

DRAFT

I. PRELIMINARY

Cook called the November 11, 2008, meeting to order at 6:30 p.m.

Roll Call

The following members were present:

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

The following member was absent:

Jane Barber, secretary

Also meeting with the Board of Education were:

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

Pledge of Allegiance

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

Approval of Agenda

The November 11, 2008, agenda was approved as written.

Approval of Minutes

The minutes of the regular meeting of the Board of Education held October 21, 2008, were approved as written.

Opportunity for Audience

Clifford Tapia, 2592 S. Flanders Court, Aurora, 303 750-4773, requested that his daughter be transferred from Mrachek Middle School to Aurora Frontier K-8. Tapia shared that his daughter is a victim of a sexual assault that occurred in the community. He noted that letters from the district attorney's office and the psychologist handling his daughter's case mentioned fears of further trauma if his daughter remained at Mrachek due to taunting from fellow classmates.

Cook requested that Barry contact Tapia to discuss a possible transfer to Aurora Frontier K-8.

II. INFORMATION ITEMS

SUPERINTENDENT OF SCHOOLS

Reports from the Board of Education

Cukale attended bond/mill levy celebrations at Rangeview and Aurora Central on November 4. He commented and praised the exceptional student leaders who were present at the celebration at Rangeview.

Cukale visited Fletcher Elementary to get an overview and tour of the proposed Fletcher Primary School and the Fletcher Intermediate Science and Technology School pilot school sites.

Cukale attended the town hall meeting with fellow Board members on November 6. He thanked all of the parents and staff who attended.

Carmany thanked everyone that supported referendums 3A and 3B. It is a great testament to the work of the community, ACES committee members and the APS Board.

Carmany thanked staff members at school and facility polling sites for enabling voters to participate in this year's election. She also thanked parents and staff who attended the town hall meeting on November 6.

Edberg, along with fellow board member Peter Cukale, attended the annual celebration at the Aurora Mental Health Center on October 22. As part of the celebration, students participated in an art contest that was open to students from Cherry Creek, Aurora and other special schools. It is always heartwarming to see student artwork. This year's art theme was "living life to the fullest." There were five categories in each group and APS students won in three of the five. Three teachers from Sable, Wheeling and North were recognized for their support of the project. Randy Stith, executive director of the Aurora Mental Health Center, was honored for 30 years of service. Stith is known worldwide for his work in mental health and we are lucky to have him in our community. We are also lucky to have the agreements and cooperation with the Aurora Mental Health Center. They supply us with school-based therapy and provide lots of supports to APS kids.

Edberg will provide flu mist at Crawford Elementary tomorrow morning. She encouraged everyone to get their flu shot or mist.

Lewis volunteered as a poll watcher on Election Day and shared that one of the polling judges was a student at Rangeview High School. More than 30 high school students worked at polling sites on Election Day. Lewis commended the students and commented that it was an eye opening experience for them.

Lewis recognized and saluted veterans throughout the district. A lot of former APS students are serving in the Armed Forces and we are truly grateful for their service.

Prince attended the soccer championship game at Rangeview and the quarterly award ceremony at Peoria Elementary. She thanked all of the ACES committee members and everyone that helped and supported the bond and mill levy referendums. Cook shared that a more formal recognition ceremony would be held on November 18.

Items of Current Interest

Barry thanked everyone that supported 3A and 3B. It was an amazing team and community effort. The Aurora community saw the value and importance of supporting our schools and investing in our children's future. For those that voted in support of 3A and 3B, thank you. For those who did not vote in support of 3A and 3B, we will earn your respect by being good managers of taxpayer money and by making this an even better success for the future of our children.

American Education Week is November 16 through 22. The theme this year is "Great Public Schools: A Basic Right and Our Responsibility." This is a time for us to remember the importance of providing every child in America with a quality public education, and the need for everyone to do his or her part in making public schools great.

Please join me in recognizing and honoring all of the men and women serving in the armed forces as well as their families. The 14th Annual Aurora Veterans Salute will be held on Wednesday, November 12, at The Wings Over the Rockies Air and Space Museum on the former Lowry Air Force Base. For the third consecutive year, we will be delighted to hear patriotic songs by the Side Creek Elementary School Choir.

Corporate Express issued APS a check in the amount of \$68,949.66, representing a five percent rebate from the annual spend on our office and school supply contract. This money will be distributed to schools for instructional support. To date, the district has received \$236,635.56 in Corporate Express rebates. We thank Corporate Express for continuing to be an excellent business partner with our district and the Aurora Education Foundation.

Congratulations to Rangeview High School teacher Matthew Willis for earning the 2008 Unsung Heroes award for making Rangeview's History Day such a huge success. This program recognizes K-12 educators nationwide for their innovative teaching methods and creative educational projects. Willis coordinates Rangeview's history day celebration each year, providing students an opportunity to research and create their own history projects. He is one of 100 winners in the nation to receive a \$2,000 award to help fund an innovative idea.

We are grateful for the Hemmelgarn family who recently gave a book to each of our 470 Iowa Elementary School students in honor of their daughter Alyssa, who passed away at 9 years old due to treatment complications for Acute Lymphoma Leukemia. To promote Alyssa's joy and passion for reading, the family formed the Alyssa Cares Foundation, providing some of her favorite books to other kids. Her father, Joe, and the rest of the family plan to donate books to Iowa students two more times this school year.

Please join me in thanking the Hemmelgarn family, who are here tonight. They are true examples of caring community members and their thoughtfulness to our students is very much appreciated.

We are proud of our teachers and students who recently participated in the National Middle School Association's 35th Annual Conference, 21st Century Classroom exhibit. A classroom structure was set up and real learning took place to demonstrate to the nearly 11,000 attendees how new technologies are being integrated into today's classrooms. APS teachers and students utilized

podcasting, promethean boards, video conferencing, palm pilots and laptops. A representative from Apple spoke very highly of our district's level of teaching and leadership. We thank our students for being extremely focused and undistracted by the large crowds and our teachers for their professionalism.

I would like to recognize the following APS staff members who were involved: Aurora Central High School Teacher Cari Roberts; Instructional Technology Coach Christopher EarthTree; Instructional Technology Coach Donn Martin; Murphy Creek K-8 School Teacher Colleen Grant; Murphy Creek K-8 School Teacher Daniel Sharpe; North Middle School Principal Gerardo de la Garza; North Middle School Literacy Teacher and Teacher Leader Jennifer Henderson; District Literacy Coach Michelle Otte; District Literacy Coach Victoria Anderson; Children's Hospital Representative Rae Johnston, who participated via video conferencing; Student Achievement, Curriculum and Professional Learning Director Susan Olezene; Exceptional Student Services Consultant Tim Cowan; Exceptional Student Services Supervisor Sandy Burdelik; Children's Hospital Representative Vickie Candelaria; Children's Hospital Medical Day Treatment Program Director Arletta Swain-Cockrell; Instructional Technology Director Ivan Durán; and Secondary Literacy Instructional Coordinator Charlotte Butler.

Stuart thanked everyone who participated in the National Middle School Association's 35th Annual Conference, 21st Century Classroom. We are proud of the work you did showcasing APS.

Bond/Mill Levy Results

Weeks reviewed unofficial bond and mill levy results from the election. Both referendums received about 60,000 votes and results from each county were fairly close.

The \$14.7 million mill levy that was approved by Aurora voters will cover current programs in APS. Every employee will receive a two percent salary increase; funds will be allocated to charter schools on a per pupil basis; and the fifth block of instruction will continue next summer if approved by the Board.

The \$215 million bond will allow us to build a new high school and a P-8 school. We plan to accelerate the first issue of bonds in an attempt to issue \$150 million in December to start projects including the excavation and initial work on the new high school. Sturges added that every school would benefit from the \$215 million bond program.

VISTA 2010 Action Plan Review

People

Allen shared that there were no revisions being proposed to any of the goals or objectives in the people section of the VISTA 2010 Plan. Two changes are being proposed at the action level: one is due to completion and one is being postponed while we focus on other tasks. Most of our proposed revisions are occurring at the task level. The task related to Goal 1: recruitment, hire, induct, support and retain high-performing staff, is due to our efforts to think more broadly about resident programs, redesign our Grow your Own Program for classified employees, and expand partnerships with non-profit organizations to secure additional funding resources. Other revisions include: enhancements to the teacher induction program to provide coursework for linguistically different educator certificates; mentoring and differentiation training for new teachers; and

diversity education training for the teacher induction program and the NCLB program for classified employees. We are proposing to postpone work on our "360" evaluation tool component while we focus on fully revising the teacher evaluation process.

Achievement

Stuart noted that very few revisions have occurred at the goal and objective levels in the achievement section of the VISTA 2010 Strategic Plan. Under Goal 1, Objective 1: we had included science as a content area that we wanted to monitor in terms of students being at grade level in five years. When we tried to look at science growth, it becomes problematic due to CSAP intermittent assessments. We plan to continue to monitor student growth in science at the action and task levels and have included metrics to monitor science achievement. We are proposing to strike science as a content area to monitor from Objective 1 and monitor growth through Actions 26 and 46.

As we reviewed the VISTA 2010 Strategic Plan, we realized that many things had been accomplished due to the number of completed objectives. We are proposing to strike out Objective 3: Ensure staff uses data effectively to make decisions about instruction and student learning. Data driven decision making is embedded in our everyday work at school sites for teachers, principals and leadership teams, and we are proposing to move Objective 3 to a task under Action 30.

Lewis asked, under Objective 4, how many teachers had LD certificates. Stuart replied that 50 percent of APS teachers were LD certified. Lewis asked if any of the universities offered LD certification as part of their teacher licensure program. Stuart shared that it is not offered as a requirement but teachers can enroll in an LD certification course. Barry replied that since the beginning of VISTA 2010, we have funded more than 100 teachers to become LD certified. Next year, it will be an employment requirement for teachers. Experienced teachers would have two years to become certified; new teachers would have three years to become certified. In order to accomplish this, we will need more in-house capabilities. Lewis asked if the Rose Foundation Grant fund could be used to help teachers become certified. Barry replied that grant funds could not be used due to the specific nature of the grant.

Community

Escárcega shared that under the community section of the VISTA 2010 Strategic Plan, the majority of changes to the three goals were centered on dates and titles. Under Goal 1, Objective 3, we made a major change in that we are no longer asking teachers, district staff, and community leaders to visit homes of truant students to encourage them to return to school. This is more of a task and the new objective is to increase attendance by improving parent and community engagement.

Barry commented that we would continue to hold East Middle School staff as an example of increasing attendance by improving parent and student engagement. At the beginning of the year, every teacher at East boarded a bus and canvassed homes in the neighborhood to make sure parents knew who they were and what they were trying to accomplish. We are not giving up on home visitations but are moving to more of a sophisticated and broader objective and approach. Escárcega added that the metric was to increase home visitations by 10 percent. Initial numbers will be provided at a future Board meeting.

Escárcega shared that only minor changes have occurred to task under Goal 2 including introductions of technologies to help increase families engagement such as Web cast and Connect-ED.

Environment

Sturges shared that there were no changes to goals or objectives under the environment section of the VISTA 2010 Strategic Plan. One action was removed and one metric was moved from achievement to environment to reduce the overrepresentation of ethnic groups in referrals, suspensions and expulsions.

Barry commented that the VISTA 2010 Strategic Plan is a living, breathing document in our ability to focus on the vision to graduate every student with the choice to attend college without remediation. Our end is the vision and our means are the goals and objectives. This kind of commonality has served us well in our ability to see results in student achievement and close the socio-economic gap. The VISTA 2010 Strategic Plan is commonly referred to; updated to the Board; and constantly reviewed to determine if we are making progress in the areas outlined. Every goal focuses on student achievement and every objective is measurable and has a task underneath it with a measurable metric. We now have validation of the VISTA 2010 Strategic Plan in three major ways including: significant gains seen in student growth on CSAP; significant grant awards as most recently noted by the nearly \$4 million grant for the Aurora LIGHTS Program for biomedical pathways; and the community support of 3A and 3B to allow us to continue on our path. We are now in the validation and refinement stage to allow us to move to the next level.

Cook commented that the VISTA 2010 Strategic Plan is a model for other districts and many are looking closely at what APS is doing. The plan shows areas where we can improve and it is the road map we are following.

Calendar Proposals

Barbara Cooper invited Valerie Giles, parent representative; Jennifer Kimpson, teacher on special assignment; and Peggy Hassan, teacher, to the staff table to present information on calendar proposals for the 2009-10 and 2010-11 school years.

Cooper shared that the calendar committee was comprised of parents, teachers, and district staff. Our charge was to draft calendar proposals that would support student success and achievement. The committee met twice to develop a proposed calendar, draft A. Calendars were displayed on kiosks at four town hall meetings and the community was requested to provide feedback. Two online surveys were provided to encourage feedback on the proposed calendar.

The committee developed parameters for the proposed calendars including:

- maintain consistency and structure as in the 2007-08 and 2008-09 school calendars as suggested from parent feedback
- support educational achievement for all students
- ensure calendars were consistent throughout grades K-12 and pertained to all students
- provide required hours of student instruction as required by CDE
- provide calendars that support a possible fifth block of instruction

- provide as much time as possible prior to CSAP to ensure teachers had adequate instructional time with students
- fall and spring breaks should accommodate CSAP and state testing schedules
- balance instructional days as evenly as possible as requested at the high school level
- maintain recently adopted start and end bell schedule times

Kimpson shared that the committee drafted calendars for 2009-10 and 2010-11 based on parameters. Highlights of the proposed 2009-10 calendar, draft A, include:

- first day of school, Wednesday, August 5
- first quarter ends October 2 - providing 42 days of instruction
- teacher workday moved to Monday after first quarter ends
- fall break scheduled at the end of October
- parent/conference exchange day on November 25 followed by Thanksgiving break
- second quarter ends December 17 - providing 45 days of instruction
- teacher workday on December 18 followed by winter break
- classes resume on Jan 4
- third quarter ends March 11 - providing 45 days of instruction
- spring break scheduled the last week of March
- last day of school on May 20 - providing 43 days of instruction
- teacher workday on May 21
- fifth block of instruction begins May 25
- K-5 literacy days were moved from the spring to the fall to give parents an opportunity to develop relationships with teachers at the beginning of the school year

We did not receive a large number of responses from the online calendar survey. Responses received were enough to impact conversations and draft additional calendar proposals for the 2009-10 and 2010-11 school years. We utilized Connect-ED as a resource to inform parents and staff of the online survey and to expect letters in regard to it. We also posted posters with feedback opportunities at every school site for families who did not have access to computers. Highlights of the proposed 2009-10, draft B, calendar include:

- first day of school, Monday, August 10
- first quarter ends October 8 - providing 43 days of instruction
- teacher workday would fall on Friday, October 9, followed by a shorter fall break, October 12 and October 13
- parent/conference exchange day on November 25 followed by Thanksgiving break
- second quarter ends December 17 - providing 44 days of instruction
- teacher workday on Friday, December 18, followed by winter break
- classes resume on Jan 4
- third quarter ends March 11 - providing 45 days of instruction
- spring break scheduled the last week of March
- last day of school on May 20 - providing 43 days of instruction
- teacher workday on May 21
- fifth block of instruction begins May 25
- K-5 literacy days were moved to the start of the year as in draft A

Hassan shared that survey results overwhelmingly favored calendar proposal, draft A. Based on results, the calendar committee recommends that the Board approve calendar proposals, draft A, for the 2009-10 and 2010-11 school years.

Escárcega praised the committee and shared that the process used by the department of school services to obtain feedback was amazing.

Carmany was happy to see fewer weeks of instruction impacted by days off. It provides more continuity for students and staff. Kimpson commented that APS is a district of working parents. The committee was conscious of working parent schedules and it was a factor in development of the calendar.

Carmany asked if there were concerns about the early start in August. Giles shared that the early start date was a concern but staff favored fall break.

Prince asked if there was an interest in having Veterans Day off. Cooper noted that it was one of the comments but it was not overwhelming. Prince asked if there was an interest in having Election Day off or making it a teacher workday. Cooper replied that it did not come up. Barry shared that there were some concerns and options will be brought forward during the next presidential election year.

Susan Patton, 1020 Ursula St, Aurora, voiced opposition to calendar proposals, draft A. She shared that the paper version of the survey was flawed and did not provide a third option. The online calendar survey offered no options, and the turnaround times to complete and submit the survey were too quick.

Patton spoke to several Aurora Quest K-8 parents who are also in opposition of the early start time and the impact it has on family time in August. The start time conflicts with other local and state school districts. It is especially hard on families who have dual households and varying school-aged children.

Patton concurred that the fifth block of instruction could help increase CSAP scores but there are many opportunities for students that need additional assistance. With the passage of 3A and 3B, there may be additional opportunities to assist students.

Patton shared that arguments for the early start date are not that compelling and it is putting APS at risk of losing families to other school districts. Voters were asked to support 3A and 3B but many parents feel they are not being listened to.

Patton urged that calendar surveys be posted again in a capacity that is not flawed.

Escárcega commented that on the first and second online surveys, respondents could select yes or no. Seventy percent of respondents selected yes to calendar proposal, draft A; 70 percent of respondents selected no to calendar proposal, draft B. The paper survey asked for the preference between draft A and draft B, and 70 percent of respondents selected draft A.

Lewis asked if other metro districts had been surveyed in regard to start time. Kimpson shared that Jefferson County starts one week after APS. Most school districts were within one to two weeks of the start date of APS. Cooper commented that our start date was ahead of most local districts. Cook asked Barry to review start dates in metro districts and share information with the Board.

Cook thanked the calendar committee for their time and efforts in development of the proposed calendars.

DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

DIVISION OF FINANCE

Aurora LIGHTS Grant

Weeks invited Paul Coleman, director of grants management, to the staff table to answer questions in regard to the Aurora LIGHTS Grant.

Weeks shared that the Aurora Public Schools has been awarded a contract through the University of Colorado Health Sciences Center for the Aurora LIGHTS Program in the amount of \$379,594 for the 2008-09 school year. This grant will create a pathway for careers in the area of biomedical sciences from elementary through high school and continuing to postsecondary education.

Weeks requested that the Board move this item to action in order to start spending funds.

Cukale moved and Carmany seconded to move the Aurora LIGHTS Grant information item to action.

Lewis asked what the allocated amount of \$379,594 would be spent on. Coleman replied that funds would be spent to provide internships for students at North Middle School, Aurora Central High School, Hinkley High School and William Smith High School. A cohort group of 90 students from each school would receive funding for internships and work with medical professionals at various hospitals. Funds would also be used to hire a coordinator; provide supplemental curriculum materials for study in health science; and Saturday School for the cohort group of 90 students at each school. Weeks replied that Coleman and staff would oversee grant funds.

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

#8037

Approved on a vote of 6-0

DIVISION OF HUMAN RESOURCES

No Items

DIVISION OF INSTRUCTIONAL SERVICES

Instructional Materials Adoption

Stuart shared that the list of supplemental instructional materials proposed for adoption are presented to the Board. These materials are for the Pickens Technical Automotive Program.

This item will be returned for action on November 18.

Standards-Based Grading

Stuart invited members of the standard-based grading committee to the staff table to present information to the Board. As part of the VISTA 2010 Strategic Plan, one of the actions under Goal 1, Objective 1, is to implement standards-based grading for K-12 by August 2009. The Board received initial information on standards-based grading a couple of years ago from district leadership from Douglas County Public School District. Rich Patterson and Susan Olezene have been working with the standards-based grading committee on this very challenging initiative.

Olezene introduced Jennifer Henderson, literacy teacher at North Middle School; Sarah Weiss, math teacher at East Middle School; Corey Gallegos, science teacher at Aurora Hills Middle School, Michelle Otte, secondary literacy coach; Stephanie Walsh, social studies teachers at Rangeview High School; and Kim Marshall, parent at Aurora Quest K-8.

Patterson shared that a group of parents who met monthly through June of last year was formed in February to study standards-based grading. Steve Warstler, former Board member, helped create shared points for parents to include on the district Web site. A focus was held with K-12 principals to discuss standards-based grading and a social networking forum was setup on the Web where teachers could access information and resources. We also met with DAAC to discuss implementation of standards-based grading in APS.

Patterson thanked Patty Roundy and Carissa Hull, application services, for their help in drafting middle and high school report cards and the kindergarten electronic report card.

Gallegos showed examples of proficient and non-proficient student work. He also showed an example of the frayer model outlining how students should organize work in science note-booking. Olezene explained the importance of noting what proficient work should look like as teachers explain and review standards with parents. Carmany asked how comparisons of proficient and non-proficient work would be shared with parents. Olezene replied that we are hoping to get enough annotated work to illustrate to parents.

Walsh shared that her grade book has examples of standards-based grading groups. Conversations with parents are based on student learning. A board is used in class to demonstrate to students what is required to be proficient, which is somewhat difficult at the high school level.

Cukale asked if standards-based grading is used at the elementary level. Patterson shared that it has been implemented at the elementary level as well as Murphy Creek K-8 and Aurora Frontier K-8. Cukale asked how a student's effort was measured to gauge content. Henderson replied that students are asked to explain how they reach their answers as a measure to gauge content and learning. Walsh added that the work habit and achievement grade would not be blended or reflected together.

Lewis noted concerns in regard to the proposed implementation of standards-based by August 2009. Weiss shared that many teachers are currently grading students based on standards. The online IC version is currently available to teachers and they will be able to practice starting second semester. Walsh shared that many high school teachers are very concerned about the standards-based grading implementation time line based on the number of students at the high school level. It would be great to have a pilot practice for one year.

Lewis asked how standards-based grading would be structured. Henderson shared that standards-based grading was piloted during fifth block. Otte taught standards to ELL students in fifth block and piloted standard-based grading. Supports were provided to help students understand grade level standards. Students rose to the occasion and were able to understand and grasp grade level standards.

Cook commented that it took Douglas County School District 18 months to two years to get comfortable with standards-based grading. Lewis asked if we were at a point to tell teachers what the standard was for every class and content area. Walsh shared that standards were embedded in pacing guides. She noted the importance of consistency in regard to what a proficient paper should look like at all district high schools.

Barry shared that when we first addressed this issue, he asked principals to gather samples of proficient student writing. We were amazed at the differences throughout school sites. We realized that we need to establish consistencies but we cannot address it without having these types of conversations. When it comes to transformation, there is no right time to do it. We know that this will not be easy but it is the right decision for students. The toughest sell will be at the high school level, but we must move forward and take advantage of the momentum we have built. This is not new to APS. It has been implemented at the elementary level and at two K-8 schools. Students are familiar with standards-based grading and we are having conversations with parents. The sense of urgency is here and this is clearly best for kids. Having standards will eliminate seat time and move kids forward.

Olezene explained that we are starting support groups with all schools represented. They will in turn have conversations with their grade level departments with full support from principals. We will provide professional learning opportunities for principals, which is the role of the standards-based committee.

Carmany commented that standards-based grading is being debated in the state legislature. Many people believe that seat time is what a student's grade should be based on; other people believe that standards-based grading is the way to go. There is a misunderstanding of what standards-based grading really is. Patterson has done an amazing job working with principals and getting them to understand standards-based grading. There has already been a year's worth of work and it is never a good time to start something new. The debate is philosophical, it's new, it's hard, but the time has come to implement it at all APS sites.

Stuart thanked the standards-based grading committee. This group has done some really hard work to get standards in place; determine what constitutes proficiency; and make it consistent throughout the district. It is more challenging because what we recognize at schools throughout the country is grading and we are now trying to change it nationwide. It is hard for teachers, principals and parents to understand. We have to address professional development that is necessary and barriers that have been brought up to help staff through the transition.

Prince asked if there were consequences for poor work habits. Walsh shared that work habits always show up in achievement. College is more standards-based in that students are given a syllabus of what is needed, how it will be

taught, test dates and what the grade is based on. Olezene shared that it is a rare exception when students demonstrate poor work habits but are still able to achieve. In other cases, students may need to be placed in appropriate learning groups to increase work habits. Our primary belief is that effort equals achievement.

Olezene shared that information will be reported out to parents and conversations will be held with students. Cook thanked the standards-based grading committee for all of their hard work and efforts.

DIVISION OF SUPPORT SERVICES

No Items

III. CONSENT AGENDA - ACTION ITEMS

SUPERINTENDENT OF SCHOOLS

No Items

DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

DIVISION OF FINANCE

No Items

DIVISION OF HUMAN RESOURCES

Classified Personnel

Licensed Personnel

Non-Licensed Administrative and Professional/Technical Personnel

DIVISION OF INSTRUCTIONAL SERVICES

No Items

DIVISION OF SUPPORT SERVICES

No Items

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

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

#8038

Approved on a vote of 6-0

IV. ACTION ITEMS

SUPERINTENDENT OF SCHOOLS

New America School Waivers

Hostetler shared that the Board reviewed waiver requests submitted by New America School on October 21. Waiver requests are identical to those submitted by New America School and approved by the Board previously.

The recommendation is that the Board approve New America School's waiver requests as presented.

Lewis moved and Cukale seconded to approve New America School's waiver requests as presented:

Roll Call: Carmany, Cook, Cukale, Edberg, Lewis, Prince #8039

Approved on a vote of 6-0

Pilot School Proposal

Van Gytenbeek shared that the Board received information and heard presentations from both the Fletcher Primary School Design Team and the Fletcher Intermediate Science and Technology School Design Team on October 21, 2008.

The recommendation is that the Board approve both applications as presented to become the district's second and third Pilot Schools in August 2009.

Cook moved and Cukale seconded to approve both proposals as presented for the Fletcher Primary School and the Fletcher Intermediate Science and Technology School Design to become the district's second and third Pilot Schools in August 2009.

Prince commented that this is another great opportunity for the district and predicts that it will be a huge success

Lisa Nieto, principal, thanked Board members who came out to visit Fletcher.

Roll Call: Carmany, Cook, Cukale, Edberg, Lewis, Prince #8040

Approved on a vote of 6-0

DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

DIVISION OF FINANCE

Aurora Lights Grant

Weeks shared that the recommendation is that the Board of Education authorize the expenditure of the Aurora LIGHTS grant in the amount of \$379,594 and appoint Rod Weeks as the authorized representative; Paul Coleman as the budget authority; and Miles Pimentel as the contact person.

Prince moved and Cukale seconded to authorize the expenditure of the Aurora LIGHTS grant in the amount of \$379,594 and appoint Rod Weeks as the authorized representative; Paul Coleman as the budget authority; and Miles Pimentel as the contact person.

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

#8041

Approved 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

Brenna Issacs, president of Aurora Education Association, thanked the Board and Superintendent Barry for the opportunity to speak.

Issacs shared that teachers were pleased with the outcome of 3A and 3B. Having the vote to provide resources is a huge vote of confidence. Additional student enrollments will bring in resources and resolve budget issues that we do not want to find ourselves in again. Teachers worked hard to support 3A and 3B. Some were skeptical of what has occurred in regard to increased enrollments and wondered how student projections could be so different. They are also asking when building remodels and additional technology will be implemented.

Teachers are appreciative of the two percent salary increase and it will help restore staff morale. Election results for both the 3A and 3B referendums will be certified November 21.

Barry thanked Issacs for her support of 3A and 3B. We participated in a lot of presentations together and it was a pleasure to stand side by side with you as we worked to pass 3A and 3B. The passage of both referendums was a combined team effort of everyone, especially staff members that spent countless hours volunteering.

The enrollment projection of having 600 less students was pretty accurate. We lost 450 students to charter schools and about 150 students left the district. The good news is that 1,100 students enrolled in the district, which is attributed to the wonderful leadership of principals and administrative staff members who knocked on doors and made follow up phone calls to students expressing the need and importance of returning to school. We have also seen amazing results from the Rebound Program in the return of 50 students who had dropped out of school.

Barry praised Issacs for her help and support with 3A and 3B.

Correspondence

Next meeting date

November 11, 2008

Cook moved to recess into executive session under the authority of C.R.S. §24-6-402(b) to discuss the Superintendent's contract.

The next business meeting of the Board of Education will be held November 18, 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 8:53 p.m.

President

ATTEST

Secretary