

I. PRELIMINARY

Cook called the October 7, 2008, meeting to order at 6:32 p.m.

Roll Call

The following members were present:

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

Also meeting with the Board of Education were:

John L. Barry, superintendent of schools
Lisa Escárcega, chief accountability and research officer
Rod Weeks, chief financial officer
Damon Smith, director of classified and licensed employees
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 October 7, 2008, agenda was approved as written.

Approval of Minutes

The minutes of the regular meeting of the Board of Education held September 16, 2008, were approved as written.

Opportunity for Audience

II. INFORMATION ITEMS

SUPERINTENDENT OF SCHOOLS

Reports from the Board of Education

Barber was privileged to be in the audience as Congressional Medal of Honor recipient Gordon Roberts addressed students and staff at East Middle School. The kids were well behaved and the school was decorated nicely.

Barber attended the joint town hall meeting sponsored by the Hispanic Scholarship Fund and APS on Thursday, September 17. More than 800 people attended the event. Well done!

Barber also had the opportunity to attend the grand opening celebration at

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Crossroads and a play at Hinkley.

Barber read a statement in which she thanked and recognized classified employees throughout the district. Please know that your contributions do not always receive the numeration and recognition deserved but your contributions are valued and appreciated.

Prince attended the Medal of Honor Ceremony for Thomas Kelley at Gateway. Kelley's speech was very touching and the kids were great.

Prince attended the Anschutz grant kickoff celebration on September 24. She was very excited to see all of the students from the Aurora LIGHTS Program at the kickoff celebration.

Prince was privileged to attend the grand opening celebration for the Kid's Clinic at Crawford. She thanked Edberg for pushing the district to open the health clinic for APS students. It is long overdue.

Prince had an opportunity to attend a choir concert at Mrachek Middle School. The concert was packed and the kids were wonderful.

Lewis also attended the grand opening celebration for the Kid's Clinic at Crawford. Students from ten schools will benefit from the clinic. Lewis thanked Edberg and Mary Beth Rensberger for all their efforts to get the clinic open.

Lewis shared that more than 500 volunteers passed out literature and placed signs in yards in support of the 3A and 3B campaign. She asked everyone to vote in support of 3A and 3B.

Lewis thanked and recognized classified employees throughout the district. She was especially grateful to school secretaries, who are often the first contact in the building and school custodians, who work so hard to ensure the building is clean and well-maintained for staff, parents and community members. Lewis shared a quote from author Ann Lamont in that "librarians and teachers have a place at the table in heaven near the dessert table." This is true for teachers and all district staff, especially librarians who are often classified employees.

Edberg spoke at the grand opening celebration for the Kid's Clinic at Crawford and was thrilled that the program has finally become a reality. It has been a combined effort of so many agencies and individuals including: University of Health Sciences Center; Aurora Mental Health Center; dental care agencies; APS school nurses: principals, district staff and community members. It has been exciting to work with all of the different groups to get the clinic up and running. Edberg thanked Mary Beth Rensberger for all her help and support. What a thrilling day it was.

Edberg attended the grand opening celebration at Crossroads. This center houses two special education programs. It is exciting to see both programs in one building.

Edberg thanked all of the volunteers who passed out flyers in support of 3A and 3B on Saturday. Volunteers had placed flyers on her own door by the time she arrived home from passing out flyers in the Gateway attendance area on Saturday morning.

Carmany expressed "hats off" to the ACES team for the phenomenal job they did

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recruiting and organizing volunteers to pass out literature and yard signs in support of 3A and 3B on Saturday. She volunteered at Hinkley and shared how they could not handout literature and yard signs fast enough for the many volunteers. Like Edberg, flyers were on her door and signs had been placed in many yards throughout the district by the time she arrived home on Saturday afternoon.

Carmany was touched by the awarding of the Anschutz Medical Grant and the excitement of the kids in the Aurora LIGHTS Program. The community came together and awarded APS the largest grant of its kind in the country.

Carmany had an opportunity to attend the grand opening celebration at Crossroads and the Congressional Medal of Honor ceremony for Gordon Roberts at Hinkley.

Carmany and Barber attended Pinwheels for Peace at Kenton Elementary. What kids think peace represents is so different from what adults think peace represents. Kids hope for peace at home and peace for their animals as well as food, clothes and shelter. It brings into perspective what adults need to think about to provide peace for their kids.

Hats off to all of the classified employees for all they do to support the district. A special thanks to school bus drivers, who are often the first person who kids see in the morning as well as school secretaries and custodians, who many teachers know run the building. We could not do our jobs without the support of classified employees.

Cukale also recognized and thanked classified staff throughout the district.

Cukale had an opportunity to be the honorary coin flipper at the Hinkley/Gateway football game. It was an enjoyable game and Gateway won, 28 to 14.

Cukale attended math night at Paris Elementary. It was phenomenal watching kids playing games and teaching their parents how to use number sense. It was an enjoyable week.

Cook attended the 25th anniversary celebration and open house at Rangeview High School. Principal Turner and staff did a superb job summarizing 25 years of history at Rangeview.

Hats off to everyone involved in the APS middle school swim championships. Close to 400 swimmers and 1,000 parents attended the event hosted by Aurora Central.

Cook announced the new arrival of Jason Thomas Cook, class of 2026. He also wished happy birthday to Jeanette Carmany and Superintendent John Barry.

Lewis and Edberg both shared that while vacationing out-of-town, relatives had either heard about or watched Superintendent John Barry on World News Tonight with Brian Williams. Barry is a fellow of the Broad Academy, which provides training for proven leaders aspiring to be district superintendents.

Items of Current Interest

Barry congratulated the APS School Services Department and APS family liaisons for their success with the first Hispanic Scholarship Community Meeting.

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Nearly 1,000 parents and students attended the event. This was an outstanding parent and community involvement occasion.

Thanks to Coldwater Creek for donating \$1,000 to Vassar Elementary School. In addition to the donation, Coldwater staff members will be reading to Vassar students twice a month and setting a book donation box at their store. Barry presented Vassar Elementary School Principal Stacey Stuart with a coin for Stacy Lohse.

The Old Chicago Restaurant and the Rock Bottom Foundation are new partners with Yale Elementary School. Recently, they provided lunch to Yale staff for an in-service day and each month they supply lunch for Yale's Star Students. The restaurant also held "Yale School Nights," where they donated 10 percent of the sales to the school. At Christmas, they will provide gifts for 100 Yale families through the Giving Tree Program. APS is excited about this partnership and are very thankful for their contributions and generosity. Barry asked Rock Bottom Foundation representative Chad Daelow to come forward to receive a Superintendent recognition coin.

The Aurora Police Department School Resource Officers who serve APS are some of the best in the country. This group was recently selected as a "National Model Agency" by the National Association of School Resource Officers. For the past 13 years, APS and APD have worked together to keep students and staff safe. Lt. Mike Shultz of APD was present to accept recognition of this honor on behalf of district SROs. Congratulations!

Recognition of Colorado Classified School Employees Week

Cook asked members of the Classified Employees Council to come forward as he read a proclamation in recognition of Colorado Classified School Employees Week.

PROCLAMATION

WHEREAS, the Colorado Classified School Employees are an essential part of the Aurora Public Schools education system; and

WHEREAS, classified employees are dedicated to assisting in the provision of quality education for the students of Aurora Public Schools; and

WHEREAS, the classified employees of our school district perform the daily cleaning and maintenance of school property, safely transport students to and from school, prepare and serve nourishing lunches, maintain records and reports, assist in classrooms and on school playgrounds; and perform a variety of other tasks on behalf of our children; and

WHEREAS, it is appropriate for the Aurora Public Schools to recognize the role classified school employees hold in our education system and to salute them for the valuable service they provide to our students and to our communities; and

NOW, THEREFORE, we, the Aurora Public Schools Board of Education, proclaim October 12 through October 18, 2008, as

Colorado Classified School Employees Week

In recognition of Colorado Classified School Employees Week, the Board held a drawing to select schools and sites to receive lunch on behalf of the Board. Sites selected were: Crawford, Fulton, Columbia, North, and Hinkley.

Thank you classified employees for all you do to support APS students, parents, staff and the community.

DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

DIVISION OF FINANCE

No Items

DIVISION OF HUMAN RESOURCES

No Items

DIVISION OF INSTRUCTIONAL SERVICES

K-12 Math Program

Escárcega invited Dave Schoenhals and Rachael Rishley, math instructional coordinators, to the staff table to present information on the K-12 math program. Linda Damon, director of professional learning, and Amy Weed, director of student achievement, were also present.

Rishley introduced Michelle Totman, teacher at Rangeview High School; Joanne Carroll, teacher at South Middle School; Kim Komar, teacher at Jewell Elementary; and Elaine Karubus, teacher at Jewell Elementary.

Schoenhals reviewed slides of CSAP data showing student math proficiency percentages over the past few years. We are not happy with the percentage of proficient students in APS but are encouraged with the positive trends and significant increases seen at both the elementary and middle school levels. We are making progress at the ninth grade level but still have some work to do at the tenth grade level. Progress that has occurred at the secondary level is due in part to equity created by moving all math classrooms to grade level content.

Rishley presented a clip from "Ma and Pa Kettle" highlighting adults using number sense. She shared that APS follows the six Colorado State Standards for grades K-12. Each standard is named by content as follows:

- number sense
- algebra
- probability and statistics
- geometry
- measurement
- computation

Each standard contains a process standard that ends with the requirement that students must understand the content in problem solving and communicate reasoning used to solve it. Students are asked to problem solve every day, in every activity and in every content area. This is supported by the Colorado State

Standards.

The Board was provided with examples of CSAP released items from the elementary and high school levels to get a sense of what is expected from math students. Schoenhals reviewed an example of a ninth-grade math level problem representing integration of statistics algebra and computation. Students are expected to use an equation in which they have the answer to and explain how they came to it, and provide the meaning of the slope within the context of the problem to demonstrate and communicate thinking and make sense of the math in the given context. The work that we are doing with students is related to number sense and problem solving that is expected on the CSAP test.

Komar reviewed examples of multiplication clusters used as starters at the fifth-grade level. Students in her fifth grade class were having problems with clusters because they did not know basic multiplication facts. Komar provided each student with a basic multiplication fact inventory broken out by different sections that tested a different strand in mathematic facts. Ninety-two percent of students were proficient in multiplication groups of 10; eight percent were partially proficient in multiplication groups of 10. In multiplication groups of nine, 19 percent of students were proficient; 15 percent of students were partially proficient; and 66 percent of students had a basic understanding. Students did not have multiplication facts memorized and did not have a strategy to problem solve. A variety of models, methods, and formats were reviewed to help with student understanding and learning, including the array visual that uses four multiplication groups of 10 and four multiplication groups of nine. Students used the visual to problem solve multiplication clusters by adding four groups of 10 and subtracting as needed to form an answer. The array visual helped students gain understanding and 22 out of 26 students were able to grasp the strategy.

Lewis asked if students received multiplication instruction as late as fifth grade. Komar replied that multiplication is taught at all grade levels. Through the models, kids are making sense and using more reasoning to problem solve. Prince shared that her son is in Ms. Komar's fifth-grade class and is getting math so much quicker.

Karubus is a former teacher leader in literacy and presently teaches third grade math at Jewell. Math instruction has changed dramatically and we are teaching more of an understanding, process and application in problem solving. Karubus and Komar participated in a grant that was awarded to Jewell to develop additional professional development for math instruction. Through the grant, teachers were able to study specific strands such as number sense and have vertical dialogs with each other. We learned that what we taught affects and impacts each grade level. Students learn to add in equal groups in second grade; we want them to have mastery of it by the fifth grade. We hope that basic addition facts have been mastered by the third grade.

Karubus gave her third-grade students an addition inventory clustered by strategies. None of the students were proficient but many were right on the cusp. Strategies were developed such as "make 10 and add what is leftover" to help with student understanding. Ten is considered to be a friendly number in the primary grade levels. Karubus uses a 10-frame model as well as flashcards to help students reason and problem solve. Students also write strategies to increase understanding.

Cook asked if strategies were more of a mastery of what is occurring in lieu of lining up numbers and working the problem. Komar replied that there is nothing

wrong with lining up numbers and working the problem. The learning/forgetting cycle has been fairly well documented among students in that by the end of second grade, 99 percent of students are proficient with all of their facts. By the time the student enters third grade, only 45 percent are proficient with all of their facts. Students did not have a strategy to fall back on. This is a much stronger model to help kids remember and we have a lot more research on how the brain succeeds in memorizing and knowing. The way parents were taught math is not wrong but it is more helpful for kids to know these strategies.

Lewis commented that new strategies are aligned with CSAP questions. Escárcega noted that kids were having trouble with constructive responses on the CSAP test. Rishley shared that students are now responsible for a lot more than answers. We are trying to enhance our students' abilities to retain and build from year to year as opposed to continually reteaching the same concepts.

Both Prince and Cukale encouraged parents to attend an elementary math night to get a better sense and understanding of models and strategies.

Carroll is a teacher at South and has seen positive changes as a result of how math is now taught. The math pacing guides have helped determine placement of kids transferring within APS. The big ideas in math pacing guides allow teachers to determine what we want to do and how we want to accomplish it. We have content planning a couple of times a week and it feels like we have become a learning organization where both teachers and kids are growing.

Totman is a teacher at Rangeview and agrees with Carroll in regard to positive changes and growth seen in both students and teachers. In the past, teachers were continually reteaching the same standards to kids. We are now teaching and hitting the six standards multiple times in ninth, tenth and eleventh grades and kids are getting it. Schoenhals also taught at Rangeview and shared that when curriculum was not working, it was changed. How we teach is the most important piece of what teachers do.

Rishley shared that we have high quality curriculum as well as K-12 instructional models that overlays any curriculum. We have had good success in putting math models in place across all grade levels and have consistent K-12 staff development to give teachers time to learn instructional models. Schoenhals concurred that APS students have consistency across all grade levels. We are putting our students first.

Komar has number talks built around computation and number sense with students each day for about 15 minutes. She shared two examples of student work from the number talk checkup that she provides with students each Friday. Students sit on the floor during the oral checkup as Komar projects number talks utilizing the model on the board. They are given time to think, form an answer and share out with a partner in order to provide time to rehearse and practice. Komar walks around the room to review strategies and select students to share out with the entire class. Strategies are then documented on the whiteboard.

Karubus added that kids have a tremendous bank of strategies that they can rely on to connect to math and solve problems. It is also exciting to see the connection between literacy and math.

Komar added that the entire fifth grade team is using the models and we are taking part in collaborative coaching and learning. We are working with our teacher leader and math coach to build our understanding of strategies that the

kids use to work toward fluency in their multiplication facts. It has been a tremendous help working with other teachers as well as math and teacher leaders to gain understanding.

Prince asked if teachers used algorithms at all. Komar shared that some teachers are using it. It is fine as long as students can use reasoning and fully understand the problem. Karubus shared that it is discouraged at the third grade level because kids are at the beginning stages of understanding and it becomes more of a trick than an understanding.

Carroll commented that kids are part of a larger learning organization. Teachers at South made a commitment this week to further develop number talks and are splitting talks to address patterns and move around different topics. Part of the math period is dedicated to numeracy and number sense, so students have a chance to warm up to math and practice multiplication. Students play math games during the period so Carroll can work with kids in small groups.

Totman shared that at the high school level we do a three-part lesson, which includes launch, explore and summarize. Students summarize in groups or in pairs to help them retain learning and engagement. Students now have a common base and take ownership of their learning. It also helps teachers monitor student learning.

Rishley thanked all of the teachers for taking the time to present information to the Board.

Carmany asked how students who have not been exposed to integrated math in elementary and middle schools are transitioning to it and what is happening to their scores. Escárcega shared that historically when we disaggregate data for new students, scores are always lower. It has never been noted that the difference is higher for high school math. Part of the reason for the drop is due to kids moving from school to school but we cannot discern whether the drop is due to the curriculum.

Schoenhals shared that we have had connective math for the last five years and kids transferring within APS should have been learning connective math. Some kids that were learning the traditional approach and are now learning the integrated approach have shared that math now makes sense and they have a better understanding of it. Escárcega added that we have not seen drops in test scores.

Carmany commented that it often takes a year or two to understand new teaching processes. What are we offering to students who do not understand the new approach? Rishley shared that one of the things we take seriously is individualization regardless of program or content. We know our kids and will change approaches in small groups or try to create a program within the program to help with individual learning and understanding. Prince asked if a student was having problems for example with patterns, is it continually brought back throughout the school year for discussion. Schoenhals replied yes. He added that at the middle school level, students have 70 to 90 minutes of math each day and is one of the reasons that we have seen increases. At the high school level, students have 100 minutes of math every other day. If there was more time for math instruction, teachers would have more opportunities to meet some of the issues students are experiencing at the high school level.

Carmany noted that most schools offer math nights for parents. What else is

being done to help with parent understanding of integrated math? Rishley replied that we offered a districtwide parent math night but it was not very well attended. We will continue our outreach efforts. Barry shared that we will utilize more communication tools such as ConnectEd to get the word out and remind parents of upcoming events. Weed added that we are getting better at aligning homework from planning and pacing guides so teachers give students more meaningful homework that aligns with math units. The homework task force is also discussing online homework for parents that will support the instruction that is taking place in the classroom.

Carmany commented that research conducted last year indicated that only 30 percent of APS parents had home computers. Will parents receive explanations of concepts in addition to online information? Weed replied that some schools are opening up libraries for parents to access computers. Linda Damon is also working with area grocery stores to set up computer centers for parent use.

Schoenhals shared that there is an excellent FAQ for parents on the core plus Web site. Rishley added that having an empowered confident student is one of our best communication tools for parents. Lewis commented that connecting math and expanding it to real world experiences such as the financial crisis would draw more parents and students in. Cook commented that CDE lists both family math and business math but neither course counts toward standards. Escárcega believes that a standard will be addressed once they are redone by CDE. At this time, courses do not count toward graduation in core math.

Barry commented that kids now have more strategies that they can approach from many different ways. In today's world, businesses want innovative people who can problem solve and we are giving our students the tools to approach problems from many different facets and use their innovative skills to do it.

Instructional Materials Adoption

Escárcega shared that the Board approved the "Western Civilization" textbook for the International Baccalaureate Program last year. School sites would like to purchase additional books but it is out of print. It has a new copyright, which requires Board approval.

Lewis asked about the cost for additional books. Escárcega did not have the exact figure but believes it is within budget.

This item will return for action in two weeks.

DIVISION OF SUPPORT SERVICES

Budget Adjustments for Bond Accounts

Sturges invited Amy Spatz, manager of construction management, to the staff table to present information on budget adjustments for bond accounts. At the most recent Citizens Bond Oversight Committee meeting, the budgets for four projects were discussed and adjustments were recommended and approved by the committee.

Spatz shared that we had a few projects that needed additional funding to complete and we are shifting some funds out of central contingency to cover expenses. Some of the projects have already been brought before the Board.

Sturges noted that we still have \$1 million in our central contingency administration budget.

This item will return for action in two weeks

Contingent Cancellation of Projects at Aurora Hills Middle School

Sturges shared that the contingent cancellation of projects at Aurora Hills Middle School was also discussed at the Citizens Bond Oversight Committee meeting.

Spatz shared that Aurora Hills was selected as the number one choice for a whole building remodel contingent on the successful passage of the bond. We recommend that we cancel projects due to the remodel project and put funds back into the central contingency administration budget.

Sturges shared that the contingent cancellation was strongly recommended by the LRFAC as well.

This item will return for action in two weeks

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

Barber noted disappointment in the resignation of Rebecca Bryon on the consent agenda. Smith acknowledged that Bryon has done a great job for the district.

DIVISION OF INSTRUCTIONAL SERVICES

No Items

DIVISION OF SUPPORT SERVICES

No Items

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

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

#8032

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

No Items

DIVISION OF HUMAN RESOURCES

No Items

DIVISION OF INSTRUCTIONAL SERVICES

No Items

DIVISION OF SUPPORT SERVICES

No Items

IV. CONCLUDING ITEMS

Opportunity for Audience

Correspondence

Next meeting date

The next business meeting of the Board of Education will be held October 21, 2008, at 6:30 p.m. in the Dr. Edward and Mrs. Patricia Lord Boardroom.

Adjournment

The regular meeting of the Board of Education adjourned at 8:40 p.m.

President

ATTEST

Secretary