

I. PRELIMINARY

Cook called the September 16, 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
Mary W. Lewis, director
Amy Prince, director

The following member was absent:

Judith Edberg, 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

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

Approval of Agenda

The September 16, 2008, agenda was approved as written.

Approval of Minutes

The minutes of the regular meeting of the Board of Education held September 2, 2008, were approved as written.

Student Performance

Sixth grade students from East Middle School performed two instrumental selections for the Board and audience. Barry presented Evelyn Baker, music teacher, with a Superintendent recognition coin.

Opportunity for Audience

Randy Patrick, 13304 E. Parkview Drive, Aurora, 303-367-8842, presented information on Amendment 51.

About a year ago, Representative Garcia convened an interim committee of the state legislature to study ways to end the wait list for people with developmental disabilities. Many options were explored but the committee concurred that the only way to raise funds was to ask citizens for a .2 percent state sales tax increase. This would raise \$200 million in increments over a three year period. The first year, the committee would request a .1 percent state sales tax increase to raise \$100 million. Approximately 12,000 children and adults are on a wait list to receive state services. Approximately 7,000 adults over the age of 60 are living with their parents. We are in a real crisis with no safety net.

Patrick shared that 12 years ago, he attended a forum on developmental disabilities and a parent told him that he hoped his child passed away before he did. It was at that point that Patrick volunteered to help people with developmental disabilities. Patrick asked the Board to support Amendment 51 through a variety of options including passing a resolution in support of Amendment 51; sign as individuals in support of Amendment 51; inform family and friends about Amendment 51; placement of yard signs and bumper stickers on cars; volunteer in support of Amendment 51; or provide a financial contribution. Cook asked Patrick to leave information with Tonia Norman, assistant to the Board.

II. INFORMATION ITEMS

SUPERINTENDENT OF SCHOOLS

Reports from the Board of Education

Carmany announced that the annual Aurora Public Schools Education Foundation breakfast will be held on Friday, October 10, at 7:30 a.m. at the Red Lion Hotel on I-225 and Parker Road. The foundation works in conjunction with the district to provide scholarships for teachers and students. The breakfast is \$25 for individual tickets, \$15 for district employees. The APSEF 2008 "Circle of Champion" honorees will be inducted into the Circle of Champions. Ceal Barry, former head coach of the Women's Basketball Team at CU Boulder, will be the keynote speaker. Rick Sallinger, Channel 4 Denver, will be the emcee of the event.

Prince had an opportunity to see the "Daughters of the American Revolution with Sandy Sweeney" at Jewell Elementary on September 11. There was also a flag raising ceremony with the honor guard posting colors. Jewell has done this for several years in honor of September 11 and has done a great job!

Prince attended the grand opening celebration at Aurora Quest K-8. She thanked Nancy Williams and Aurora Quest K-8 staff.

Prince shared that the PTSA at Gateway is sponsoring a craft fair on Saturday, October 18, from 9:00 a.m. to 4:00 p.m. Door prizes, including a flat screen television as the main prize, will be handed out. Prince encouraged everyone to stop by.

Prince served as the honorary captain and had an opportunity to flip the coin at the Gateway football game on Friday.

Lewis joined 30 seventh graders from North Middle School at the WELLS (Work Education and Life-Long Learning Simulation) center on the Fitzsimons campus. Students had an opportunity to perform numerous medical procedures and listen

to various heartbeats on six life-like mannequins. The students were excited and the medical staff was amazing.

Lewis asked one of the students why she applied to the program during the walk back to North. The student responded that her mom is a certified nursing assistant and has encouraged her to become a doctor.

Lewis shared that it was an extremely powerful morning. She thanked Tony Van Gytenbeek for making this opportunity possible for APS students and staff.

Items of Current Interest

Barry congratulated APS math teachers Pamela Birx, Columbia Middle School, and Lauren Eluard, Crawford Elementary School, for being two of only eight teachers in the state to earn the Outstanding Math Teacher Award from the Colorado Council of Teachers of Math. These teachers have not only displayed excellence in teaching, but through their own enthusiasm, have stimulated a love and excitement for learning. We are proud to have them on our team. Barry presented Birx and Eluard with a Superintendent recognition coin for earning the prestigious award.

Barry shared that on Thursday, September 18, three Medal of Honor recipients will visit Aurora Public Schools. These visits are part of The Congressional Medal of Honor Society's annual convention. Students will meet and learn more about the extraordinary men who risked their lives for the freedoms we enjoy every day.

Harvey Barnum, Jr. with the U.S. Marine Corps will visit Aurora Hills Middle School and Aurora Central High School. Thomas Kelley with the U. S. Navy will visit Aurora Frontier K-8 and Gateway High School. Gordon Roberts with the U.S. Army will visit Hinkley High School and East Middle School.

The Medal of Honor is the nation's highest military award. Since the Civil War, more than 39 million men and women have answered the call to serve. Of those, only 3,463 have received the Medal of Honor. The President of the United States must salute individuals who have earned the Medal of Honor before being saluted. Cook commented that only 103 Medal of Honor recipients are currently alive. He encouraged everyone to attend one of the ceremonies on September 18.

Please join us in celebration of Rangeview High School's 25th Anniversary. An open house will be held Thursday, September 17, at 5:00 p.m. in the school's media center. Staff will give a tour of the building and a dedication ceremony will be held for the new wing.

Aurora Public Schools and the Hispanic Scholarship Fund will host a joint town hall meeting to learn about college, financial aid and scholarship opportunities. The meeting will be held at Gateway High School on Thursday, September 18, from 6:00 to 8:30 p.m. Doors will open at 4:30 p.m. This event is sponsored by McDonald's and will be presented in Spanish and English. It will also feature a college fair. Snacks and refreshments will be served.

DIVISION OF ACCOUNTABILITY AND RESEARCH

Fifth Block Evaluation Study

Escárcega shared that Dan Jorgensen, assistant director, was scheduled to present information on the quantity portion of the fifth block evaluation study but was unable to attend. She invited Susan Olezene, director of student achievement, curriculum and professional development, to the staff table to assist with the presentation. A summary of the fifth block evaluation study was provided to the Board as part of the September 16 Board agenda.

Escárcega reviewed a paragraph from the winter newsletter of the American Education Research Association that discussed time to learn and reflected the overall purpose of fifth block. In 1963, scholar John Carroll shared that given the right amount of time and appropriate methods, a student would succeed in learning a specified body of knowledge. Carroll celebrated the model of school learning and expressed the learning process with this simple mathematic formula. Degree of learning equals on the top, time spent learning, and over time needed to learn. Multiple studies have confirmed what Carroll proposed in that students who spend more time engaged at the appropriate level of difficulty on tasks essential to the curriculum have experienced higher achievement than those who have spent less time. Low performing schools that have shown success have increased time for learning. Fifth block is embedded and is a direct result of research.

More than 3,100 students attended fifth block during the summer of 2007-08. The program offered 23 days of additional instruction for students who showed academic growth during the school year, had not had any previous interventions but needed more time to become proficient.

Barber asked why fifth block was offered in June instead of August. Van Gytenbeek shared that we would have greater student and staff participation in June. A significant number of employee contracts extend into June and office staff could assist with the program. An informal survey with stakeholder groups also indicated that June was the most desirable month for fifth block.

The majority of APS school sites offered fifth block to approximately 50 students. Title schools were able to add a second group of 50 students due to additional funding for summer school. Carmany asked if fifth block was offered full-time at Title schools. Escárcega replied that it was essentially the same program but Title schools had 100 students instead of 50 students.

Buildings were responsible for hiring teachers and staff. Most principals and teachers thought this was highly effective and quality staff was hired. Transportation as well as nutrition services were offered at sites. Report cards and a survey to gauge the overall effectiveness of the program were mailed to homes at the end of fifth block.

A significant number of the Hispanic student population and the free and reduced lunch student population attended fifth block. Students who were targeted were either partially proficient or unsatisfactory and were required to have good attendance and minimum office referrals. The overall attendance rate for fifth block was more than 93 percent for those students that attended the entire period.

Escárcega reviewed survey results from principals, teachers, and parents. We asked principals and teachers if they believed fifth block benefited students academically. We also asked open-ended questions. Approximately 81 percent of principals and teachers agreed that students benefited academically from fifth block. Approximately 89 percent of parents agreed that students benefited

academically from fifth block. We met with high school students toward the end of fifth block and all shared that the program was beneficial. It was especially beneficial for incoming freshmen who had an opportunity to attend their new high school before the start of the year. Students did voice that credit should have been offered in math and literacy.

Escárcega shared that we appeared to have targeted a number of quiet students for fifth block. These students did not have behavior or attendance problems and were close to being proficient. They were able to blossom in small class settings of 15 to one, and had a chance to make connections with teachers and other classmates. Barber asked if smaller class sizes benefited kids academically. Escárcega shared that a teacher's ability to make a connection benefits students and it is easier to do in small class settings. In this case, it may have been how the class was structured since most of the students were not typically extroverted. Smaller class sizes have been shown to increase learning.

Barber asked if some of the kids were in danger of falling through the cracks. Escárcega shared that students were not in danger of falling through the cracks. Many were not getting enough instruction in certain areas. Connections were made with kids that should last through the school year.

Escárcega shared that post assessment data indicated significant gains in reading and math during fifth block. Some of the gains might be a result of groundwork and foundation laid throughout the year with literacy and math teachers. We will be able to review CSAP data in spring of 2009 and compare growth scores of students with growth scores of students who attended fifth block.

Olezene thanked the fifth block research and development group and Sue Clark, group facilitator. She also thanked instructional and district coordinators for developing learning guides and providing teacher resources for fifth block.

A preliminary cost analysis of fifth block showed a total operating expense of \$1,409,228 or a per pupil cost of \$432. This included instructional salaries/benefits, assessment costs, curricular support, transportation, nutrition services and utilities.

Recommendations from parents, teachers, principals and students were summarized and findings will be given to the fifth block committee to support program improvement if the Board approves fifth block this summer.

Lewis was thrilled to see the 80 percent positive agreement rating for the fifth block program. She commented that three building principals felt that fifth block was not academically beneficial to students and asked if enough feedback and suggestions had been gathered from them. Escárcega replied yes. Some of the principals serve on the fifth block committee. We plan to meet with all principals to review survey results and feedback.

Carmany asked whether students who were targeted this year would be invited back or if a different cohort of students would be targeted. Escárcega replied that targeting the same group of students is a possibility. Barry noted that as students reach proficiency levels, they would not need to attend fifth block. This is strictly a volunteer program and we would have to assess it yearly.

Lewis asked if students attending fifth block were able to earn a quarter credit in reading and math. Escárcega replied that students would receive a quarter of

elective credit. Olezene explained that guides provided to support teachers in closing gaps between partially proficient and proficient levels did not match content that occurs in a quarter of literacy or math. Students could only earn a quarter of elective credit.

Barry thanked everyone involved in the fifth block program. This was a real team effort and it took a lot of work to make it a reality. The results will benefit students.

DIVISION OF FINANCE

School Counselor Corps Grant

Weeks invited Miles Pimentel, assistant director in grants management, and Susan Olezene, director of student achievement, curriculum and professional development, to the staff table to present information on the School Counselor Corps Grant that was awarded to APS.

Pimentel shared that the purpose of the grant is to authorize expenditures for the School Counselor Corps Grant through the Colorado Department of Education in the amount of \$519,700. This grant will expand our counseling capacity by hiring six freshman counselors to help students create individual career and academic plans and reach post secondary goals. The counselors will focus on students who are at risk for truancy and possible dropouts. Each high school will receive one additional counselor through the grant. An additional dropout reduction counselor will be hired at Aurora Central High School, the school with the highest truancy and dropout rate. This approach will help address the dropout rate at the ninth grade level and increase the overall graduation rate of APS high school students. This grant will also provide funds for professional development for all APS counselors with the major focus on the implementation of the American School Counselor Association (ASCA) standards. Another focus will be in the area of counseling multicultural diverse and specific populations, and understanding the impact of diverse backgrounds on student choices and decision making.

Lewis asked if APS received the second highest grant amount and whether the state determined the amount. Pimentel replied yes. The amount was determined by the Colorado Department of Education.

Lewis asked if additional counselors would provide more opportunities for existing counselors to work with students on post secondary planning and options. Olezene shared that one focus of the grant is to increase the number of students who have individual career and academic plans. Each year, we will increase the number of students who have individual career and academic plans until 100 percent of our students have plans in place. One component of the ASCA model is to provide professional development learning and support ninth grade students with career and post secondary planning. Seventy percent of at-risk behavior occurs in the ninth grade and is where the bulk of career planning needs to occur.

Pimentel clarified that APS was awarded a \$1.4 million grant over a three year period. In the second year, we will receive \$467,000; in the third year we will receive \$415,000.

Barber asked what the ratio of students to counselors was at each high school. Pimentel will provide data to the Board at a later date.

September 16, 2008

Lewis asked if professional development training for counselors was included in the ASCA model. Olezene shared that professional learning is built into the high school schedule every Wednesday and she meets with counselors the first Wednesday of each month. We are hoping to work with Tammy Dodson, a consultant and national expert on the ASCA model. We have also contracted with Steve Dobo, from the Rebound and Dropout Recovery Program, who will work directly with ninth grade counselors to help identify at-risk students. Dobo will also serve as a mentor for the second counselor at Aurora Central High School.

Lewis asked if current high school counselors would be considered to work with at-risk ninth grade students. Olezene replied yes. Some sites already have the counselor they want to hire in mind.

Olezene thanked Paula Niemi, grants coordinator, and Jay Catz, grant writer, for all their hard work and support under a short time line.

Carmany asked how the program would be measured. Olezene replied that dropout rates would be tracked. The goal is to decrease dropout rates at the freshman level as we increase individual career and academic plans.

Weeks recommended that information item II-C-1, School Counselor Corps Grant, be moved to action to commence hiring of additional high school counselors.

Cukale moved and Lewis seconded to move information item II-C-1, School Counselor Corps Grant, to action.

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

#8026

Approved on a vote of 6-0

General Fund Contingency Transfer

Weeks noted that the general fund contingency transfer is normally completed when the budget is readopted in October. Because we now readopt in December, action must be taken in order to move funds so school sites can receive additional funds and begin making spending plans as early as October 1.

Each year, schools are allowed to carryover 20 percent of their past year's PPA budget to the following year. Weeks reviewed a spreadsheet showing the eligible carryover fund amount for all schools totaling \$244,339 from the 2007-08 school year.

Weeks commented that this is the first time in 15 years that we have had positive amounts in all school budget accounts. Weeks recognized and acknowledged Technician and Accounting Trainers Krista Swanson and Donna Garcia. One of their focused efforts was to meet with principals, secretaries, and bookkeepers to ensure that the targeted goal of having positive account balances at all school sites was met. Well done!

Barry commended the entire district staff for working hard to ensure all school account balances were positive. It is something to celebrate.

Carmany asked why some schools had higher carryover amounts. Weeks

explained that every site is different. Some sites have anticipated expenditures going into next year and elect to carryover an amount to help pay for a large purchase. Sites usually spend 100 percent of the carryover amount. It is just a cushion amount.

Stuart shared that principals often delay spending due to contingency reasons at the end of the year or the desire to not overspend their budget. We are working with principals to monitor spending on a monthly basis. We will review spending rates with principals as part of the state of school presentation that we schedule with sites in the middle of the year.

Cukale moved and Lewis seconded to move item II-C-2, general fund contingency transfer, to action.

Cukale asked if we were earning interest while funds were in place. Weeks replied yes.

Carmany asked who determines how funds are spent at each site. Weeks replied that the principal is the budget authority at each site. Stuart added that principals work with their building leadership team to develop budgets based on enrollment and staffing. Accountability committees also have an opportunity to review the school budget and school improvement plan.

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

#8027

Approved on a vote of 6-0

DIVISION OF HUMAN RESOURCES

No Items

DIVISION OF INSTRUCTIONAL SERVICES

Response to Intervention Plan

Stuart invited Susan Olezene, director of student achievement, curriculum and professional development, and Ralph Albertson, director of exceptional student services, to the staff table to present information on the response to intervention (Rtl) plan from the academic side of the pyramid.

Olezene shared that Rtl is a joint partnership between general education and special education. Any student who shows signs of a learning difficulty can receive benefits from the Rtl model. Clear academic and behavior benchmarks and system-wide screening help identify students at risk for not meeting one or more benchmark. Teams of teachers use multiple data sources to ascertain why students are not meeting benchmarks. Schools apply scientific research-based interventions of varying intensity starting with the initial general education instructional tier. With each tier, instruction is more systematic, explicit, frequent, and intensive and occurs within small groups of students. Scientifically based instruction or interventions are used to the extent that they exist. In areas that they do not, promising practices are adopted and effects are monitored.

Progress monitoring is the core of Rtl. With each intervention, a student's learning rate and performance are measured and analyzed by teachers and the instructional support team. Data-based decision making is used throughout Rtl when data indicates that a student's progress is inadequate in relation to

normative rates of learning or reasonable goals. Teachers then increase instruction intensity, applying the appropriate level of tier interventions.

The Rtl tier levels of intervention are comprised of the universal, targeted and intensive levels of support as follows:

- At the universal level, students receive research-based, high quality general education that incorporates ongoing universal screening, progress monitoring and prescriptive assessment to design instruction.
- At the targeted level, interventions are provided to students identified as at risk of academic or social challenges and students identified as underachieving and requiring specific supports to make sufficient progress in general education. This applies to all students including gifted and talented.
- At the intensive level, interventions are provided to students with intensive chronic academic or behavioral needs based on ongoing progress monitoring or diagnostic assessment. Students who are receiving interventions at the intensive level are not taken out of the first tier of universal instruction.

Albertson shared that our special education assessments and identification procedures required a student to fail before identifying their disabilities. This is inefficient and less effective than early identification for most students. We have not had any broad scale data suggesting that special education results in large magnitude have positive benefits for students with disabilities. Special education services are effective for many students and we want to share benefits with all students. We can do this through Rtl.

Our special education assessments and identification procedures have been designed to identify the disability but results have been mixed. The discrepancy model for determining eligibility for special education with a learning disabled label is the "wait-to-fail" model, which typically requires a student to be in second grade or above to qualify. Interventions begun at the end of third grade often result in a significant gap in a student's achievement level among school-aged peers for the remainder of their school years. The Rtl is data driven and collaborative, and the purpose is to improve achievement for all students through interventions. The Colorado Department of Education has mandated that the state implement the Rtl model in all school districts by August 2009.

Olezene shared that Rtl is part of our strategic plan: Goal One, accelerate learning and raise expectations for every student. We began with a research and implementation group comprised of 17 staff members from exceptional student services and general education. The group developed the framework and gathered research from Washington, Florida, Colorado Department of Education and met with staff from Denver Public Schools to review lessons learned. After reviewing recommendations from the Colorado Department of Education, we determined that their guidelines were appropriate for APS. Escárcega obtained permission from CDE and guidelines were adapted and made unique to APS.

Olezene shared that part of our work in professional learning with principals is to support them in noticing and naming what they already have in place. Much of what we do is a compliment of Rtl. Professional learning for teachers is ongoing based on school needs. At the elementary level, MONDO is our universal level of instruction and we will continue to use those resources. A needs assessment will be conducted to support sites in naming and noticing what is not in place and support them in aligning resources.

Lewis asked if we are just identifying programs already in place. Olezene replied that in the past we were waiting for students to fail before we did any learning interventions. After exhausting all options, teachers would refer students for special education services but the gap was often not big enough for them to qualify for additional services. The Rtl model allows us to concentrate on interventions at the universal level of instruction. As an example, when we look at MONDO assessments during the literacy block, we can review benchmarks that students are not meeting in small group instruction and immediately address gaps. If they need more instruction we can work at the targeted level and get more frequency and intensive instruction. Albertson added that the focus is on good instruction. The unique part of the program is that we have taken what is already in place with MONDO and reader/writers workshop initiatives and put interventions in place.

Carmany commented that this program does not require additional staff. We are just reassigning job responsibilities. In the past, signed permission was required for a special education staff member to work with a regular education staff member. Under Rtl, this is no longer necessary. Olezene agreed that this is a key concept of Rtl. Special education teachers can support students that show they are not meeting benchmarks immediately. Rtl is about intervention, prevention and not waiting for students to fail.

Barber asked if this applies to English language learners who are often incorrectly identified. Olezene shared that an Rtl model has been created specifically for ELL students as well as gifted and talented students. Interventions apply to students at all levels but time lines will vary.

Stuart commented that many components of Rtl such as child study teams have been in place in APS for some time and have been strengthened through initiatives from the VISTA 2010 Strategic Plan. We have to make sure components of Rtl are in place and supported consistently at all school sites.

Escárcega shared that the primary focus of the law change is for students with specific learning disabilities. Students with severe cognitive delays: speech, vision, or hearing will get services immediately and the referral and identification process would remain the same. This would also apply to severely emotional impaired students on the behavioral side of the Rtl model.

Barber asked about the social/emotional side of the Rtl model pyramid. Olezene shared that the Rtl model triangle consists of an academic, behavioral and social/emotional side. A key component of the Rtl model is the PBS model, which is already in place at many APS school sites.

Carmany commented that in order to report out categorically under CSAP you must have a group of 30 students. Would this eliminate the need to report out on special education groups of 30 students in the growth model at some school sites? Escárcega replied that this references AYP in that you need a group of 30 students to have the target apply to a specific school. The target is not relevant to most elementary schools because it only applies to third, fourth and fifth grade students. The target applies to some elementary schools but over time if the referral and placement rate reduces, the target would be off. At the middle and high school level, there are plenty of students and schools are required to meet the AYP target.

DIVISION OF SUPPORT SERVICES

Presentation of Design of New High School

Sturges invited Jim Bittle, director of construction management and support and the construction management team, to the staff table to present information to the Board on the design of the new high school as Board policy FED dictates. Funding for the preliminary design of the building is coming out of funds from the 2002 bond program. Funding for building construction of the new high school is contingent on a future bond program.

Bittle shared that this will be the first high school that has been built in APS in 26 years. A lot of effort has been placed on the front end to determine specific requirements for the new high school. We made a decision to build a high school that would initially open for 1,350 students but be expandable to 2,250 students to accommodate projected growth in the eastern part of the district. Our design team had to put together a program, a detailed list of every room that would fit into a 2,250 capacity high school model. They then designed a scaled back program to accommodate a 1,350 capacity high school model with reduced classrooms and spaces that could wait until the second phase of construction to be built. We intend to go green and plan to register the project for the LEED Program under the Green Building Council. We will complete the registration step and have the building certified as a LEED building at the end of the project. A P-8 school will be built on the south side of the campus and we want both buildings to look, operate and fit together.

Bittle shared other challenges surrounding the site including a gas pipeline easement that runs through the entire length of the property. The 100-acre site is located in unincorporated Arapahoe County and steps have been taken with the city to annex the land inside the city of Aurora. We are also working within a very tight project budget.

Bittle introduced Brian Calhoun, RTA Architects in Colorado Springs, and Jack Mousseau, MOA Architects in Denver. The RTA and MOA architect firms are working on the project as a joint venture. Both firms worked on the Hinkley remodel project as well. Bittle also introduced Amy Spatz, manager of construction management, and Cindy Sauls, project coordinator for the new high school.

Calhoun shared that the schematic design review was held with the facilities department on August 26. We have concluded the schematic design phase and are currently working in design development. The new high school would be built on the 100-acre site at Sixth Avenue and Harvest Road. The eventual plan is for development on the north side of the site. Cross Creek Development is located on the west side of the site; Thunderbird Estates is located on the south side of the site; and the Traditions Development is located on the east side of the site. RTA worked with the district late last year to develop the master plan and study possibilities for the 100-acre site. Option five was one of the numerous options studied to determine building layout and site design. The new high school would be built on the northwest side of the site, the athletic field would be located in the center of the site, and the P-8 school would be built on the south side of the site. The gas easements run north to south on the entire site. The competitive track would be located on the northeast corner of the site and would also be the site of the future stadium. The land south of the track and stadium is reserved for future use to build a possible recreation center or a satellite transportation and maintenance and operations facility.

The Instructional Design Task Force provided a report as to how the new high

school would function. The basic recommendations were that the school should have a maximum student capacity of 2,250 based on five, 450 small student learning communities. During the first phase of construction, the high school would be built to accommodate 1,350 students. The task force requested that classrooms be designed to allow for various delivery models and be equipped with both hardwire and wireless technology. The swimming pool and two small learning communities would be built in the second phase of construction. Efforts should also be made to create partnerships with the city of Aurora. The overall P-20 campus would be designed with the emphasis that this would be a unique feature in the Aurora landscape, a campus with a P-8, high school and a possible future community college component.

We assembled a design team comprised of secondary staff throughout the district. The team met and shared current classroom design ideas, space needs and visualized how a future high school should look. An ed spec was developed that we used to design the new high school based on ideas and concepts from the design team. From the ed spec, we created a program, a summary indentifying quantity and space sizes of the entire building. We ended up with a 289,000 square foot building for the 2,250 capacity high school model. For the first phase of construction, we ended up with a 215,000 square foot building to accommodate a 1,350 capacity high school model. This was used for preliminary budgeting purposes and the design target.

One of the goals of the project is to identify and implement sustainable concepts in the building and we are pursuing LEED certification. We met with staff from facilities to discuss the LEED concept and we concluded that doing things that made sense in terms of energy, longevity, and durability would lead to a building that would qualify for LEED certification. We are also looking to implement low water use landscaping, a small demonstration roof garden, enhanced day lighting in classrooms and all occupied areas of the building, and energy savings in the mechanical and electrical systems.

Carmany asked if there were tax breaks for LEED certified buildings. Calhoun replied that there were incentives through Excel Energy. Barry added that there were rebates for LEED certified buildings. Mousseau explained that the LEED process is ongoing through design, construction and the first year of building occupancy in order to record actual feedback and data of how the building is performing. The LEED process to become certified is much longer in duration and more drawn out than just the construction of the building.

Calhoun reviewed a detailed slide of the preliminary design and layout of the new high school including:

- student, staff and visitor parking lots
- parent and school bus drop off loops
- football field with an all weather track
- future stadium and parking lot
- baseball, softball, and soccer fields
- tennis courts
- service access points
- classrooms would be located in the northern part of the building
- student activity areas would be located primarily in the southern part of the building to correlate with athletic fields

Cukale asked if there would be an elevator in the building. Calhoun replied that

the building would have an elevator big enough to accommodate equipment for learning disabled students.

Prince asked if designs showed where the future swimming pool would be located. Calhoun replied that the pool would either be attached to the new high school or a possible future recreation center on the 100-acre site. The swimming pool would be built in phase two of construction. Sturges shared that the pool's location would be determined by the Division of Instruction and the Board.

Cook thanked the presenters for all their time and efforts with the design of the new high school.

III. CONSENT AGENDA - ACTION ITEMS

SUPERINTENDENT OF SCHOOLS

No Items

DIVISION OF ACCOUNTABILITY AND RESEARCH

Applications for Committee Appointment (DAAC)

The following six names were submitted to the District Advisory Accountability Committee for approval by the APS Board of Education: John Baker, parent; Regina Gomez, parent; Lu Tzi Gartin, parent; Scott Russell, parent; Michael Abdale, administrative liaison; and Dan Wright, Exceptional Student Services representative.

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

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

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

#8028

Approved on a vote of 6-0

IV. ACTION ITEMS

SUPERINTENDENT OF SCHOOLS

No Items

DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

DIVISION OF FINANCE

Expenditures Summary and Financial Report as of August 31, 2008

Weeks noted that the Board received the Interim Financial Report under separate cover and the expenditure summary was included in the September 16 Board agenda.

The recommendation is that the Board approve the Expenditures Summary and Financial Report dated August 31, 2008, as presented.

Carmany moved and Cukale seconded to approve the Expenditures Summary and Financial Report dated August 31, 2008, as presented.

The spending rate in the general fund decreased to 93 percent compared to 93.7 percent in June and 94.6 percent last year at this time. This is a good indicator of our spending habits.

Interfund borrowing in the amount of \$1.57 million has occurred in three funds:

- Nutrition Services Fund - \$1,272,441
- Copier Services Internal Service Fund - \$158,918
- Grants Fund - \$142,765

Weeks commented that during five months of the year, the district's cash flow falls below zero. We will be participating in the interest-free loan program starting in November due to a slight dip below zero. We have also spent 96 percent of all funds in the building fund for bond projects including the interest-free and premium earnings that we had from the additional \$28 million.

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

#8029

Approved on a vote of 6-0

School Counselor Corps Grant

Weeks shared that the recommendation is for the Board of Education to authorize the expenditure for the School Counselor Corps Grant in the amount of \$519,000 and appoint Rod Weeks as the authorized representative; Paul Coleman as the budget authority; and Susan Olezene as the contact.

Lewis moved and Cukale seconded to approve the expenditure of the School Counselor Corps Grant in the amount of \$519,000 and appoint Rod Weeks as the authorized representative; Paul Coleman as the budget authority; and Susan Olezene as the contact.

Roll Call: Barber, Carmany, Cook, Cukale, Lewis, Prince #8030

Approved on a vote of 6-0

General Fund Contingency Transfer

Weeks shared that the recommendation is that the Board of Education approve a contingency reserve transfer in the amount of \$244,339 to school PPA accounts.

Barber moved and Carmany seconded to approve a contingency reserve transfer in the amount of \$244,339 to school PPA accounts throughout the district.

Roll Call: Barber, Carmany, Cook, Cukale, Lewis, Prince #8031

Approve on a vote of 6-0

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 7, 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