

I. PRELIMINARY

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

Roll Call

The following members were present:

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

Also meeting with the Board of Education were:

John L. Barry, superintendent of schools
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

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

Approval of Agenda

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

Approval of Minutes

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

Opportunity for Audience

II. INFORMATION ITEMS

SUPERINTENDENT OF SCHOOLS

Reports from the Board of Education

Prince attended the Meet the Nuggets clinic at Aurora Central High School. About 150 students had an opportunity to meet Nugget players Anthony Carter, NeNê, Linas Kleiza, and Chris Andersen and former Nugget players Mark Randall and Ervin Johnson. The kids were excited and each received a T-shirt. AEF ambassadors were also present and did a wonderful job organizing the event.

December 11, 2008

Barber serves as the Board representative for the Classified Employee Council. She shared that classified employees exhibit social responsibility at all times and are excellent role models for APS students. I am very proud of our classified staff.

Barber attended the Colorado Association of School Boards convention with fellow Board members last week. There were many opportunities to learn and network with school board members across the state. Thanks for giving me an opportunity to attend.

Lewis shared that many wonderful speakers presented information at the CASB convention. One of the most interesting comments heard at the convention was that "principals and teachers must run schools so students want to attend. It is the job of school boards to run districts so teachers want to come."

Lewis had an opportunity to attend the winter choir concert at Dalton this afternoon. Deborah Ettenger, music teacher, plans to retire at the end of the year and requested that Superintendent Barry attend the final concert.

Cook shared that Superintendent Barry, Lisa Nieto, Mary Lewis, Camille Schiraldi, Jori Botrinick, Jody Jones, Michelle Mack and Kristin Wiemaier presented information on pilot schools at the CASB convention. The presentation went well and we had a good turnout.

Cook noted that many school reforms and improvements that were mentioned at the CASB convention have already been implemented in APS. School board members and educators throughout the state are aware of the VISTA 2010 Strategic Plan and reforms occurring in APS.

Cook recognized the horticulture department and students at Pickens Technical College for the wonderful display of poinsettias in front of the Board table.

Cook wished everyone a safe and happy holiday season.

Items of Current Interest

Congratulations to Aurora Frontier Art Teacher Thad McCauley for earning the Middle School Art Teacher of the Year award by the Colorado Art Education Association for his intense passion and dedication for art. McCauley is known for fostering an atmosphere of trust and acceptance in his classroom, enabling him to reach every student. His students' art is not only proudly displayed throughout Aurora Frontier, but also in the community through projects including Pinwheels for Peace and Empty Bowls. McCauley has now been nominated for the National Middle School Art Educator of the Year award. We wish him the best and are honored to have him as part of our team.

APS students will be on winter break from Monday, December 22 to Friday, January 2. Although some staff may be working, district offices will be closed during the first week of break from Monday, December 22 to Friday, December 26. During the second week, offices will be open from Monday, December 29 to Wednesday, December 31.

Staff surveys will be available to district employees the third week of January. Please take the time to complete the survey. Your input and feedback is invaluable, and provides us with ideas on how to improve and make APS an

even better district.

The APS Board of Education and I wish you all a very safe and happy holiday season with your families.

Cook recognized Ginny Burgess, DAAC committee member, who was in the audience.

DIVISION OF ACCOUNTABILITY AND RESEARCH

School Accountability Reports (SARs)

Escárcega invited Dan Jorgensen, assistant director, to the staff table to present information on the 2007-08 School Accountability Report.

Jorgensen shared that this is the eighth set of the annual School Accountability Report produced by the Colorado Department of Education. The SAR is the state measure of accountability; AYP is the federal measure of accountability. The SAR rating includes CSAP scores for all subjects and grades in the 2007-08 school year. ACT scores are included at the high school level. Both the overall academic performance and the academic growth of students are provided to each school.

The overall academic performance rating indicates how well each school is doing in terms of achievement and it had been fairly consistent throughout the years. This year the growth rating changed and CDE is now utilizing launch growth data to calculate the rating. The academic growth rating reflects how well each school is doing in terms of improving student performance between years. The weighted index is the heart of the academic rating. When the overall rating is calculated, advanced and proficient students count more than partially proficient or unsatisfactory students in determining the overall score.

Students who enroll after October 1 and ELL students who have been in the state less than three years are excluded from the report. ELL students are included in the overall AYP rating.

The five ratings are unsatisfactory, low, average, high and excellent. The state has seen flat ratings the last two years. APS has seen similar results between years. Approximately 89 percent of district schools retained the same rating. Aurora Academy moved from high to average; Jewell and Yale moved from low to average; Lotus moved from low to average; Aurora Frontier K-8 moved from average to high; and New America School moved from low to unsatisfactory.

Trends from 2002 to present show that the biggest changes are occurring with the number of schools that have been rated average between years. We saw a slight to stable decrease in the number of schools that received low ratings from 2005 to 2008. Unsatisfactory ratings at district schools have remained fairly consistent. Approximately 92 percent of APS schools received either a low or average rating. Global Village and Vanguard were rated for the first time. Global Village was rated average; Vanguard was rated low. The number of district schools improving exceeds the number of district schools declining in performance. The mean growth of district schools exceeds the mean rate of loss at district schools.

The academic growth rating looks at the performance of each student between years utilizing growth percentiles. The same exclusions apply as in the overall

rating with the addition of students in grades K-3 and students who do not have pre- and post-test scores. Science test scores are also excluded. The new rating has three descriptors in which schools can be assigned: low, typical and high. It is a better measure in that we compare students who started at the same level and look at performance between years. Student data is then aggregated within the school. First year results utilizing the new method showed that 70 percent of APS schools were in the typical range, 30 percent of district schools were in the low to high growth range. Most of the variables occurred at the elementary school level; district high schools were in the typical range.

Other information in the report includes safety and school environment, district taxpayers' report, student performance, and school and staff information.

Escárcega noted that school pride and school goals are listed for the first time. Each school was able to list four bullet points for school pride and set school improvement goals based on their school improvement plan.

Barber commented that the school accountability report is more parent friendly. Carmany asked if figures were accurate in regard to student to teacher ratios and years of teaching experience. Allen noted concerns regarding average class size figures listed on the report. We note what grade levels teachers are assigned when initially hired. Teacher reassignments within school sites are listed on a spreadsheet in human resources. The spreadsheet is not connected with Oracle, which is used to submit data to the Colorado Department of Education. We are in the process of correcting information and have asked principals to confirm if we have correct teaching assignments for each teacher. Years of teaching experience are accurate on the report.

DIVISION OF FINANCE

2008-09 Budget Readoption

Weeks invited Stan Rodriguez, budget manager, to the staff table to assist with the 2008-09 budget re-adoption presentation. Seven replacement pages were provided to the board to insert into their budget documents, these changes were between departments and all bottom line figures at the fund level remain the same. The Board received changes, which have occurred since the budget was adopted in June, under separate cover in a revised 2008-09 budget document. Changes include results of the election and increased student enrollment.

Weeks shared that the time line to readopt the budget was changed in state law to allow re-adoption midyear. The total net increase is \$17 million: from 365 million in the June adopted budget to \$382 million in the December readopted budget.

- The bond redemption fund increased by \$3.5 million. Approximately \$132 million worth of bonds were issued by APS this week. Funds will be available next week for immediate use. Principal and Interest payments on new and existing bonds are due on June 1 and December 1 each year. The \$3.5 million increase in the bond redemption fund will be used for the scheduled debt payment on June 1, 2009.
- The building fund had a net increase of more than \$2.5 million. More projects were completed by June 30 than estimated reducing beginning fund balance by \$10 million and \$7.5 million has been budgeted for new projects to cover anticipated expenses in the spring of 2009. Proceeds in

the building fund include the 2002, 2006, and a portion of the 2008 bond funds. All bond projects will be accounted for in the building fund as projects are completed.

- Weeks reviewed a slide illustrating how bond funds of \$132 million would be spent in the future. Significant spending will occur in the 2009-10 and 2010-11 school years as a result of construction on the 100-acre site as well as other building improvements. We hope to issue \$82 million worth of bonds for remaining projects in the 2011-12 school year.

Cook commented that we initially hoped to sell \$150 million worth of bonds. He asked if the \$132 million received would cover expenses on pending projects. Weeks shared that we elected to stop selling at \$132 million on Tuesday because we would have had to pay a higher interest rate as well as selling at a discounted price. The \$132 million will cover expenses on what was projected until we sell the remaining bonds.

- The capital reserve fund showed a slight decrease as a result of additional projects being completed prior to June 30, 2008, which resulted in a reduction in the beginning fund balance.
- The Colorado preschool program fund increased by \$1.7 million. An additional 520 slots were granted to serve 1,310 preschool children.

Cook noted that the governor had not approved funding for full-day kindergarten. He asked if APS had received funding for full-day kindergarten and was it included in budget projections? Weeks replied that APS would receive funding but it has not been included in any revenue or spending forecasts. We will incorporate funds in budget forecasts once a final ruling is received. Cook asked if other districts planned to spend funds. Barry shared that some districts have received funds, and plan to spend or have spent funds.

- The grants fund increased by \$2 million due to a number of grants awarded to the district including Aurora LIGHTS, Colorado Counselors Corp, Expelled and At Risk, and School-Based Health Center. The Title I grant received an increased allocation of \$520,000. APS currently has 44 grants totaling more than \$28 million.
- The nutrition services grant decreased as a result of building improvements that occurred before June 30, 2008, resulting in a reduced beginning fund balance.
- The risk-related activity budget increased as a result of funds placed in a contingency line item to carry over into next year to stabilize any anticipated increases.
- The general fund increased as a result of student enrollment and community support of the mill referendum. The mill override generated \$14.7 million and the student enrollment increase generated \$6.8 million. Funds will be used to cover a 2% general salary increase, fifth block of instruction, utilities, options, T.E. reserves, ELA in exceptional student services, TABOR reserves required by state law, and a contingency increase in anticipation of unknown expenses.
- The Board will be asked to approve the 7.84 mill that will generate \$14.7 million. In subsequent years, we will have a 7.80 override mill as part of the yearly certification. As the assessed valuation increases, it will generate additional revenue to remain in step with inflationary costs.

Cook asked if the assessed valuation increased every year. Weeks replied that a formal reassessment is completed every other year; assessment figures are

provided each year. Cook asked if assessment declines were anticipated next year. Weeks replied that there is a potential to have either flat or two percent assessment declines when the first notices are received in August 2009. Cook asked if anticipated declines had been built into budget forecasts. Weeks replied yes. Calculations would be very conservative.

As of June 30, 2008, the general fund's fund balance was 4.6 percent of revenues. Board policy requires a five percent minimum fund balance. This was reflected in CAFR, and reflected and communicated to rating agencies last week when district officials met with Moody's and Standard & Poor's rating agents in San Francisco. TABOR requires a three percent balance, and we are meeting that statutory requirement. Our projected fund balance at the end of this fiscal year, June 30, 2009, is between 5.5 to 6.5 percent. The adopted general fund budget in June 2008 was \$240 million; the readopted general fund balance in December is \$248.2 million.

The two resolutions to readopt the 2008-09 budget were included in Board packets. The 14 funds are all balanced and have sufficient revenues and fund balances to cover expenditures included in each fund. If any of the beginning fund balances are used to cover expenditures, the second resolution is used as required by statute.

The recommendation is to move information item, II-C-1, 2008-09 budget re-adoption, to action and approve both resolutions as presented. This would allow us to upload budgets into the December database to look at spending rates and determine what funds are available as we move forward in the budget development cycle and contract negotiations.

Cukale moved and Edberg seconded to move information item, II-C-1, 2008-09 budget re-adoption, to action.

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #8053

Approved on a vote of 7-0

DIVISION OF HUMAN RESOURCES

No Items

DIVISION OF INSTRUCTIONAL SERVICES

University Partnerships for Leadership Development

Stuart invited Linda Damon, director of professional learning, and Susan Olezene, director of student achievement, curriculum and professional learning, to the staff table to present an overview of university partnerships for leadership development.

Damon shared that one important piece of capacity building is leadership development. Michael Fullan recommends that school districts have a continuum of leadership development in place. Leadership training and professional development learning are two of the supports that we have in place. The partnership developed with the University of Colorado at Denver emphasizes teacher leadership. The four functions of our university partnerships are teacher and principal preparation, curriculum development, professional learning and scientifically-based and action research.

The first function of university partnerships is teacher preparation. We currently participate in a program with the University of Colorado at Denver and have established four professional development schools at Montview, Vassar, South and Aurora Central. Teacher candidates participate in the program for a year and are supported by an APS site coordinator and a university site professor, who are both assigned to the professional development school.

Michelle Curtin, site coordinator at Vassar, shared that a co-teaching model is used through the partnership with UCD. We currently have six student teachers, who work with classroom teachers every Wednesday and Thursday. Student teachers meet with the site coordinator and university site professor at a weekly seminar to participate in professional development learning and dialog on how university classes fit into our curriculum.

Lynn Fair, principal at Aurora Central, served as the site coordinator in her former role as assistant principal. Fair shared that UCD candidates are interviewed before they are accepted at Aurora Central. Teacher candidates work alongside classroom teachers and participate in all weekly professional development learning and activities as the classroom teacher. Teacher candidates who are hired at Aurora Central upon completion of the program are the equivalent of second and third year teachers.

Ryann Patrick-Stuart shared that the partnership with the Colorado School of Mines is centered on pairing a content expert, usually a doctoral student, with a classroom teacher to enhance or extend current science curriculum and provide kids with real world applications. Kids are excited about science technologies and it will help improve overall student achievement. Damon noted that students from the Colorado School of Mines are not educators. Our goal is to entice them into becoming educators.

Dr. Phillip White, university site professor at Montview, described action research that was conducted along with Jane Tarkington, former site coordinator, in the spring of 2006. We looked at how professional expertise and intellectual capital was built based on the strong program model at Montview. One of the outcomes of the research was that additional work was needed in the area of English language acquisition in that there were no defined best practices and teachers did not have a sense of agreement. We began a professional book study this semester around second language acquisition and instructional practices to build common understandings and directions. We are currently determining how resources at Montview and UCD can be leveraged around second language acquisition, professional development and math professional development. Damon noted that work done through the partnership with UCD is shared with other professional development school sites.

Shawna Lyons, principal at Boston K-8, reviewed the partnership with Regis University, sharing that it began with the Jesuits' belief in giving back to the community. Boston K-8 was selected for the partnership based on high poverty, second language learners and the high transient rate. It also gives students at Regis a chance to work with second language learners in the classroom. We meet with faculty members at Regis and are working with them on curriculum rewrites to ensure pieces are in place for teaching candidates.

Teacher candidates are interviewed to make sure it is the right fit for Boston K-8. Some of the candidates are working on methods one and two or student teaching at Boston K-8. We are in the process of developing a lab site so students can

receive hands-on experience. Teachers at Boston K-8 would work with candidates in the lab in order to provide feedback and examples of concepts. Students can take classes for free when offered at Boston. We also plan to offer summer camps at Regis University for seventh and eighth grade students at no charge.

Damon shared that we are exposing teacher candidates to APS and preparing them in our pedagogy and curriculum. This is cost effective for APS in terms of professional development and recruitment. The majority of teacher candidates are hired at their professional development site but some have been hired at sites throughout the district. Many candidates assume leadership roles very early, often in their second or third year of teaching. We have district coaches, assistant principals and a principal that have completed the program.

The principal certificate program through the University of Denver is a one-year program that is offered on campus at a reduced tuition rate. Damon teaches the class along with colleagues, Dennis Hamann and Jinger Haberer. Hamann provides an elementary perspective; Haberer provides both a middle and high school perspective.

Damon shared that the team of three works with a cohort group for one year. Upon completion of the course, students can apply for their principal's license and take the PLACE test. Students who successfully pass the PLACE test are eligible for the principal and assistant principal pool used throughout the district during the recruitment hiring period. Sixty students have gone through the DU cohort and about 45 have been placed in leadership positions. The DU program was evaluated by a national group and recognized as a top program. Of the four cohorts at DU, the APS cohort ranked highest in areas of student preparation for instructional leadership. We are looking at developing additional partnerships at West Ed, Oregon State University, Yale University, and the University of Washington.

Cook asked Damon to describe the uniqueness of the APS university partnerships. Damon replied that the uniqueness is the length of time and consistency of our partnership and involvement with the University of Colorado at Denver. Every professional development school in APS has a site coordinator and a site professor. They work together, emphasizing co-teaching theories and practice. In addition, we hire many teacher candidates at professional development sites and teacher candidates can move between professional development school sites to receive grade level training. Our partnerships are part of a larger program that is nationally recognized.

Cook commented about educational reforms occurring throughout the nation. He asked White how the partnership with APS strengthens the teaching program at the university level. White replied that one of the strengths is being able to utilize APS curriculum and professional development to immediately start training teacher candidates on MONDO, work with Kathy Richardson and science note-taking. We build on everything that APS has in place to make it a strong program for teacher candidates. This is similar to a residency program and is based on a medical model. Students are interns who become best practicing teachers.

Damon shared that one of the professors from UCD has been working with APS teachers for three years in the LDE certification program. She now wants to return to school to obtain a literacy degree and has started a certificate program in literacy to improve her knowledge and skills as a result of working with APS

teachers.

Lyons shared that the university site professor at Regis comes to Boston-K-8 each Wednesday for the entire day. The uniqueness is the partnership. During the last visit, we did a walk-through to build the site professor's understanding of oral language lessons. Lyons is the site coordinator at Boston K-8 and attends faculty meetings at Regis to assist and provide input with curriculum rewrites. Damon shared that site coordinators at all of the professional development school sites have monthly meeting with site professors at UCD.

Barber asked if the partnership with the Colorado School of Mines was limited to Fletcher. Patrick-Stuart replied that the partnership with the Colorado School of Mines has three grants associated with it. Their vision is to see how pairing the school with a K-12 content expert can influence students in science technologies. Fletcher is the only elementary school that has the grant but there are four middle school grants. The high school grant is pending.

Cook asked if students that completed the program were really the equivalent of second and third-year teachers. Fair replied yes. Ten of the teachers that completed the program are currently on staff. Student teachers work with classroom teachers in all aspects and participate in all professional development learning opportunities. They co-plan together and work on conditions of learning. The partnership gives us an opportunity to develop teachers in anticipation of future needs. Another advantage is that student teachers are certified as substitute teachers and can provide class coverage if needed. Damon shared that one of the requirements of the UCD program is that student teachers have a substitute license.

Lewis asked how much the program cost at each professional development site. Damon shared that each site receives \$30,000 to run the program.

Stuart thanked presenters for their time and efforts with the presentation.

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

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

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #8054

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

Mill Certification

Weeks shared that the Board was presented with preliminary information on assessed valuations, mill calculations, and the impact on taxpayers at the December 2 Board meeting. We received three notification updates since the December 2 meeting including:

- increase of \$1.9 million in assessed valuation from Adams County
- increase of \$35,000 in assessed valuation from Arapahoe County
- notification from CDE that the standard mill of 26.010 would remain as is based on the ruling from the court on the mill freeze

All changes have been applied and the recommendation is that the Board certify to the boards of county commissioners of Adams and Arapahoe counties, state of Colorado, a bond redemption fund mill levy of 15.000 and a general fund mill levy of 38.248.

Cukale moved and Carmany seconded to certify to the boards of county commissioners of Adams and Arapahoe counties, state of Colorado, a bond redemption fund mill levy of 15.000 and a general fund mill levy of 38.248.

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #8055

Approved on a vote of 7-0

2008-09 Adopted Budget

The Board was presented with information on the readoption of the 2008-09 budget. Current law allows that prior to January 31 of the current budget year,

local boards of education are allowed to readopt their district budget.

The recommendation is that the Board of Education adopt both resolutions as presented, the budget document, and the 2008-09 appropriations for the general operating fund.

Edberg moved and Cukale seconded to adopt both resolutions as presented, the budget document, and the 2008-09 appropriations for the general operating fund.

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #8056

Approved on a vote of 7-0

DIVISION OF HUMAN RESOURCES

Employee Transition for the 2009-10 School Year

Allen shared that in February 2008, the Board acted to discontinue employee transition for the 2009-10 school year. The Board was presented updated transition information and discussed whether to confirm its decision to discontinue transition for 2009-10. The Board also discussed future options for employee transition.

The recommendation is to confirm the Board's decision to discontinue transition beginning in the 2009-10 school year and not consider transition again until the district's financial status rebounds.

Barber moved and Lewis seconded to confirm the Board's decision to discontinue transition beginning in the 2009-10 school year and not consider transition again until the district's financial status rebounds.

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #8057

Approved on a vote of 6-0

Prince voted against discontinuing transition beginning in the 2009-10 school year.

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 January 20, 2009, at 6:30 p.m. in the Dr. Edward and Mrs. Patricia Lord Boardroom.

December 11, 2008

Adjournment

The regular meeting of the Board of Education adjourned at 8:09 p.m.

President

ATTEST

Secretary