

I. PRELIMINARY

Cook called the May 20, 2008, meeting to order at 6:30 p.m.

Roll Call

The following members were present:

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

Also meeting with the Board of Education were:

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

Pledge of Allegiance

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

Approval of Agenda

The May 20, 2008, agenda was approved as written.

Approval of Minutes

The minutes of the regular meeting of the Board of Education held May 6, 2008, were approved with the correction of name spelling of Gwynn Moore, technology teacher at Paris Elementary, on pages 8387 and 8394.

Student Performance

Pamela Barngrover led band and orchestra students from North Middle School in a musical selection titled "Three Songs of the Countryside."

Opportunity for Audience

John Elmlad, 3395 S. Birch St., Denver, 303 343-8313, is the technology teacher at Park Lane. Elmlad voiced concerns in regard to teachers working long hours outside their duty day preparing supportive classroom environments, collecting and copying materials, grading student work and prepping for lessons. We are not being paid for this time, and teachers that he currently works with are getting tired of donating their time. Our current contract language in regard to the teacher duty day is outdated, vague, and allows principals to determine what

constitutes a meeting. Teachers have no time to prepare for instruction that will increase student achievement, and give students an opportunity to graduate and prepare for college. Teachers want uninterrupted planning time specifically for their use, daily preparation time that they can count on, and language included in the contract that clearly defines a meeting and states the difference between group planning and daily preparation time.

Teachers choose this profession to help young people learn and develop their minds. APS teachers have been given wonderful tools to pursue their goals but the time to utilize them is missing. Please direct your negotiating team to work with the Aurora Education Association to clearly define contract language in regard to teacher planning and preparation time within the duty day and allow time for site administrators to plan meetings.

Monica Wilbanks, 14080 E. Quinn Circle, Aurora, 303-627-7350, shared that the lack of lesson preparation and planning time is having a negative impact on both teachers and student achievement.

What teachers do in the classroom has a lasting effect on students. Surgeons and lawyers require planning and preparation time when working with patients or clients. As teachers, we are expected to walk into a classroom prepared everyday. Middle school science teachers are expected to provide students a working knowledge of biology and require time and preparation to set up interactive learning labs and equipment, text and lab sheets, define learning objectives and meet differentiated needs of students. During the week, teachers may have two IEP meetings and one content meeting, reducing the number of teacher planning and preparation periods to two. Teachers are also required to grade papers, call parents, input grades in Infinite Campus and deal with many other unexpected issues on a daily and weekly basis. Teachers are volunteering numerous hours outside their duty day and students are missing quality instruction as a result of a lack of planning and preparation time. During busy times of the year, teachers often go without one planning period due to data meetings, interim assessments and meetings with building coaches.

We expect our courtrooms to be places of justice that provide time and opportunity for lawyers to confer with clients and we provide time and opportunity for doctors to confer with patients. How can we expect classrooms to be vibrant centers of student achievement without time and opportunity for teachers to plan and prepare for instruction?

Erin Whitford, 19017 E. 57th Pl., Denver, 80249, 303-905-9651, is a second grade teacher at Fulton Elementary. She reviewed a letter written to Mary Lewis in which she states that approximately 80 percent of the students at Fulton are second language learners and many live in poverty. This makes teaching much more than literacy, science and math and we are constantly educating the whole child. Being in the classroom and serving in this capacity is extremely rewarding, especially when we see kids treating each other kindly and demonstrating new reading strategies.

With the constant flow of staff, data, literacy grade-level, math grade-level, k-2 vertical academies, professional development, leadership team and student intervention meetings, I feel that I am losing more and more personal time. The week I wrote to Lewis, I had three morning meetings, which limited time for instructional planning and preparation. In addition, there was a professional development meeting in the afternoon and I spent several hours preparing sub plans because I was scheduled to attend a conference on Friday.

It seems only natural since teachers are rigorously following pacing guides and implementing district curriculum to establish consistency for all students, teachers should also be offered consistency when it comes to time needed for planning and preparation. I try to maintain a positive outlook and feel that I must be actively involved and participate in all meetings to deepen my professional understanding. When time spent in meetings is interfering with time to apply new instructional learning, I have to wonder when we will get a break. I constantly take work home in order to review curriculum materials and pacing guides to plan instruction and provide feedback to students. Public education is one of our greatest resources and teachers are committed to making changes everyday. When teachers, administrators and Board members work together, we can grow stronger as education professionals.

II. INFORMATION ITEMS

SUPERINTENDENT OF SCHOOLS

Reports from the Board of Education

Edberg shared that this is the time of year for retirement dinners and staff recognitions. She expressed appreciation for retiring staff preparing to embark on new adventures.

Edberg attended the graduation ceremony at the transition center for nine students. She was moved by accomplishments shared by students during their time at the transition center. It was a privilege to attend the ceremony and hand out their certificates.

Edberg shared that the Start Up grant for the first APS school-based health center has been approved. This has been a long process and it is cause for celebration. The center will open in August 2008 at Crawford.

Prince attended the retirement dinner and was impressed with the wealth of knowledge in the room. She also attended the volunteer breakfast at Dartmouth and expressed appreciation for all of the great volunteers in the district.

Prince attended the PBS assembly at Jewell and participated in dunking the principal and assistant principal in the dunk tank.

Barber attended a celebration at the district maintenance and facility department. APS school sites and buildings are safe and secure as a result of their extensive efforts. Barber also shared that the state of Colorado has passed a lot of legislation that will help children by providing additional funding for preschool and full-day kindergarten.

Barber attended the service pin ceremony at Kenton. She also attended a new program established at Kenton called field days in which students share the number of books that they have read throughout the school year. The entire staff participated and it was a great celebration for all. Barber also had an opportunity to attend the pin ceremony at Virginia Court. We have a lot of good people working in APS and we appreciate it.

Lewis attended service pin ceremonies at Sable, North and South. She also attended all six commencement ceremonies last Thursday and Friday and expressed it was a wonderful but very busy two days. Lewis thanked Barbara Cooper and staff for taking care of the Board on both days. We appreciate it.

Carmany congratulated all of the graduated seniors. What a celebration it is to see the kids walking across the stage in their caps and gowns.

Carmany had an opportunity to attend the book signing for "Melting Boxes of Crayons," published by students at Aurora Central. Carmany thanked teachers and staff who have worked so hard to help students overcome adversity.

Cukale expressed that the APS commencement ceremonies were fun. It is always great to see kids as they move on to new adventures. He also shared praises and highlights from the retirement dinner and the service pin ceremony at Clyde Miller.

Items of Current Interest

Barry congratulated Rangeview High School head football coach and physical education teacher Dave Gonzales for earning his fifth consecutive USA Power Lifting title in the National Masters Power Lifting Championship! Gonzales bench pressed 517 lbs., squatted 705 lbs., and dead lifted 661 lbs. This qualifies him to represent the United States in the World Championships next fall. Barry thanked Gonzales and presented him with a Superintendent recognition coin.

Congratulations to Hinkley High School campus monitor Justin Davis for earning the Aurora Police Department's Citizens' Award! Davis identified robbery suspects that the police were searching for. We are grateful to have such a caring and helpful person working with us. Barry presented Davis with a Superintendent recognition coin.

We commend West Middle School math teacher Michelle Cox and seventh-grade soccer team students Samuel Alvarado and Luis Gonzalez for saving a life. During practice, they heard the call from a frantic child whose head was stuck in a car window. The window control button was stuck and she was hanging by her neck. Alvarado and the mother worked to get their hands between her neck and the window to ease her pain, while Gonzalez held the girl up from inside the car to prevent her from strangling. Cox pounded on the window control buttons until it released. Thanks to all of you for caring so greatly for others and handling this situation so well. Barry will present each with a Superintendent recognition coin at a later date.

Congratulations to Virginia Court special education paraeducator Lisa Keefer for earning the Colorado Council for Learning Disabilities' 2008 Paraeducator of the Year Award! Each year the Colorado Council for Learning Disabilities selects an outstanding paraeducator who imaginatively and diligently works on behalf of students with learning disabilities. We are very proud of your accomplishment and honored to have you on our team. Barry presented Keefer with a Superintendent recognition coin.

Congratulations to APS Transportation Services trainer Susan Gordon for earning the 2007-08 Operations Support Person of the Year Award by the Colorado State Pupil Transportation Association's Executive Board. Gordon was nominated by her colleagues and supervisors for her energy, commitment and positive spirit she brings to the workplace. Thank you for promoting safe and efficient pupil transportation and for being such an uplifting person in your department. You are well deserving of this honor. Barry presented Gordon with a Superintendent recognition coin.

Congratulations to all of the parents of preschool children who are continuing to

kindergarten next year. Barry attended a preschool celebration at Pickens College and highlighted a remark by one preschooler who exclaimed, "I'm an honor student because I do not act like my brother and I make good choices!" A video of the celebration will be available on the Web.

Congratulations to district high schools for awarding the highest amount of scholarships to graduating seniors in the history of APS. Rangeview topped the list, awarding \$2.74 million in scholarships to seniors.

APS received the Torch Light Award from the Promethean Corporation. Stuart commented that the district was recognized as a torch light district based on implemented technology and professional development for teachers and administrators. In the fall, APS will be showcased for classroom technology at the National Middle School Conference in Denver. Teachers and students will demonstrate our commitment to instructional technology in a classroom setting at the conference. Stuart thanked Anthony Sturges, Ivan Duran and instructional technology staff for all their work and efforts with classroom technology.

Barry recognized Legal Counsel Brian Donovan, who is attending his final Board meeting after 20 years of service as legal counsel for the district. Donovan received a standing ovation from staff members and the audience. Barry thanked Donovan for all his help and support throughout the years. You will be missed.

VISTA 2010 Update

Allen explained that each month, the Board receives an update from district leadership on the people, achievement, community and environment sections of the VISTA 2010 Plan.

People

Allen reviewed Action 13, Goal 2: ensure all employees are highly qualified. She reviewed a slide referencing classified employees and available professional development programs for online learning. In order to measure progress, we included a question in regard to classified professional learning opportunities on the annual staff climate survey. We asked classified employees to share their level of satisfaction for available programs and resources. We were shooting for a 2.5 satisfaction rating out of a four-point scale. Results from the survey showed a 3.3 satisfaction rating. We continue to look at ways to meet the needs of classified professional learning by making sure we have good online resources and links available. Our human resources Web site offers several online courses for classified professional learning, and we try to make sure that both classified employees and supervisors are aware of learning opportunities.

Our biggest task with classified professional learning is the No Child Left Behind requirement. We are one of the few districts that have a state approved training and assessment program. We continue to grow our new mentor program and will increase the number of mentors for new employees next year.

Achievement

Stuart reviewed Action 25: add additional quality preschools. APS has applied for additional Colorado preschool funding and we expect to receive approval notification in June. We plan to increase the number of preschoolers from 1,077

to 1,572 and the number of classrooms from 41 to 58 due to the opening of the Jamaica site.

Community

Escárcega invited Angela Hutton-Howard, executive director of the Aurora Education Foundation, to the staff table to update the Board on Action 67: support the Aurora Education Foundation in efforts to increase sponsorship and partnerships to APS. Hutton-Howard introduced Aurora Education Foundation board members, Dr. Chuck Ferris and George Peck. Carmany is the APS Board representative on the Aurora Education Foundation board.

Hutton-Howard shared that the Aurora Education Foundation exceeded their fundraising goal by \$11,889 through individual, corporate and various sponsorship donations in 2006-07.

Hutton-Howard explained that the Aurora Education Foundation's funding cycle starts March 1 of each year. The foundation has a funding season where they return grants and scholarships to the district. The foundation also receives funding request outside the cycle and recently paid expenses for the Destination Imagination student team. Hutton-Howard shared that the metric goal of a 25 percent increase in donations through sponsorships from individual, corporate, and other contributions were met. Tasks for next year include:

- Contact vendors for contributions based on giving levels determined by the value of the vendor contract.
- Suggested donation levels have been established for vendors with the help of Rod Weeks' office.
- Hutton-Howard and Barry will meet with vendors in regard to funding to support innovative and creative programs for APS students.
- Increase the number of corporate sponsors for fundraisers to support the educators' scholarship fund. Some of the scholarships that we return to the district include educator scholarships to support teachers who are seeking funding for advance degrees.
- Increase the number of corporate sponsors for educator classroom grants and initiatives. The foundation has awarded more than \$94,000 in classroom grants over the past three years to APS teachers.
- Assist with fundraising to support the APS scholarship fund.
- Superintendent Barry has appealed to the community to contribute to the APS scholarship fund, which will be designed as an endowed scholarship fund to allow APS students to compete for scholarships. When funds become available, graduating seniors will provide portfolios and scholarship selections will be determined by a committee.

We will continue to work with the community and district staff to ensure funding goals are met. Cook commended the Aurora Education Foundation board for time and work spent on fundraising efforts.

Environment

Sturges invited Mark Davis, director of maintenance and operations, to review a new action slide that will redirect funds back to the classroom. Davis shared that the ACE program, an energy conservation program, was developed and implemented last year. Schools and support sites are asked to reduce the consumption of energy by 10 percent by shutting off lights, removing personal appliances and shutting down computers not used for an extended time period.

The long-term savings cost is estimated to be approximately \$387,000.

Bo Bacon, energy consultant, and Mike Rapone, preventive maintenance coordinator, met with site administrators to review the ACE program. We will provide monthly data points to help sites participating in the program meet their goals. Reports will be used to help support sites. We also plan to provide incentives as well as recognize and acknowledge top performing schools and district sites.

Barber asked if the district had explored solar or wind energy. Davis shared that wind energy is expensive and requires an additional premium. Solar energy is not cost efficient and may be more feasible in the next few years. Lewis asked if additional bins could be placed at school sites to help with recycling efforts. Davis shared that we are working with school sites to get additional bins for recycled materials.

Truancy Specialist Update

Barry invited Barbara Cooper, director of school services, and Bonnie Lavinder, coordinator of school services, to the staff table to provide an update on the work of APS truancy specialist and truancy reduction efforts in the district. Barry introduced Chief Judge William Sylvester and Magistrate Rebecca Moss of the 18th Judicial District.

Cooper asked district truancy specialists: Jean Paul Rodriguez, Betsy Allen, Deanna Kline, Wondame Davis, Maria Little, Joanne Geiss and Angelica Paz to stand and be recognized by the Board and audience for all their hard work and truancy reduction efforts this year. Barry presented each specialist with a Superintendent recognition coin.

Cooper shared that district attendance policies and procedures have been revised, and consistency has been established throughout the district. We have information in place that allows us to monitor attendance and work with school sites. During the October count, our district truancy specialists were instrumental in recovering 51 truant students. Our goal is to triple the number of recovered students next year. We have developed a number of partnerships that have been instrumental in our collaboration efforts to reduce truancy. The program has been named KKIS, Keeping Kids in School. Truancy research indicates that the best programs are those that are collaborative and comprehensive in nature and KKIS emulates that. We cannot solve truancy alone. It is a community, school and parent effort.

All of our school sites have incentives in place to encourage students to stay in school. We work with the courts and community partners to provide additional incentives to keep kids in school. Other interventions include safe school and drug free money, Saturday school and parent support groups. We provide vouchers for students to receive drug-test screening. Twenty-two students were contacted and accepted counseling for substance abuse.

We made two visits to Capitol Hill to try to convince legislators to pass a truancy law based on our program model. We were not successful but plan to continue our efforts. We are collaborating with law enforcement to get kids off the streets and will continue to make home visits. We are also creating a memoir of stories detailing why kids are truant and how it is impacting their lives.

Lavinder shared that 71 percent of APS schools showed a decrease in the

number of habitually truant students. Twenty-seven elementary schools, three middle schools, and two high schools reported decreases. There was a 10.5 percent reduction in the number of habitually truant students across the district compared to last year. There was a 65 percent reduction in habitually truant students at the elementary level compared to last year, which is a result of early intervention at a young age. There was a five percent reduction in habitually truant students at middle schools compared to last year. District high schools collected baseline data this year and will report out next year.

Forty-two percent of case-managed students from first quarter of this year to the end of this year showed attendance improvement compared to 45.8 percent of non-case managed students. Some reasons for the slight increase between non-case managed and cased managed students include:

- Truancy case managers selected the most difficult students to work with.
- Truancy focus efforts at school sites may have caused all students to review and improve their attendance.

Preliminary data showed that the early intervention program is showing success. As part of the program, truancy specialists work with families and the courts. They develop a relationship with the family to determine attendance obstacles and assists with efforts or resources to get kids back in school. We worked with 35 habitual truant students at Kenton and South during second semester. Sixteen students' attendance improved without court intervention, which is attributed to their relationship with the truancy specialist. Nine students appeared before Magistrate Moss and eight of those students showed improved attendance. Five more students are scheduled to appear before Magistrate Moss in the next few weeks.

Some of the highlights from the 2007-08 school year include:

- Decreased number of habitually truant elementary and middle school students.
- Increased number of home visits at elementary, middle and high schools.
- APS staff mentored more than 300 students.
- A number of attendance improvement contracts have been written.
- Increased number of CARB hearings held in Arapahoe County.
- Students have appeared in traditional truancy court or in our early intervention program with Magistrate Moss

APS is applying for the expelled and at-risk student services grant. If approved, funds will be used to expand the early intervention program by adding six or seven additional truancy specialist and advocates.

Lavinder invited Chief Judge William Sylvester and Magistrate Rebecca Moss to the staff table to discuss partnering efforts with APS. Sylvester explained that the 18th Judicial District is the largest in the state of Colorado and is committed to helping children. He was most impressed with the work and efforts of Superintendent Barry, Barbara Cooper, Bonnie Lavinder and Betsy Allen. The APS Board should be thankful for Superintendent Barry and staff for their willingness to be flexible and their overall commitment and dedication to children.

Moss shared that the 18th Judicial District is very interested in partnering and collaborating with APS. She commended staff for their support and shared that the courts are excited about the partnership. The vision of the 18th Judicial District is to decrease truancy, increase graduation rates, decrease behavioral

issues, increase school attachment and engagement and ensure all students receive the educational opportunities they deserve. Truancy is a significant indicator that something is wrong in a child's life. It is often an issue involving drugs, alcohol, substance abuse, mental health or a combination of issues. Truancy cost districts hundreds of dollars and the average dropout cost to taxpayers is \$210,000 per year. Ninety percent of students appearing in delinquency court have a history of chronic truancy. Girls are at a much higher risk for teen pregnancy and are more likely to continue the pattern of educational neglect with their own children. A published study in 2003 showed that the most effective truancy reduction efforts are those in which school-based truancy reduction programs and the courts work in close collaboration.

Moss shared that the program that APS is modeling was implemented in Pueblo and recognized as one of the top in the nation. In order to be effective, attendance must be clear in terms of expectations and consequences, broadly based and publicized, and consistently enforced throughout school sites. The project respect model required school specialists to become involved after the second unexcused absence. Some students are activated into truancy court as early as the fourth unexcused absence. The goal is not to get families in truancy court but to make parents aware that the school and community are concerned and offer ways to get the student reengaged. If the parent does not respond to early intervention, the court process is implemented before non-attendance patterns are established and school attachment, engagement and remediation become significant issues.

Moss shared that the truancy pilot program was first established in the Keating Education Center, an alternative center for expelled and at-risk students, in Pueblo at the beginning of the 2004-05 school year. The court's role is to ensure accountability but we are family focused and strength based. Parents are the number one educators in their student's lives. They must be involved and held accountable for making sure their student is in school. They are required to meet regularly with teachers and school staff members to make sure their student becomes reengaged. The court has the authority to sanction students who do not become reengaged but are generally positive and rewarded for positive behavior. We track attendance, behavior and grades of all students appearing in court.

Moss commended Superintendent Barry, Barbara Cooper, Bonnie Lavinder, Betsy Allen and district truancy specialists for all their work, dedication, and efforts to reduce truancy. This is a great community to incorporate this model. Moss is excited about the program and looks forward to partnering with APS.

Lewis asked if other districts had an early intervention model in place. Moss replied that the Cherry Creek School District is in the process of developing a similar model. Lewis asked when school services would be notified of approval of the EARRS grant. Cooper replied that the deadline to submit the grant is June. Notification of approval would be received in August 2008.

Cook thanked Chief Judge William Sylvester, Magistrate Rebecca Moss, Superintendent Barry, Barbara Cooper and Bonnie Lavinder for the presentation.

PBS Update

Barry invited Barbara Cooper, director of school services, and PBS facilitators to the staff table to present an update on the positive behavior support program. Cooper introduced PBS facilitators Kim Kasper, Lindsey McMichael and Peg

Healey. Cooper acknowledged Carol Moreno, who has been instrumental in helping to coordinate PBS at school sites this year.

Cooper shared that eight additional schools will become PBS sites next year. In addition, APS is now an official PBS site through the Colorado Department of Education and will receive additional supports as a result. A behavioral referral team will be implemented that will allow us to work with targeted students who have more intensive behaviors next year. We will also work with Diane Bieber, family liaison, on our family component so parents can incorporate the same strategies implemented in the PBS program.

Healey shared that we will continue with the school-wide involvement focus at PBS sites. This year, our focus has been universal interventions and supports for all students. We asked sites to establish clear expectations and language, and recognize students for positive behaviors with tickets or passes that provide incentives to earn additional rewards.

The PBS sites this year were Aurora Frontier K-8, Gateway, Jewell, Lansing, Mrachek, Murphy Creek K-8, South and Vaughn. The eight additional PBS sites for the 2008-09 include Aurora Hills, ECE, Century, Columbia, Fulton, Paris, Peoria and Virginia Court.

Kaspar reviewed an overview of the PBS model from the Colorado Department of Education. The family and community involvement component has been added and is an important, necessary piece of the PBS model. Overall, 5,000 students participated in the PBS program this year. Next year, more than 10,000 students will participate in the program with the addition of eight new PBS school sites. The overall feedback from PBS sites has been positive and we have a good plan in place for the 2008-09 school year.

McMichael shared that we reviewed celebrations and challenges with site administrators. We met with site principals at new sites to discuss expectations and supports for next year. Upcoming PBS trainings include: district training for new sites on June 4; CDE training for new PBS sites on June 5; CDE symposium for current PBS sites July 15 through July 17 and half-day district training for all sites on July 31.

Healey shared that the percentage of student referrals decreased at most PBS sites. Kaspar reiterated the importance of the parent component and providing positive recognition for families.

McMichael reviewed various recognition celebrations at PBS school sites. Next steps include developing targeted interventions, utilizing data driven decision-making and developing baseline data at each site.

Lewis asked the presenters to forward training dates and times to the Board. Prince asked about training opportunities for parents. Healey shared that a parent coffee was held at Lansing and PBS techniques were shared with parents. Staff members at Aurora Frontier K-8 have tickets that parents can give to recognize positive behavior in their kids or other children. Kasper added that parent training has also been scheduled through CDE. Prince requested that PBS facilitators maintain close data on parent involvement for future review.

Barber asked whether the PBS model would be structured differently for the Early Childhood Education Program. McMichael replied that it would be fairly consistent with the PBS model in place. The preschool component would be

more visual and sticker-based for positive behavior rewards.

Lewis asked how many districts were official CDE approved sites. Healey replied that about 60 districts across Colorado were approved CDE sites. Most metro districts are part of the program. CDE does not provide funding to districts but they do provide training for PBS trainers.

Cook thanked the presenters for the PBS update.

DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

DIVISION OF FINANCE

No Items

DIVISION OF HUMAN RESOURCES

No Items

DIVISION OF INSTRUCTIONAL SERVICES

Instructional Materials Adoption

Stuart invited Susan Olezene, director of student achievement, curriculum and professional learning, to the staff table to answer questions regarding proposed instructional materials for adoption.

Barber asked if we paid for materials from the Colorado Department of Wildlife. Olezene explained that this is a teacher resource for the Wet and Wild Project to support environmental understanding. We receive some materials for free but purchase most.

Barber asked how many copies of "Comparative Politics Today" were provided to APS. Olezene replied that we received about 30 copies. Stuart added that the College Board provides a list of acceptable texts for AP classes and we chose from the list. Olezene explained that textbooks are displayed for the public to review. Teachers also reviewed textbooks scheduled for adoption. Barber requested a copy of "Comparative Politics Today" for review.

Carmany questioned if APS would receive a full option science system kit for each grade level. Olezene replied that every teacher would receive a kit through an ongoing rotation process scheduled to be phased in over a three-year period. Kits would be stored at a proposed science resource center located at the warehouse. Student achievement teams would rotate teacher ready kits for a class of 32. Disposable materials would be replaced before kits are rotated to the next teacher.

Carmany asked if lab coats and other materials needed for middle and high school science teachers would be provided. Olezene replied yes and added that was part of the reason for the proposed science resource center. We will get better at making sure science teachers have needed resources.

Prince asked if existing materials would be used for fifth block. Olezene replied that existing materials would be used in every subject except math.

Olezene shared that teachers review curriculum alignment, standards, and research to ensure adopted text and materials match needs of APS teachers. There are usually three curriculum material adoptions throughout the year.

Coaching Survey

Stuart and Escárcega presented an overview of the 2008 coaching survey. Stuart shared that data was provided to Board members as an under separate cover attachment. Escárcega shared that the coaching survey is a result of a joint research project between AEA and the Division of Instruction. Seven members from AEA and seven members from the Division of Instruction met to comprise questions and obtain feedback on the coaching survey. Sue Clark was the committee facilitator.

Stuart shared that data from this year's coaching survey was forwarded to a sub group to identify essential elements of coaching. Four teachers from the coaching task force and four representatives from the Division of Instruction will comprise the committee to define and develop essential elements.

The 2008 coaching survey was close-ended and consisted of 25 questions. Questions were drafted from recommendations from last year's coaching survey and reduced from 30 to 25. All elementary teachers, elementary level teacher specialists, secondary literacy and math teachers and secondary level teacher specialists were asked to complete surveys. Principals and coaches were not included in the survey. Approximately 418 teachers responded to the survey.

The sub committee will meet on May 22 to review survey findings. The committee will focus on coaching expectations, define collaboration and supports, and develop next year's coaching schedule. The sub group will also determine how the principal and teacher will work together to develop the professional learning plan. Next steps and growth supports will be more clearly defined and will ensure that the coaching schedule is within the teacher contract time.

Members of the sub committee that will define essential elements include Charlotte Butler, Michelle Curtin, Debbie Gerkin, Gwynn Moore, Rachael Risley, Colin Rottiger, Edward Snyder and Cathy Wildman.

Carmany expressed concerns with the disconnect in survey percentages between teacher leaders and teachers. Escárcega shared that the sub group will focus more on data percents from teacher groups rather than data percents from teacher leaders.

Carmany commented that in the collaborative learning model, teachers are asked to observe other classes. She questioned if a plan was in place to ensure planning time was not abused and if the collaborative learning model would look the same at all school sites. Stuart explained that the purpose of the sub group was to define essential elements. There would be commonalities at all school sites but essential elements would be the same across the district. Our goal is to ensure and maintain flexibility at school sites.

Carmany commented that APS is in a budget crisis and questioned the feasibility of paying subs to cover classes while teachers observe other classes. Stuart shared that a variety of resources including subs, paraeducators, and other teachers would be used to cover classes. Coverage and resources would vary at each site. We will know more once essential elements are defined. Carmany

questioned how teachers could be held accountable for student test scores when they are constantly being taken out of the classroom for collaborative learning and other professional learning activities. Olezene explained that there are suggested ways including varied scheduling to cover classes and is dependent on individual site resources. Carmany commented about the amount of time teachers are asked to spend outside the classroom in meetings, trainings, and other activities. Stuart explained that the long-term benefits of the collaborative learning model would be worthwhile to APS teachers.

Lewis asked about the process for identifying teacher leaders at school sites. Olezene explained that the coaching agreement outlines the process. Teacher leaders must have a minimum of three years of classroom experience and an overall understanding of instructional approaches and curriculum strategies. Stuart added that there is an interview process through site leadership teams and noted that it has been challenging to find teacher leaders for various reasons. In some buildings, there are no teacher leaders. Principals and leadership teams review names of potential teacher leaders and encourage teachers to apply.

Lewis asked if teachers were required to be coached. Stuart explained that it is mandatory for all first-year teachers to be coached in the current coaching agreement. After which, it is a collaborative decision between the teacher and principal based on data.

Prince asked what happens to schools that do not have teacher leaders. Stuart explained that first-year teachers receive support from principals and district coaches.

Stuart shared that once essential elements are defined, information will be presented to the Board. Cook thanked the staff for the presentation.

DIVISION OF SUPPORT SERVICES

2008-09 Insurance Renewal

Sturges invited Christine Hoppe, director of risk management and security, to the staff table to present information on the 2008-09 insurance renewal.

Hoppe shared that APS provides two types of auto insurance to cover district vehicles. One is a liability policy through State Farm Insurance. Comp and collision is underneath our property policy and has a \$10,000 deductible. Hoppe reviewed a slide of historic cost trends of liability insurance through State Farm. Due to safety, good driving habits and loss control efforts, our insurance premium continues to decrease. We will receive a 10 percent decrease on our auto policy as a result of safety efforts. Boilers and machinery are covered on a stand-alone policy with a \$10,000 deductible.

We are self-insured for liability and errors/omissions with a \$150,000 deductible in the Excess Liability Self-Insured Pool. In addition to APS, the pool covers the Colorado Springs 11 School District and the Littleton Public School District. Rates will decrease by \$12,000 next year as a result of projected student counts. Prince asked whether the rate would change if the student count increased. Hoppe replied yes. Prince asked if the student count increased, would rates be adjusted based on projections or on the actual October count figure. Hoppe shared that the pool is rated on what districts project. The pool has agreed that we are not going to retro rates if the student count changes.

Hoppe shared that our property insurance covers buildings as well as comp and collision and has a \$25,000 deductible. Our property insurance will increase due to increased property values as a result of bond improvements.

We are self-insured for workers' compensation and are part of the JSD pool with Boulder, Cherry Creek and Littleton. Our premium will increase by \$300,000 on the workers' compensation pool contribution based on prior year's history and projected losses. APS pays for years but adjustments are based on prior year losses.

APS has a blend of insured and self-insured insurance policies. The insurance renewal cost for the 2008-09 school year is approximately \$2.4 million, based mostly on the workers' compensation premium, and mirrors other districts and public agencies in terms of insurance coverage. An independent auditor report confirmed that APS has adequate insurance coverage in place. Hoppe requested that the Board approve a portfolio of \$2.4 million to cover the 2008-09 insurance premium costs.

Cukale asked whether outsourcing was an option to reduce insurance costs on larger vehicles used to remove snow or other types of removal efforts. Hoppe explained that we rent special needs vehicles for short-term use. Most of the insured vehicles in our fleet are used routinely.

Cukale asked if analysis had been done on workers' compensation claims to determine abuse patterns. Hoppe explained that we have a strong team. Julie Meskimen, claims specialist, is the liaison between the injured employee, medical provider and supervisor. We look for patterns of multiple, recurring injuries to determine if an employee is abusing workers' compensation. We are also checking to implement testing for motion range and pre-employment physicals to ensure current and new employees can perform daily duties. Cukale asked if safety training was reviewed with employees to eliminate recurring injuries. Hoppe replied that Mary Lee Gibson, safety specialist, reviews loss information monthly and quarterly to determine trends, and offers safety training and education to affected work groups. Teachers and special education employee groups are injured most often.

Prince asked how often we shop for insurance. Hoppe replied annually. Carmany asked why vehicle coverage was so high. Hoppe replied that it is due to liability insurance to cover our large bus fleet.

Athletic Participation Fee Increase

Sturges invited Tony Antoloni, district athletic director, to the staff table to present information regarding a proposed athletic fee price increase.

Antoloni requested that the Board approve an incremental student athletic fee increase of \$5 at the middle and high school levels over a three-year period. High school athletic fees would increase from \$45 to \$60; middle school athletic fees would increase from \$24 to \$33.

The proposed increase is due to rising expenses for officials, transportation, equipment and supplies. The athletic fee is one of three elements that generate revenue to support the athletic program. Other elements that generate revenue are activity cards and gate receipts. Even with the proposed three-year incremental increase, APS athletic fees are still the lowest in the metropolitan area.

Carmany asked if we allow students to participate who cannot afford to pay the fee. Antolini stated that Board policy dictates the required student athletic fee. Our athletic directors will not deny participation to any student. We strive to obtain some type of fee from every student who wants to participate. Free and reduced lunch status is used as a gauge to determine fee reductions. Reductions and waivers are determined on a case-by-case basis by site athletic directors.

Prince asked what a student activity card is. Antolini explained that activity cards are sold at the high school level for \$15. Students who purchase cards receive free admission to home athletic events and most student activities and productions.

Cukale asked how APS compares to other districts in terms of student participation numbers. Antolini believes we are fairly comparable to Adams County and Littleton Public Schools. Barber asked if uniforms were included in the fee price. Antolini replied that it is dependent on the sport. Schools have athletic budgets and use it to provide equipment, uniforms and other items needed to compete.

III. CONSENT AGENDA - ACTION ITEMS

SUPERINTENDENT OF SCHOOLS

No Items

DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

DIVISION OF FINANCE

No Items

DIVISION OF HUMAN RESOURCES

Classified Personnel

Licensed Personnel

Non-Licensed Administrative and Professional/Technical Personnel

DIVISION OF INSTRUCTIONAL SERVICES

No Items

DIVISION OF SUPPORT SERVICES

No Items

Lewis moved and Cukale seconded to adopt the consent agenda as presented.

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #7994

Approved on a vote of 7-0

IV. ACTION ITEMS

SUPERINTENDENT OF SCHOOLS

Policy JICI, Weapons in School

Legal Counsel Brian Donovan shared that the Board was presented with revisions to Policy JICI, Weapons in School, at the April 15 Board meeting. The proposed revisions would give school administrators the option of recommending a reduced expulsion period of 26 days, in some cases, for elementary students in possession of a dangerous weapon.

Prince moved and Edberg seconded to adopt policy JICI as presented.

Cukale asked whether the minimum recommended expulsion option was for 26 calendar days or 26 school days. He also asked for clarification on 365 calendar days or 365 school days. Donovan replied that it is 365 calendar days and 26 school days. Lewis also requested that "up to a calendar year" be added to the JICI policy revision.

Prince moved and Edberg seconded to amend the adoption of policy JICI to state 365 calendar days, 26 school days, and up to a calendar year in JICI policy language.

Roll Call: Barber, Carmany, Cook, Cukale, Edbeg, Lewis, Prince #7995

Adopted on a vote of 7-0

New America School Charter Contract

Legal Counsel Brian Donovan provided a brief recap in regard to the New American School charter contract presented to the Board as information on May 6, 2008.

Cukale moved and Edberg seconded to adopt the New America School Charter contract as presented.

Roll Call: Barber, Carmany, Cook, Cukale, Edbeg, Lewis, Prince #7996

Approved on a vote of 7-0

DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

DIVISION OF FINANCE

2008-09 Proposed Budget

Weeks shared that by statute the Board is required to receive and approve a proposed budget by May 31. The document and 14 funds were presented to the Board on May 6. The proposed 2008-09 funds as listed in a total amount of \$364.7 million are submitted for consideration.

The proposed school budget is on display and available for review. The district advisory accountability committee will host a budget hearing on Thursday at 6:30

p.m. in the Dr. Edward and Mrs. Patricia Lord Boardroom.

The recommendation is that the Board receive the proposed budget as presented.

Barber moved and Lewis seconded to receive the proposed budget as presented.

Weeks shared that after the public budget hearing, the budget will be presented to the Board in balance form on June 3 as information for consideration. The balanced budget will be returned for action on June 17.

Barber asked if additional funds received from the state for preschool would be incorporated into the budget. Weeks replied yes.

Cook asked if concerns regarding the Lotus and Global Village charter school budgets had been addressed. Weeks explained that both charter budgets were received on time but beginning fund balances were in the negative. Martha Baldwin has been working with both schools to ensure budget balances are at zero.

Roll Call: Barber, Carmany, Cook, Cukale, Edbeg, Lewis, Prince #7997

Approved on a vote of 7-0

DIVISION OF HUMAN RESOURCES

No Items

DIVISION OF INSTRUCTIONAL SERVICES

Rebound Program

Stuart shared that the Board heard information regarding the Rebound Program, which would transition the current Alternative Center to a center that serves both expelled students and students returning to school to complete graduation requirements. The recommendation is that 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.

Carmany asked that this item be tabled until the Board has time to review the Rebound program contract.

Barry requested that questions and concerns from the Board be submitted to district leadership.

DIVISION OF SUPPORT SERVICES

No Items

IV. CONCLUDING ITEMS

Opportunity for Audience

Correspondence

May 20, 2008

Next meeting date

The next business meeting of the Board of Education will be held June 3, 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 9:40 p.m.

President

ATTEST

Secretary