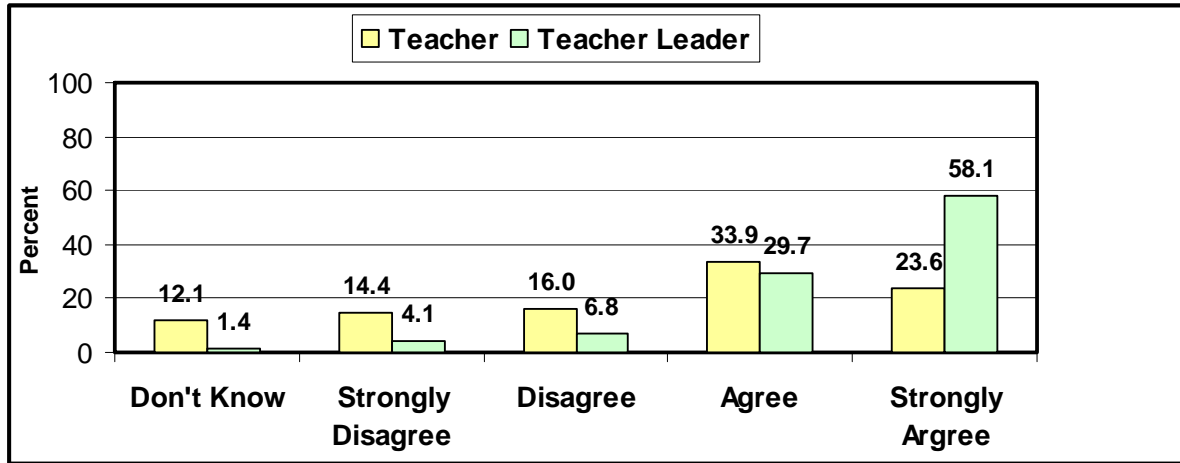
21. Continued.



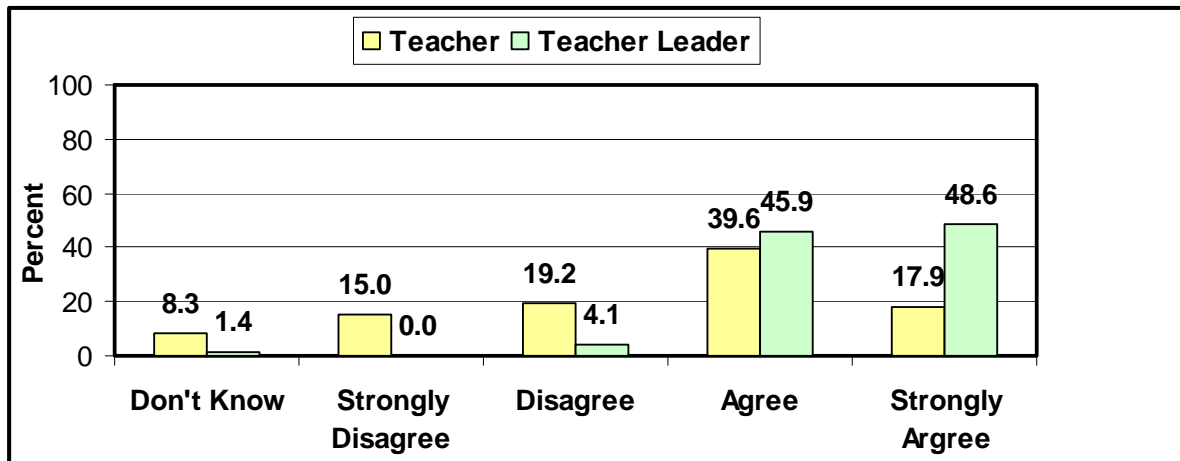
22. The teacher leader/coach provides support for the improvement of instruction through feedback.



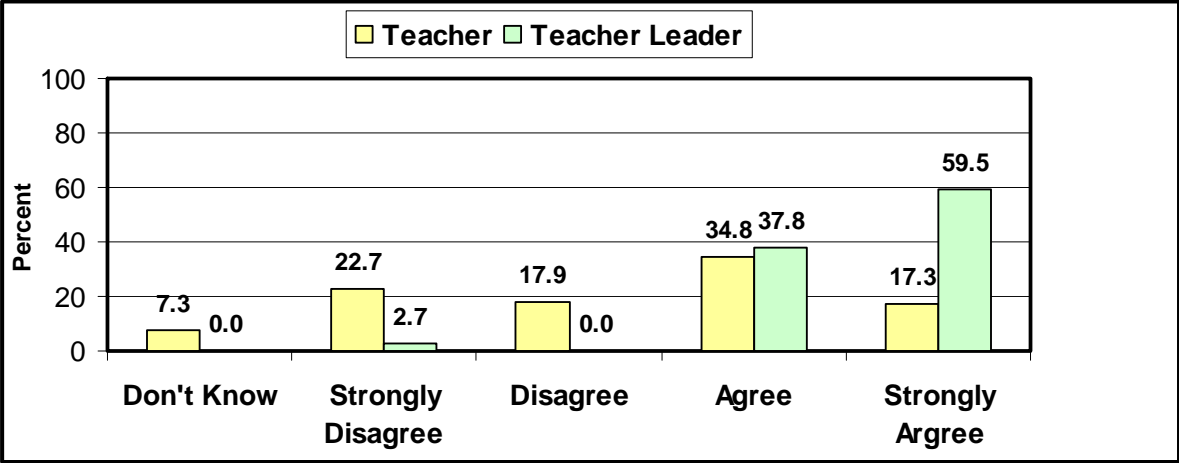
23. There is a clearly defined separation between coaching and evaluation.



24. There is collaboration in scheduling coaching sessions.



25. I believe coaching has contributed to my students' achievement.





REPORT FROM APS COACHING COMMITTEE

May 5, 2008

In spring of 2008, the coaching committee was reconvened to develop a survey and analyze results in order to develop recommendations. This review is the result of continuing joint project between the Division of Instruction and Aurora Education Association. For the past three years, a coaching task force has met in the spring to complete its charge.

This year's charge is:

- (1) Review 2006-2007 coaching survey data in order to update and finalize a coaching survey for 2007-2008*
- (2) Analyze the 2007-2008 survey results in order to develop recommendations for the district approach to coaching based on input from the survey*
- (3) Provide the recommendations to an 8-member subcommittee of the current coaching committee to identify "Essential Elements" of coaching that would be consistent throughout the district. The Essential Elements will help to further clarify and support the continuous improvement of the district's approach to coaching.*

The subcommittee will take this report and use it as a basis for developing essential elements for the district's approach to coaching. The subcommittee will also consider research, best practices and other input to make its final recommendations to Brenna Isaacs and William Stuart. Sue Clark will facilitate the subcommittee meeting.

The subcommittee members are:

Michelle Curtin (AEA)	Charlotte Butler (Instruction)
Gwynn Moore (AEA)	Debbie Gerkin (Instruction)
Colin Rottiger (AEA)	Rachael Risly (Instruction)
Cathy Wildman (AEA)	Ed Snyder (Instruction)

The potential dates for the subcommittee to meet are:

8:00 to 4:30 on one of the following dates – May 28, June 3 or May 27. The dates are listed in the order of preference for meeting. A final date will be set and a confirmation sent once a date is determined

Through this year's survey, the committee hoped to confirm the progress that has been made on the recommendations first made in 2006 and continued through this school year. The goal is to help the district identify how coaching can be most effective. This year's survey expanded to include more teachers. The committee identified overall patterns between last year's and this year's results in order to develop recommendations.

The committee would like to see higher levels of participation and believes conducting the survey in February next year might encourage more respondents. CSAP and other demands on time that begin in March may have contributed to lower levels of participation. The committee further recommends that next year's survey be revised to include the essential elements of coaching that will be developed by the 8-member subcommittee.

After carefully reviewing and analyzing the results of the survey, the committee again divided results into three major categories: *Maintain/Continue*, *Monitor/Improve* and *Expand/Add*. Based upon the data from the 418 respondents, the committee has identified the following results to highlight for continuous improvement of coaching.

MAINTAIN/CONTINUE

1. *I was coached in only one content area at a time unless I chose otherwise:* Ensure that teachers are coached in only one content area at a time unless they choose otherwise.
2. *The individual coaching I received was flexible in the level of support that I needed:* Continue flexible levels of support.
3. *There was confidentiality between the teacher leader/coach and myself:* Continue the confidentiality between the person being coached and the teacher leader/coach, especially as part of the collaborative coaching approach.
4. *Coaching with my teacher leader/coach was at the level of knowledge and expertise that I needed:* Ensure this for all levels in literacy and math. Further clarify if this relates to specific needs in specialized areas such as English language acquisition, special education and technology.
5. *Support in the use of both formative and summative data to develop teaching/learning strategies and targets:* Effective and needs to continue.
6. *Time given to practice and reflect on my own instruction between coaching sessions:* High level of agreement on effectiveness and desire to have the opportunity.

MONITOR/IMPROVE

1. *My decision to receive one-on-one coaching was made collaboratively with my principal:* Continue to ensure the decision to be coached is made collaboratively with the principal focus on student data when making the decision.
2. *I was clear on what the expectations of coaching were for me:* Improve by better clarifying the expectations of coaching.
3. *I was able to link my instruction to the School Improvement Plan (SIP) as a result of working with a teacher leader/coach:* Improve by making the correlation more clear.

4. *School administration provided support and guidance for coaching:* Improve by better identification of what the support and guidance might be from school administration (coverage, planning time, etc.).
5. *I was able to define a focus for my learning:* Be able to define a specific focus for professional learning that correlates directly to SIP as well as data team information, district parameters and student and teacher need.
6. *The opportunity to work with a teacher leader/coach in small groups with other teachers:* Improve by expanding to all levels since this is considered to be effective by most respondents.
7. *The opportunity within the duty day to work with a teacher leader/coach in small groups of teachers:* Need to expand opportunity for all levels and address the discrepancy between levels as to the definition of duty day.
8. *The opportunity to observe a teacher leader/coach modeling teaching strategies:* Opportunity should be available to all levels.
9. *The opportunity to observe classrooms for demonstrations of teaching strategies:* Effective for respondents who have had the opportunity, and more would like this to be available.
10. *Coaching sustains improvement of instruction:* High level of agreement overall but needs review to understand why 33% of teachers did not agree with statement.
11. *The teacher leader/coach collaboratively supports development of teaching skills:* High level of agreement overall but needs review to understand why 30% of teachers did not agree with statement.
12. *The teacher leader/coach works with the teacher to collaboratively analyze student work and/or data:* High level of agreement overall but needs review to understand why 39% of teachers did not agree with statement.
13. *The teacher leader/coach provided support for the improvement of instruction through feedback:* High level of agreement overall but needs review to understand why 33% of teachers did not agree with statement.
14. *There is a clearly defined separation between coaching and evaluation:* High level of agreement overall but needs to improve for the 30% of teachers who did not agree with statement.
15. *There is collaboration in scheduling coaching sessions:* High level of agreement overall but needs to improve for the 34% of teachers who did not agree with statement.
16. *I believe coaching has contributed to my students' achievement:* High level of agreement overall but needs review to understand why 40% of teachers did not agree with statement.

EXAND/ADD

1. *The opportunity to participate in coaching with other teachers from specialized areas (for example, English language acquisition, special education, etc.):* Seen as effective and desirable by respondents and needs to be expanded.
2. *The opportunity to work collaboratively with other teachers being coached:* Needs to be expanded as part of any collaborative approach to coaching.

ESSENTIAL ELEMENTS FOR CONSIDERATION
(BASED ON SURVEY RESULTS)

1. *EXPECTATIONS:*

- a. Define the core purposes of coaching and review current information on coaching in APS.
- b. Clarify the role of the coach, teacher leader, teacher and administrator and review existing job descriptions and other expectations from information already available from Division of Instruction.
- c. Define the expectations of coaching, whether one-on-one or in groups.
- d. Define “coaching session” as it relates to individual coaching, collaborative coaching and learning, data teams, etc.
- e. Determine the role of modeling as an essential element of coaching.
- f. Clarify and explain how to better link coaching with the SIP.

2. *COLLABORATION:*

- a. Define how collaboration can occur between the teacher and principal. Provide examples of how this might occur.
- b. Define what collaboration and coaching means for each level.
- c. Define the parameters for what “teacher choice” means for coaching for professional learning and how this relates to the School Improvement Plan, data teams, district parameters/expectations and teacher/student needs.

3. *SUPPORT:*

- a. Describe what flexible levels of support might be with specific examples.
- b. Define and provide examples of the types of support a principal could provide.

4. *SCHEDULE:*

- a. Clarify when coaching occurs and discuss relation to “duty day” and the application to each level (elementary, middle and high).
- b. Clarify the frequency for coaching.
- c. Explain what scheduling options schools do or do not have for coaching.

Attachment IV-A-1

Policy JICI, Weapons in School

WEAPONS IN SCHOOL

Page 1 of 5

Violent behavior and the use of weapons in schools and at school-related activities or events is a matter of increasing concern across the country and in this district. Accordingly, the Board of Education hereby reaffirms its position that violence and weapons have no place in the educational programs of this district. To address this serious problem, the Board of Education directs that, without exception, any student of this district who is involved in a weapons offense as outlined below shall be disciplined as provided in this policy. This policy shall be in effect in all schools in the district, from kindergarten through high school, and shall apply to all other programs.

An exception to this policy may be made by obtaining prior permission of the site administrator for students participating in an authorized program involving the use of dangerous weapons. In this instance, specific advanced arrangements must be made with the administrator for the bringing, storing, demonstration during the authorized program, and return of the dangerous weapon to the parent/guardian.

DEFINITIONS

A. Dangerous Weapon:

1. a firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for an actual firearm;
2. any pellet or “BB” gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air;
3. knives
 - a. any fixed blade knife with a blade that measures longer than three inches; or
 - b. a spring-loaded or pocketknife with a blade that measures longer than three and one-half inches; or
4. any object, device, instrument, material or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.

B. Weapon:

WEAPONS IN SCHOOL

Page 2 of 5

Any object, material or substance which, in the manner in which it is used, is capable of causing serious bodily injury to another person. Sometimes a weapon, because of the circumstances, may be an object which, when used normally is not considered a weapon. Examples of objects which may, under given circumstances, be weapons, include, but are not limited to:

1. padlocks on ropes, strings, chains, slingshots, etc.;
2. baseball and softball bats, sticks, pipes and clubs;
3. chemicals, including mace, pepper gas, tear gas, etc.;
4. lighters;
5. shoes, especially military-style boots;
6. brass knuckles or other objects placed on the fist;
7. nunchakus;
8. rocks, bottles, pop cans; and
9. knives that are not dangerous weapons.

C. Serious bodily injury:

Bodily injury which, at the time of the actual injury or at a later time, involves a substantial risk of death, a substantial risk of serious permanent disfigurement or a substantial risk of protracted loss or impairment of the function of any part or organ of the body, or of breaks, fractures or burns of the second or third degree.

OFFENSES

- A.** Possessing a dangerous weapon (including a facsimile firearm) at any school, on district

WEAPONS IN SCHOOL

Page 3 of 5

property, in district vehicles, at school-related activities, or under circumstances where the behavior will have a negative impact on the educational mission of the school.

- B.** Threatening, intimidating, frightening another person or attempting to strike another person with a weapon or a dangerous weapon at any school, on district property, in district vehicles, at school-related activities, or under circumstances where the behavior will have a negative impact on the educational mission of the school.
- C.** Striking another person with a weapon or a dangerous weapon at any school, on district property, in district vehicles, at school-related activities, or under circumstances where the behavior will have a negative impact on the educational mission of the school.

CONSEQUENCES

A. Dangerous Weapons:

~~Expulsion for the remainder of the school year shall be mandatory with the option of expulsion for one calendar year (365 days) in all cases and at all grade levels.~~ Where the student is found to be carrying, bringing, using or possessing a dangerous weapon at any school, on district property, in district vehicles, or at school-related activities, THE FOLLOWING PENALTIES SHALL APPLY: (1) AT THE MIDDLE SCHOOL AND HIGH SCHOOL LEVEL, EXPULSION FOR THE REMAINDER OF THE SCHOOL YEAR SHALL BE MANDATORY WITH THE OPTION OF EXPULSION FOR ONE CALENDAR YEAR (365 DAYS); (2) AT THE ELEMENTARY SCHOOL LEVEL, EXPULSION FOR A 26-DAY PERIOD SHALL BE MANDATORY WITH THE OPTION OF EXPULSION FOR A CALENDAR YEAR (365 DAYS). All violators shall be reported to the Aurora Police Department.

If a student inadvertently brings a dangerous weapon to school, and upon realizing the mistake promptly brings it to the attention of a teacher, administrator or other employee authorized by the school and delivers the dangerous weapon to an authorized person as soon as possible, then expulsion is not mandatory and such action shall be considered in determining what disciplinary action, if any, should be taken.

Consistent with federal law, expulsion shall be for no less than one full calendar year (365 days) for a student who is determined to have brought a firearm to school. However, the

WEAPONS IN SCHOOL

Page 4 of 5

Superintendent may decrease the length of such expulsion to as little as an expulsion for the remainder of the school year where he believes it to be appropriate. (For purposes of this paragraph only, the term "firearm" shall have the meaning assigned to it by federal law [18 U.S.C. 921 (a)(3)] which includes [1] any device, whether loaded or unloaded, which is designed to expel a projectile by the action of an explosive; [2] any explosive or incendiary device such as a bomb, grenade, missile, etc.).

B. Weapons:

In the case of weapons offenses which do not involve dangerous weapons or firearms, the consequences outlined below shall apply. All violators shall be reported to the Aurora Police Department.

WEAPONS OFFENSES IN A SCHOOL YEAR
Minimum Consequences

	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
High schools, post-secondary & T.H. Pickens Technical College	Expulsion from school (Minimum 26 days)		
Middle Schools	Suspension for not less than 5 school days*	Expulsion from school (Minimum 26 days)	
Elementary Schools	One day suspension*	Suspension for not less than 5 school days*	Expulsion from school (Minimum 26 days)

* Administrators shall have the authority to recommend greater consequences, up to and including a recommendation for expulsion from school for one calendar year (365 days), even if only the 1st or 2nd offense.

DUE PROCESS

The due process procedures found in the District's policy JKD-JKE relating to suspension and expulsion of a student shall also apply to weapons offenses. Consequently, the due process checklist found in that policy is to be completed and a student shall have the right to contest the recommended

WEAPONS IN SCHOOL

Page 5 of 5

disciplinary action. The student's right to contest the recommended action shall be limited to arguing that the facts of the case do not fit the definition of "offense" under this policy. If the hearing officer or Board of Education finds that an "offense" has been committed, the discipline outlined in this policy shall be imposed.

This weapons policy shall be explained to all students at the beginning of each school year and upon the registration of new students. In addition, this policy shall be sent home to all parents/guardians each school year in some fashion, for example by being made a part of school handbooks, calendars, or the district safe schools booklet. In addition, this policy shall be made available on the district Web site at www.aps.k12.co.us.

NOTE: The fact that a situation is not covered by this policy does not prevent discipline from being imposed or recommended under policy JKD/JKE.

LEGAL REFS: 18 U.S.C. 921 (a)(3)
20 U.S.C. 3351
C.R.S. 18-1-901 (3)(e)
C.R.S. 18-12-101
C.R.S. 18-12-105.5
C.R.S. 18-12-108 (2)
C.R.S. 22-33-106 (1)(d)

CROSS REFS.: JKD/JKE, Suspension/Expulsion of Students
KLG, Relations with Law Enforcement Agencies