

I. **PRELIMINARY**

Cook called the August 5, 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***

Prince led the Board and audience in the pledge to the flag. Cook welcomed visitors to the first Board meeting of the 2008-09 school year.

***Approval of Agenda***

The August 5, 2008, agenda was approved as written.

***Approval of Minutes***

The minutes of the regular meeting of the Board of Education held June 17, 2008, were approved as written.

***Opportunity for Audience***

Ginny Burgess, 14696 E. Hawaii Pl., 80012, 303-368-4005, thanked the APS Board for their help with the inclusion of additional statements on the APS health information card. The additional statements include:

- information will be shared among school staff on a need to know basis
- parents are responsible to notify school staff of special needs of their student

The latter statement may seem simple but it is another vital communication piece between parents and identified school staff. It is a bold statement that will make a difference in the education of students with any type of health concern or disability. It is important that parents note special needs or health concerns on the health card and share it personally with school staff. By educating parents of

their responsibilities, we are developing relationships between families and school staff, empowering parents with the knowledge of services offered by the district and helping them be advocates of their student's education.

Burgess thanked Mary Beth Rensberger for all her help and support. Rensberger was an integral part of the process and has assured Burgess that she will be working with district nurses to help them understand the importance of information provided by parents and how it should be shared with identified school staff.

## **II. INFORMATION ITEMS**

### **SUPERINTENDENT OF SCHOOLS**

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

Cukale attended a unique school safety presentation. The kids did an academy award performance job of portraying themselves as students being rushed out of school due to a safety issue.

Cukale took part in equity training for incoming teachers at Rangeview. The staff did a wonderful job helping teachers with diversity understanding. Cukale also attended the grand opening at Aurora Quest K-8. He thanked school staff throughout the district for doing a great job getting schools opened and ready for students.

Edberg attended the grand opening ceremony at Boston K-8. She shared that Boston was originally built in the 1950s and has always been a K-3 school. Boston is a special neighborhood school with a good spirit. The new building is magnificent and will gradually make the transition to K-8.

Cook shared that tonight is Edberg's 43 wedding anniversary. Cukale joked that in honor of the occasion, her husband stopped by to change the flat on her car.

Carmany thanked district leadership and school services staff for the outstanding back-to-school kickoff celebration held on Saturday. More than 4,000 people attended the event. Carmany also attended the grand opening celebrations at Aurora Quest K-8 and Boston K-8. She thanked Bill Holen, constituent service representative for Congressman Ed Perlmutter, for supplying flags that once flew over the capitol for the new buildings.

Lewis attended grand opening ceremonies at Aurora Quest K-8 and Boston K-8. Both were built with savings and interest earned money from the last bond. It is great for students and staff and a tremendous way to kickoff the year.

Cook commented that school started very early for Barry who rode the bus with students this morning. It has been a very exciting day and a great start to the 2008-09 school year. Cook thanked teachers, parents and staff for all their hard work and efforts in preparing schools for APS students. He encouraged everyone to become involved and active in their student's school.

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

Barry shared that nearly 4,000 parents, students and community members attended the back-to-school kickoff celebration at Aurora Central High School on Saturday, August 2. A special thanks to the many APS staff and community

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businesses that partnered to make this event a success. Barry recognized Barbara Cooper and the school services staff for organizing the event.

Rangeview received two new additions to their building including a brand new football field. Thanks to the city of Aurora for helping excavate the land for the football field and to the Denver Broncos for providing funding for the artificial turf. An eight-addition classroom space has also been added to the building as part of the 2002 bond program.

Jamaica now has space for 250 preschool students. The grand opening celebration will be held on August 18. This project was also funded from the 2002 bond program.

Barry welcomed Government Finance Officers Association representative Kathy Barta to present an award to the APS Accounting Department. APS Director of Finance Adrienne Bradshaw received the award on behalf of the accounting team.

Barta presented the Certificate of Achievement for Excellence and Financial Reporting award to the APS accounting department. The certificate of achievement program has been in existence since 1946. The purpose of the program is to encourage and assist government agencies in preparing financial reports of the highest quality for the benefit of citizens and other parties with a vital interest in government findings. This is the premier indicator of excellence in governmental accounting and financial reports. APS has received the Certificate of Achievement for Excellence and Financial award for the past 24 years, which is a reflection of the professionalism, dedication, commitment and hard work of the APS accounting staff.

Bradshaw shared that the report was compiled with the most up-to-date accounting standards, state statutes, and requirements. She thanked and recognized efforts of both past and present accounting employees. She asked the accounting team to stand up and be recognized by the Board, leadership, and audience.

Barry presented Shannon Sappington, Theresa Larson, Krista Swanson, Donna Garcia, and Louise Tipton with Superintendent recognition coins. Only one other district in the state has met the consecutive record of outstanding accounting practices as APS. Barta thanked the Board for understanding and appreciating what this award means to APS.

The 2008-09 school year is off to a great start! This morning, we welcomed more than 30,000 APS students back to school. We'd like to extend a special welcome to the more than 200 new teachers who joined APS this year.

To get a glimpse of the first day of school, the communication team presented a slide show of activities. Barry thanked the communication services department for the presentation.

### **Vista 2010**

Allen invited Brenna Isaacs to the staff table to share what has occurred in partnership with AEA over the past few months.

Allen shared that the goal selected from the strategic plan focuses on recruiting, hiring, inducting, supporting, and retaining high performing employees. The

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objective in the goal highlights attracting and retaining talented employees by ensuring we remain competitive in compensation and have effective work rules. The action highlights working together with the association and making sure we have good information in comparison to other districts.

The 2007-08 school year ended before negotiations were completed last year and a tentative agreement was reached. The two points that took bargaining teams to mediation were compensation and use of teacher time. We agreed to a compensation increase for teachers based on salary steps and covered cost increases in health insurance and PERA contributions. Our compensation agreement also included a two percent general salary increase contingent on the Board's decision on the mill levy question and the community support of it. The two percent increase also applies to classified and administrative/professional technical employees. The association was interested in having clear language in regard to teacher time. Principals were interested in retaining time for teacher professional learning. We were able to come to a tentative agreement on both points. Overall it was a highly successful negotiation season.

Issacs explained the process for ratification of the tentative agreement. We will have a special meeting with association representatives next Monday to review the entire tentative agreement. The AEA board has to take a position to recommend the tentative agreement and the AR Council has to take a position on the tentative agreement. After the vote is taken, we will move forward with a general recommendation for our entire membership. Teachers can vote August 12 through 4:30 p.m. on the afternoon of August 19. Our election committee will count votes the afternoon of August 19 and we will report election results to the APS Board at the August 19 meeting. We have not had an opportunity to talk to teachers about the tentative agreement but we are getting feedback from some school sites.

Cook thanked both the AEA and district bargaining teams for reaching the tentative agreement with a high degree of professionalism.

### **Achievement**

Stuart reviewed a slide from Goal 2, Objective 4, regarding English language learning. As part of our spring survey of teachers, we asked them about the effectiveness of professional development training offered in the district. Our goal was to have a 3.5 agreement rating by 2010 around professional development training. Survey results from the spring survey averaged to about a 3.0 agreement rating that professional development training was effective and meeting the needs of teachers.

Stuart announced that Jean Burke is the new director of the English language acquisition department and Piper Hendricks is the new director of the Rose Foundation Grant. He is excited about the energy and leadership they bring to APS.

### **Community**

Escárcega invited Barbara Cooper, director of school services, to the staff table to discuss the back-to-school kickoff celebration on Saturday.

Cooper shared that the back-to-school kickoff celebration on Saturday was one of many events that school services has been instrumental in organizing as part of our parent and community outreach efforts. We have had parent forums,

ethnic forums, family involvement workshops at school sites and parent coffees. The back-to-school kickoff celebration was organized by our family liaisons and the community was very much involved. About 40 community partners volunteered at the event. Various departments, APS schools, parent, students, leadership teams and the Board participated in the event. We provided 500 immunizations to more than 160 kids, handed out school supplies and had a brief program. A number of police officers attended the event and discussed safety with kids. Black Eyed Pea, Carrabba's Italian Grill and Chick-Fil-A were some of the restaurants that provided food for the event.

Cooper shared that next steps are to formally thank community partners and collect feedback forms from staff. We will continue to grow this event and discuss additional ways to increase parent and community involvement in APS.

Cooper thanked school services staff for all their work and efforts organizing the event.

### **Environment**

Sturges invited Mark Davis, maintenance director, and Bo Bacon, energy coordinator, to the staff table to discuss the rising cost of electricity and efforts in place to reduce energy consumption and costs.

Davis shared that the goal in 2008-09 is to reduce energy consumption by 10 percent. We have seen a 25 percent cost increase in electricity since April 1 and were notified of another 15 percent increase for the upcoming year resulting in a 40 percent increase in electricity bills for the 2008-09 school year.

Bacon and staff have outlined an outstanding energy savings plan. He met with all administrative staff at the end of the 2007-08 school year to review the energy savings program. Data will be reviewed with administrators to provide a sense of how rising costs are impacting the district. Davis shared that schools that do an outstanding job saving energy will be acknowledged and recognized at the end of the year. District employees have been very supportive of the plan and recognize the need to decrease energy consumption.

## **DIVISION OF ACCOUNTABILITY AND RESEARCH**

### **2007-08 Colorado Student Assessment Program**

Escárcega and Stuart provided an update to the Board on the 2007-08 Colorado Student Assessment Program.

Escárcega thanked CDE for releasing CSAP data a week early for districts scheduled to open early. This gave principals an opportunity to review data a week before school began.

Students in grades three through ten took the CSAP test. Each year we review demographics to determine shifts. We had a two percent increase in our Hispanic student population and a one percent decrease in our White student population. Our Asian, African American, and Native student populations remained stable.

Escárcega reviewed a graph of language proficient students. We have seen a tremendous change in this group from 2002 to 2008. This year, there was very little change in our ELL student population and we experienced a two percent

decrease for the first time. Our ELL student population is currently at 33 percent, our English speaking population is at 53 percent and our FEP student population is at 14 percent. Our LEP and FEP student population is currently at 47 percent. When we tested in 2002, we had at 77 percent English speaking student population.

The Colorado Department of Education has started using free/reduced lunch counts as an achievement gap indicator that districts are expected to reduce. We increased the free/reduced lunch count as a district by two percent. The free/reduced lunch count at the high school level is 48 percent compared to 62 percent at the elementary level and 66 percent at the middle school level. Escárcega shared that the percent is probably higher at the high school level but it is tougher getting application forms back from high school students.

Our learning disabled student population decreased by one percent. We were at seven percent last year; we are currently at six percent. Our gifted and talented student population in grades third through tenth increased from eight to nine percent. We have made significant efforts to identify gifted and talented students in APS.

CSAP gains in APS were the greatest significant gains since 2002 and our proficiency scores are at the level they were in 2002. In 2002, we had half the number of ELL students and a quarter of students qualifying for free/reduced lunch. This is meaningful to APS because it shows that we can obtain this level of achievement with our current student population.

The district's goal was to increase proficiency scores by three percent. This is a very hard goal to reach at a district level and none of the Colorado school districts achieved a three percent increase this year. In 2007, nine schools had an overall increase of three percent in proficient scores; in 2008, 21 schools had an overall increase of three percent in proficient scores. In 2008 we reported out, 10 significant gains with three percent or better and four losses, 27 tests, in the areas below:

- Four gains in writing, one loss
- Three gains in math, two losses
- Two gains in reading
- One gain in science

Escárcega shared that the state informed us that the science test has changed enough and it should not be compared to the previous year. She emphasized that it does not change the significant gains APS made compared to previous years and we are still above the 2002 baseline.

Escárcega reviewed graphs of gains and losses across the district and state by grade levels. APS beat the state's growth average across all the content areas:

- In elementary reading, we showed a one percent increase at the third grade level and a two percent increase in both the fourth and fifth grade levels. Escárcega shared that we should be seeing more gains at the fourth grade level as we begin to see the impact of MONDO.
- In middle school reading, we showed a five percent increase at the sixth grade level and a three percent increase at the eighth grade level. There was a one percent decrease at the seventh grade level.
- In high school reading, there was no change.

- In elementary writing, we saw a seven percent gain at the fourth grade level and a five percent gain at the fifth grade level. The third grade level remained at zero but the state decreased by four percent.
- In middle school writing, we showed a two percent increase at the sixth grade level and a three percent increase at the eighth grade level. We showed a two percent decrease at the seventh grade level, which was consistent with the state.
- In high school writing, we showed a three percent increase at the ninth grade level and a five percent decrease at the tenth grade level. The state showed a three percent decrease at the tenth grade level.
- In elementary math, we had a one percent decrease at the third grade level and a three percent decrease at the fourth grade level. There was a four percent increase at the fifth grade level.
- In middle school math, we had a two percent increase at the sixth grade level and a five percent increase at the eighth grade level. There was a five percent decrease at the seventh grade level, which was consistent with the state.
- In high school math, we had a six percent increase at the ninth grade level and a two percent decrease at the tenth grade level.
- We saw a slight reduction in the achievement gap in reading and writing.
  - African American student population – reading – two percent increase
  - African American student population – writing – three percent increase
  - Hispanic student population – reading – two percent increase
  - Hispanic student population – writing – one percent increase
  - White student population – reading – one percent increase
  - White student population – writing – two percent increase
- We did not show an achievement gap reduction in math because gains within the White student population did not increase. Gains in the African American and Hispanic student populations increased by one percent.

Prince asked whether a dip has always occurred at the seventh grade level. Escárcega shared that this was a unique year. The state averages went down at the seventh grade level and the cohort of kids from the previous year scored lower. We are working with eighth grade teachers to ensure scores do not continue to decrease.

Lewis asked if eighth grade teachers were fully aware of the data. Stuart has been reviewing data with school staff this week. Teachers at schools that had two consecutive years of growth already had the data as well as school improvement goals from last year and were aware of which goals had been met from a building standpoint. Our district is data driven and it drives discussions. This is where we look to determine how effective we were from previous years.

Lewis questioned how many seventh grade students participated in fifth block. Escárcega shared that we have the list of students and will monitor them to determine growth. James Ko, senior analyst, created a system where teachers can access student test scores and other information to increase student achievement.

Carmany asked if the DRA2 was a better predictor. Escárcega shared that the correlation between CSAP performance and DRA2 at the third, fourth and fifth grade level is .78, which is pretty strong. At the fourth grade level, DRA2 is very accurate but at the third grade level DRA2 is showing fewer kids at proficient levels. We tell schools to keep the target at 38 but if a student scores a 34 it is acceptable. At the fifth grade level the scores move up to 50 and under predicts

proficiency. Overall the DRA2 is a good predictor. Carmany requested scores by grade levels. Escárcega shared that we are compiling information for staff and will provide it to the Board as well.

Carmany thanked Escárcega for the presentation and for making numbers and data make sense.

## **DIVISION OF FINANCE**

*No Items*

## **DIVISION OF HUMAN RESOURCES**

*No Items*

## **DIVISION OF INSTRUCTIONAL SERVICES**

### **Rose Foundation Grant Update**

Stuart invited Piper Hendricks, coordinator for the Rose Foundation Community Grant, to the staff table to provide an update on the grant.

Hendricks shared that the overall purpose of the Rose Community Foundation Grant is to create a Center for Excellence in Instruction for English language acquisition. The three goals and objectives are:

- goal 1 - raise the overall academic achievement of ELL students
- measurable objective - increase to 25 percent, each year, the number of students who obtain FEP status and increase the graduation rate for ELL students
- goal 2 - make systemic changes in the delivery of the professional learning coaching model to reflect a more research-centered learning environment and culture that uses the most current cutting-edge research theory and practices
- measurable objective - use the research and professional development we gain from outside consultants at the four validation sites to create the Center for Excellence in APS
- goal 3 - provide support for ELL parents to meet the academic needs of their children
- measurable objective - create an outreach center for parents so they can better support their student's academic needs

The Rose Foundation Community Grant is funding phase I and II of the initiative. Phase I began in March when funding was initially received and ended in June. Rebecca Freeman Fields visited APS and the four validation sites had a chance to dialog with her. We will begin planning and implementation in phase II, September 2008 through June 2009, and will begin working with outside experts to establish the framework. In phase III and IV of the grant, we will use the framework created and pilot it at the four validation sites. We plan to implement it districtwide the following year.

Barber asked what schools were chosen as the four validation sites. Hendricks replied that Crawford, Jewell, North and Gateway were selected.

Hendricks shared that we hired Nancy Cummings as our lead expert consultant and will meet with her next Tuesday. The ELD Certificate cohort applications

are now online and teachers can apply for one of six cohorts, 125 slots.

Current priorities for phase I and II include:

- meet with each validation site in phase I and II to update them on phases of the grant
- outline support from outside consultants
- determine strengths and needs at each validation site
- continue to update time lines
- coordinate and schedule work with Nancy Cummings
- meet with Phil Goring from the Rose Foundation Community Grant office to provide quarterly updates

Lewis asked for more information about Nancy Cummings. Hendricks replied that Nancy Cummings is a well-known expert in the state and country for work in developing programs for English language learners and English immersion. Escárcega worked with Nancy Cummings for many years in many educational capacities. She is a national expert and has done national presentations throughout the country.

Lewis asked if the Rose Foundation would fund an outreach center. Hendricks replied that the Rose Foundation Community Grant would fund the planning portion. As we near the end of the year, we will try to update the grant or apply for another grant.

Lewis asked if a potential site for the outreach center had been determined. Hendricks replied that we plan to develop the framework for the center before we begin looking at a potential site.

Hendricks shared that periodic updates will be provided to the Board on the progress of phase I and II of the Rose Foundation Community Grant. Cook thanked Hendricks for the update.

## **DIVISION OF SUPPORT SERVICES**

### **Lease to Purchase School Bus Agreement**

Sturges invited Rob Schmedeke, transportation director, and Gary Walk, fleet maintenance manager, to the staff table to present information on the lease-to-purchase school bus agreement.

Schmedeke thanked Barry for walking the fleet floor this morning and shaking hands with bus drivers.

Schmedeke shared that five vehicles will be acquired on the lease-to-purchase agreement; four 66 passenger style buses and one 24 passenger special needs lift bus. The APS legal counsel as well as Caplan and Earnest have approved the agreement. The lease-to-purchase agreement extends over a period of five years at a cost of \$83,279.

A number of districts are moving toward lease-to-purchase agreements. Walk has worked in a number of districts and has met with a number of vendors to determine available vehicles to lease. Lease buses are not subject to the new 2010 emissions standards. The cost savings for not having to purchase emissions equipment is \$15,000 to \$20,000.

The lease-to-purchase agreement begins to address our fleet replacement needs. The average age of our bus fleet is 9.8 years but we have some buses that were purchased in 1987 and 1988. They are mostly used as spare buses but will move students if needed. Walk shared that it is difficult to find replacement parts on buses after 10 years. Some of the parts have been re-manufactured and it often takes weeks to find replacement parts.

Schmedeke shared that we can now retire six vehicles. The additional cost savings from our cash reserves will allow us to continue equipping our buses with CDE deductible equipment including replacement of old tape systems, ten two-way radios and a new M and O crew cab.

Carmany asked what was the difference in fuel efficiency on newer buses. Walk commented that it depends on the engine manufacturer. On older buses, we get about four to six miles per gallon. On newer buses, we get about five to seven miles per gallon. Schmedeke shared that the average cost of a new bus is \$110,000.

Barber thanked Schmedeke for all his hard work and efforts.

### **Adjustments to LRFAC Recommended Construction Program**

Sturges invited Jim Bittle, director of construction, to the staff table to present information on adjustments to the Long-Range Facilities Advisory Committee recommended construction program. On April 15, the Board received a recommended capital improvement list from the LRFAC. Due to the rapid increase in construction costs, it is now recommended that the list presented to the Board in April be modified. Five projects have been recommended for deletion.

Bittle shared that these five projects were identified in April as the lowest priorities by LRFAC. We are recommending that five repair projects be cut due to rising construction costs in the last six months. Extra cost savings would be placed in contingency funds for the new high school and P-8 school. We want to ensure that funds are available for all of the projects that we have committed to in the capital construction program.

Barry commented that five projects were identified as at risk for being cut from the capital construction program due to rising construction costs. If the Board approves the bond request and we are able to increase bond funds as in the previous bond program when we generated \$28 million interest earned money from \$250 million, we have a better chance of moving projects up the list prioritized by the LRFAC committee.

## **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**

Allen shared that the August 5 consent agenda represents all of the hiring that has occurred since the June 19 Board meeting. We hired about 230 new teachers and processed more than 80 teacher transfers. We rehired more than 70 teachers who were on one-year-only non-renewal contracts due to licensure issues or programs that required us to monitor teacher progress. We also hired about 300 new classified employees.

Allen welcomed new employees to the district and recognized the hard work and efforts of the Human Resources staff over the past few weeks.

**Classified Personnel**

**Licensed Personnel**

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

**DIVISION OF INSTRUCTIONAL SERVICES**

*No Items*

**DIVISION OF SUPPORT SERVICES**

*No Items*

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

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #8015

Approved on a vote of 7-0

**IV. ACTION ITEMS**

**SUPERINTENDENT OF SCHOOLS**

*No Items*

**DIVISION OF ACCOUNTABILITY AND RESEARCH**

*No Items*

**DIVISION OF FINANCE**

**Abrogation Agreement for 5.52 Acres of the APS Community Campus**

Weeks shared that a portion of the APS Community Campus was deeded to the district through the Federal Real Property Assistance Program in 1982. The deed transferring the property to APS requires that the property be used for an educational purpose for a period of 30 years. The deed requires the district to pay market value to abrogate the portion of the property not used for an educational purpose. The Federal Department of Education, which oversees the Federal Real Property Assistance Program, is requiring the district to abrogate 5.52 acres of the APS Community Campus. The abrogation payment calculates

to be \$609,399.45. This money will be paid out of the land purchase account in the capital reserve fund currently budgeted at \$715,000.

**RECOMMENDATION:** The Board approve the purchase of 5.52 acres of land, adjacent and directly south of the transportation services campus, in the form of an abrogation fee to the U.S. Department of Education in the amount of \$609,399.45 and authorize the district's chief financial officer to execute all necessary and associated documents to complete the transaction. (Budget Reference: Capital Reserve – Land Purchases and Improvements)

Carmany moved and Cukale seconded to adopt the abrogation agreement of the APS Community Campus as presented.

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #8016

Approved on a vote of 7-0

### **Authorization to Proceed with Bond and Mill Override Election**

Weeks shared that attachment IV-C-2, included in the August 5 Board agenda, is the actual resolution that is required statutorily in order for the Board to vote to include questions 3a and 3b on the November ballot. It has prescribed language and was prepared by the district's bond counsel. Both of the proposed questions, 3a and 3b, are being presented in a single resolution as required and the order of the questions are specific and prescribed on the resolution.

The Long-Range Facilities Advisory Committee has performed an extensive analysis of capital construction needs of the district and has identified over \$400 million in needs. The committee further prioritized projects and presented a list of \$215 million to the Board in June. Issuing this amount of general obligation bonds will not increase the tax rate.

Every school site and every student in the district would benefit from the proposed bond approvals. As stated in the attached resolution, the main purposes for which these bond proceeds will be used are as follows:

- build a new high school
- build a new pre-K through eighth grade school
- remodel and make additions and improvements to older district schools
- repairs and improvements to every school districtwide
- roof repairs, infrastructure and life safety improvements to schools as needed
- security and energy efficiency improvements to schools as needed
- add modern computer and Internet technology at schools as needed

The district has experienced a reduction in enrollment the past couple of years resulting in a significant reduction in general operating revenues. As shown in the attached resolution, district administration has identified \$14.7 million of needs where proceeds from a mill override election would be used for investing in educational programs to assist in lowering drop-out rates and improving student achievement, recruiting and retaining high quality teaching and support staff, expanding full-day kindergarten and updating instructional technology. This would also include funding to provide compensation increases to teachers, support staff, positive behavior support program and the truancy program.

Approval of the resolution would allow the district to submit two ballot issues to the Aurora voters for authorization of the sale of general obligation bonds in the amount of \$215 million to meet the district's capital needs for an estimated five-year period and for a fixed mill override that would generate \$14.7 million to meet operational needs.

**RECOMMENDATION:** The Board of Education approve the resolution as presented, and authorize district administration to take all necessary steps to place the issues before the electorate.

Lewis moved and Edberg seconded to approve the resolution as presented, and to authorize district administration to take all necessary steps to place the issues before the electorate.

Cook shared that the LRFAC invited charter schools to submit future bond projects in December 2007. APS initiated the contact although there was some suggestion from charter school leaders that contact was not made. The meeting was held in January and three of the charters were represented: Global Village, Aurora Academy and New America. At the January meeting, Global Village and Aurora Academy submitted projects. Specific information that required charter schools to submit capital construction recommendations by June 1 was also included in the contract agreement that each charter school leader signed.

There is no legal obligation to include charter schools on the bond. APS feels that each school in the district should benefit from the bond and has elected to provide \$750,000 to the six charters upon approval by Aurora voters. APS cannot delay a vote at this late date. Voting for the November election is scheduled to begin October 20.

Cook requested that the following information be entered into the record:

- Letter from Board of Education President Matt Cook and Superintendent John Barry in response to letter dated July 31 from charter school leaders.
- Letters of invitations dated December 19 to submit capital construction projects to Stephen Garretson, principal of Aurora Academy Charter School; Audra Philippon, principal of Aurora Expeditionary Learning Academy; Christina Burton, principal of Global Village Academy; Varol Gurler, principal of Lotus School for Excellence; Scott Mader, principal of New America School; and Dr. Dennis Corash, principal of Vanguard Classical School.
- LRFAC minutes dated January 16, 2008
- LRFAC minutes dated February 20, 2008

We encouraged charter school representatives to join the LRFAC comprised of parents, community members and district staff.

Melissa Miller, 871 Tucson St., Aurora, 80011, 303-363-7337, shared that her student is a kindergarten student at Global Village Academy.

Miller voiced concerns in regard to the capital construction plan process. In the e-mail response from Cook, he mentioned that the submission process for charter school leaders to provide input on capital needs projects is included in the charter school contract agreement. Language in the actual law states that "each school district is encouraged to voluntarily include funding for the capital construction needs of charter schools in the district's questions of contracting bonded indebtedness without requiring a charter school to comply with the

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capitol construction plan submission process set forth in subsection (3) of this section.”

The legislation state differently than the charter school contract agreement and is very vague about what formally and legally needs to occur regarding the submission of a capital construction plan. Although we do not own the building, we are requesting funding to supply a kitchen for a K-8 school in a state where it is cold most of the year seems reasonable. A hot breakfast or lunch would be good for the student population both academically and energetically.

Miller voiced concerns regarding the equitability of student funding at charter schools. Charter schools would receive \$100 per student compared to \$7,000 per student in APS if Aurora voters approve the bond. If this is correct, \$100 per student does not seem equitable.

Miller requested clear guidelines and time lines on the submission process for capital construction needs. It seems that if all six charter schools are unaware of the submission process and time frame, there is a disconnect in communication somewhere. Miller hopes that guidelines can be made clearer so everyone understands the process and time frame. She would like more pro-activeness between charter schools and APS. This is a world class opportunity for charter schools and many people are excited about sending their kids to them. We want to work in cooperation with APS.

Gordon Miller, 871 Tucson St., Aurora, 303-363-7337, shared that both he and his wife are new to this process. Miller is an accountant at Raytheon and understands the hard decisions that must be made for each student in the community. However, telling me my son is only worth \$100 per year is hard for me to stomach. Miller would like to know how decisions are made and what is taken into account. As parents, we work hard to determine the proper education and school for our kids, and a public school does not always meet the needs we want for our children. We feel we are being penalized for sending our student to a charter school instead of one of the district schools.

Miller appreciated the e-mail response from Cook. He concluded that he would like to understand, be part of the process and work in cooperation with APS for the future of his kids.

Christina Burton, 6180 Harlan St., Arvada, 720-352-0144, is the principal of Global Village Academy.

Burton shared that APS was approved for a \$220 million bond in November 2002, and have spoken about some of the construction and repair accomplishments that have taken place. APS was issued \$150 million in March of 2003 and the balance of \$75 million in February 2006. At that time, Aurora Academy Charter School did not participate in the bond. Rod Weeks indicated in a prior facility meeting that APS earned an additional \$32 million in interest on bond money. APS received a total of \$257 million, no charter schools participated in the bond, and it was a tax burden to Aurora citizens. The APS current plan to issue \$100 million of the proposed \$215 million initially and then the balance would again earn interest money. APS just voted to include charters at a minimum level in the bond but we urge you to include charter schools in \$4 million of the interest earned money so we can feed our free and reduced lunch children.

Burton shared that Global Village has 30 percent free and reduced lunch children

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whose federal reimbursement funds are going back to the district and not feeding students at Global Village. We cannot feed our students according to the district unless we have a full-service kitchen. Please consider providing charter schools with funding from interest earned money so we can provide food for our students. Four million divided among charter schools would allow us to complete some of our capital improvement projects.

Kirk Loadman-Copeland, 7408 E. Long Circle, 80012, Centennial, 303-949-6393, spoke on behalf of the six charter schools authorized by APS.

We are extremely disappointed with the process and outcome regarding charter school participation in the upcoming bond election and have communicated this in many numerous ways. In our view, the process is systematic of the attitude APS is taken toward charter schools, an attitude reflected in the fact that the Board voted to deny the last three charter school applications.

While we truly applaud the vision of Mr. Barry and the Board captured in the development of the Vista 2010 Strategic Plan and its implementation as outlined in the Vista 2010 action plan, we are aware that charter schools are not mentioned in either document. We also applaud the many accomplishments that Mr. Barry outlined in the October 1 edition of "Education News Colorado." Relative to declining district enrollments, he commented that part of the blame was due to the economy and part was due to charter schools. We believe charter schools have sought to be part of the educational solution within APS and have played a significant role expanding educational choices for district parents. The launch of the district's pilot school program appears to be a desire on the part of APS to further expand educational choice and we encourage that.

When we recently met with Mr. Barry and staff, we were told that a memorandum of understanding would be developed regarding the proposed bond and mill levy election for each of the charter schools boards to consider. Although I do not know how the individual charter school boards will react, we asked for a much broader memorandum of understanding that outlines the basis for new relationships between charter schools and APS as our authorizer. We would like a memorandum that is grounded in collaboration, mutually enforced with the district's core values and regards charters as both community stakeholders and strategic district assets. We believe that any other relationship does not serve the legitimate needs of APS students attending charter schools. We hope that you concur with this opinion and we look forward to the memorandum.

Yvette Plummer, 17985 Greenwood Dr., #13, 80013, 303-548-3577, shared that her son has attended Global Village Academy since it opened.

Plummer does not understand why students that qualify and are eligible for free and reduced lunch are not receiving it. She does not understand the politics of it but feels that kids should be able to have a hot breakfast and lunch. She shared that it is not right and believes that APS Board members would concur.

Plummer commented that charter school parents are not aware of all the wonderful events such as the back-to-school kickoff celebration held on Saturday. When her son attended Dalton Elementary, she was well informed of current events and activities in the district. She only hears about events from a friend who has children attending APS. Plummer feels that there is an atmosphere of negativity regarding charter schools and her child is being penalized because his parent decided that she wanted him to learn another language and have a different curriculum. She emphasized that she is a resident











