

I. PRELIMINARY

Cook called the March 3, 2009, meeting to order at 6:34 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

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

Approval of Agenda

The February 17, 2009, agenda was approved as written.

Approval of Minutes

The minutes of the regular meeting of the Board of Education held February 17, 2009, were amended to reflect an additional remark made by Jane Barber on page 8620. Barber mentioned that Christine Sundberg was at Rangeview for the History Day Program. It was nice to see her because she left the district under unfortunate circumstances.

Student Performance

The Kenton Stringers, under the direction of Tanya Seslar, performed five instrumental selections at the March 3 Board of Education meeting.

Seslar shared that music is a vital part of the arts along with physical education and art. We hope that this can continue for students for a long time to come. The Kenton Stringers have been practicing on their violins after school for two months, four to five times a week, in preparation for the performance before the Board of Education. The Kenton Stringers will be performing at the Festival of Arts in the Aurora Town Center in April.

Barry thanked the Kenton Stringers for the wonderful performance. He presented Seslar with a Superintendent recognition coin for all her work and efforts with the talented string ensemble.

Opportunity for Audience

II. INFORMATION ITEMS

SUPERINTENDENT OF SCHOOLS

Reports from the Board of Education

Carmany saw the student production of "Into the Woods" at Gateway. The characters, story line, scenery and set were phenomenal. Everyone that worked behind the scenes did a great job on a great message play.

Carmany thanked the parents who attended the PTA/PTO meeting at Gateway. Close to 100 people attended the meeting. Thanks for taking the time and interest in APS and for your students.

Carmany attended the Empty Bowls dinner at Gateway. Thanks to all the staff, students and sponsors who organized the event. The soups and desserts were excellent, and it was a great way to give back to the community, especially in this time of need.

Carmany thanked staff members at Virginia Court, Fletcher, Dartmouth, and Fulton for giving her an opportunity to read to students on Read Across America Day. It is always one of the greatest pleasures that I have serving on the Board to be able to reconnect with kids.

Edberg echoed comments from Carmany in regard to the Empty Bowls dinner at Gateway. It was a fun thing to do.

Edberg thanked parents who attended the PTSA/PTO meeting at Gateway. It was great to see so many people that serve on the PTSA/PTO and DAAC committees.

Edberg had the opportunity to read to six different classes at the Child Development Center on Read Across America Day. It was one of the best times that I have had as a Board member. After I read to them, they read to me. It was a fun afternoon.

Cukale attended the Empty Bowls dinner at Gateway. He joked that most of the Board had been there by the time he arrived because most of the soup was gone.

Cukale shared that Aunt Polly had a blast reading to students at Fulton and Fletcher and last night at a pajama party at Paris. It is always amazing to read to kids and see the expression of enjoyment on their faces.

Lewis attended the Empty Bowls dinner at Gateway. It was a very nice event for a wonderful cause. Lewis thanked event sponsor Angie Willsea, district cohorts and Laurie Foster for inviting her to Kenton to paint her bowl.

Lewis attended the winter legislative conference sponsored by the Colorado Association of School Boards with fellow Board member Jeanette Carmany. We

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had a delightful lunch with Kellie Bohrer, an eighth grade student at North Middle School. Bohrer was at the capitol shadowing State House Representative Kevin Priola, who represents the district where North Middle School is located. Priola had also been invited to the winter legislative conference lunch sponsored by CASB.

Barber also attended the student production of "Into the Woods" at Gateway. The first half of the play was about the fairy tale; the second half was about what happens after happily ever after, which was not so good. It reminded me of the current state of our economy.

Barber read to students at Virginia Court and Paris. One of the quotes on the board at Paris was "today a reader, tomorrow a leader."

Barber had an opportunity to visit Foster Elementary in Arvada. The school has a working relationship with Peace Jam, and Barber had a chance to hear Jody Williams, who works to ban and eradicate land mines. She was fascinating and it was a good experience.

Barber also painted a soup bowl as part of the Empty Bowls dinner. She joked that she understands why she sits on the Board instead of teaching art.

Prince attended the Empty Bowls dinner at Gateway. She shared that it was a great time and thanked all of the sponsors. She also thanked Laurie Foster for giving her an opportunity to paint her soup bowl and half of Carmany's soup bowl.

Prince read to students at Fulton and Fletcher as part of Read Across America Day. She thanked staff members at both schools.

Cook reminded everyone that Aurora Central and Gateway's basketball teams have advanced to the sweet 16. Both games are scheduled on Thursday night at the Colorado School of Mines. Good luck to both teams.

Items of Current Interest

Barry shared that APS is proud to present the Educating a Rainbow of Children Forum to address the issues of diversity in the classroom. The forum will take place on Saturday, March 7, at Aurora Central High School from 8:30 a.m. to 4:30 p.m. Teachers, classified staff and parents will be introduced to culturally responsive teaching and counseling. Some focus areas will be empowering African-American males, strength-based approach to educating Latinos, understanding the language of our youth, and preparing students for early beginning in preschool.

Yesterday was Read Across America Day, sponsored by the National Education Association in honor of the beloved children's' books author Dr. Seuss. Many schools across the district hosted a day-long reading event for students. We thank all of the staff and community members who gave freely of their time to read to students and teach them the joy and importance of reading.

Please join us at the North Health Sciences and Technology Campus on Thursday, March 5, 6:30 to 7:00 p.m. to learn more about the school's new emphasis on health science and technology. The North Academy of Health Sciences and Technology is a specialized program within the school supported by the Aurora LIGHTS partnership. The school is expanding the program to 180

students from grade levels 6-8.

Hinkley High School is hosting the 14th annual Destination Imagination tournament this Saturday, March 7, from 8:00 a.m. to 5:00 p.m. Destination Imagination is the world's largest, team-based, problem-solving program for youth of all ages. Challenges range from theatre arts and improvisational acting to architectural design and structural engineering. We wish our APS students from Aurora Quest, Aurora Academy, Boston, Montview, Options and West the best of luck as they compete against other students in the North Metro area.

Please join me in recognizing Debbie Icke for all her hard work and efforts on the student count process and data submission that resulted in a substantial cost savings to the district. As soon as Icke began in her role as the data submission specialist in the Division of Accountability and Research, she had to hit the ground running in preparing and submitting the CDE End of Year Report. And running she has continued to do, especially through the most recent student count process. The district lost its in-house expertise when Donna Hungerford retired last year, Martha Baldwin left the district to take on a director of business position in a neighboring district, and Allison Waters had to resign due to family health issues. Icke had no problem immediately becoming the go-to person in the district with regard to the student count process and data submission. However there was another twist, at the same time the 2008 student count was taking place, CDE was auditing the district's 2007 student count data. Icke stepped right in and spent countless hours, along with teammates in IT, Exceptional Student Services, and the budget office, over a couple of months gathering data, negotiating with CDE auditors, and finally paring down an initial number of 145 students that we would potentially lose funding for, to a final figure of 21. We are very lucky to have Icke on our team.

We commend Hinkley High School senior Natalie Nicholls for earning the prestigious Boettcher Foundation Scholarship. More than 1,000 high school students applied for the scholarship and Nicholls was one of 40 winners. She has demonstrated superior academic achievement, a commitment to school and community activities and strength of character. This International Baccalaureate student is a member of the National Honor Society and is the captain of Hinkley's swim team.

Nicholls plans to attend the University of Colorado at Boulder to major in environmental engineering and the scholarship will cover virtually all of her college expenses. The Boettcher Foundation began awarding this scholarship in 1952. Fifty-eight APS students have been awarded the prestigious scholarship to date.

VISTA 2010 Update

People

Allen presented a slide from Goal 2: ensure all employees are highly qualified and skilled for their positions. The objective specifically focuses on classified professional learning opportunities. Each year, we measure the satisfaction level of classified professional learning programs through the classified climate survey. We saw some growth this year but did not meet our goal. Donna Gurule, president of the Classified Employee Council, is leading the group to develop a proposal to implement classified professional learning at school sites. Fifty percent of employees who indicated satisfaction on the survey were at non-

school sites. For example, we have excellent training programs in the maintenance and operations department, but we do not have many professional learning opportunities at school sites for paraeducators, clerical and support staff at school sites. CEC has developed a proposal and will request that site supervisors create time, structure and support for classified professional learning. The proposal has been presented to principals and we are in the process of gathering feedback in order to improve professional learning for classified staff at school sites.

Achievement

Stuart shared that we are at the start of the CSAP assessment window and will begin testing students in grades three through 10. One of the core initiatives developed to help teachers prepare kids for the CSAP assessment is pacing guides, developed initially in math and literacy. Under the direction of Susan Olezene, director of student achievement, curriculum and professional learning, we have expanded pacing guides into other content areas and grade levels. All of the guides are built on state standards and teacher groups have helped develop them. Both teachers and principals have conveyed that pacing guides are supportive and helpful in preparing kids for the CSAP assessment. The guides are revised annually to ensure they continue to help teachers prepare kids for success both in the classroom and on the CSAP assessment.

Community

Escárcega reviewed the metric under Goal 1: 75 percent of parents will complete 20 hours of service/volunteer work annually. We were unaware of the number of parent volunteers or the amount of volunteer time when the goal was set last year. Ivan Duran, director of instructional technology, helped retrieve some of the data utilizing the PTO manager software as noted in the task under goal one. Twenty schools are utilizing the software and staff members responsible for the data have been well trained. A demonstration was held at the PTO/PTSA meeting on Thursday at which time the Board requested the number of parent volunteers and hours.

The data revealed that 4,776 parents, 33 percent, have logged volunteer hours at the 20 schools utilizing the software, one parent per household. The parent log time is 20,652 hours. Approximately 179 parents, one percent, have volunteered 20 or more hours. We are working to get parents to recognize the types of volunteer hours they can log, including reading to students at home and helping with homework. Once we communicate to parents as to what they can log as volunteer hours we will begin to see increases in parent volunteer hours.

Barber commented that parents have to get their kids back and forth to school on a daily basis in addition to feeding and clothing them. This is a lot of work. Most have two jobs, and in some cases, more than two. APS parents are remarkable and are to be recognized for all they do. Escárcega concurred and shared that the average parent volunteer time is about 4.5 hours at this time.

Environment

Sturges invited Ivan Duran to the staff table to provide a technology update. Duran shared that the first part of Goal 1, Objective 2, addresses technology goals that are in every school improvement plan. The total number of classrooms in the district is 1,479 and 416 of the classrooms have some type of interactive white boards. Approximately 900 classrooms have projectors and

many are eight to nine years old. Funds for classroom technology are available as a result of the mill passage and will be used to increase and update classroom technology.

Duran reviewed a slide of current classroom technology. We have invested a lot in interactive whiteboard technology. The technology and expenditure is expected to double by 2011. Professional development is critical to integrating technology into the classroom. School sites are doing phenomenal jobs with user groups and many are doing their own in-house training. Online learning is also exploding. Another trend that is becoming popular is Netbooks, also known as appliances. Duran reviewed the Mini 9 from Dell, which can be run with the district standard XP operating system. The Netbook is under \$500 and 100 will be trialed at four different schools to see how it will impact student learning and instruction.

Duran reviewed Web 2.0 technology and how it can be used to increase student learning. He shared the importance of what is accomplished with various tools and technology. Two tools under Web 2.0 technology are teacher-generated online content and student-generated online content that would allow student to post class blogs and post responses to obtain feedback from peers. Duran reviewed a quote from a great thinker in educational technology "increasingly, those who use technology in ways that expand their global connections are more likely to advance, while those who do not will find themselves on the sidelines."

Prince requested that the Board be updated when Netbooks are implemented at school sites. Duran will provide the Board with an update in a couple of months. Netbooks will be used in fifth grade classes at Peoria and eighth grade classes at North as well as at the Rangeview Academy and Aurora Central.

DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

DIVISION OF FINANCE

2009-10 Budget Update

Weeks shared highlights from a CASE conference that he attended with Superintendent Barry, area superintendents and business officials who are leading in this time of financial uncertainty. Uncertainty is the theme at this time in that we do not know how much funding we will receive from the state or the feds. The stimulus package is available and federal funds are coming in, but we are unsure if funds can be used to backfill or if they will be ongoing. Stimulus funds and mill freeze funds for full-day kindergarten are not included in funding projections for the general fund.

The economy is unstable and APS is not exempt from the current economic crisis. Student enrollment is expected to be flat next year, and we plan to be very conservative as we move forward. We are in OK shape this year, but need to be proactive in conservative decision making for the next three years. We must also keep in the forefront our commitment to the community that supported APS with both the bond and mill levy referendums in November and utilize funds effectively.

Two years ago, we experienced a declining enrollment condition and reduced funding in budgets from support divisions by two percent across the board,

resulting in a \$1.4 million savings. Last year, we further reduced budgets by \$10 million, which affected staffing and tabling of some programs. We requested a mill override from Aurora voters as a result of expenditures exceeding declining revenues.

A couple of years ago, we had revenues that exceeded expenditures and had built a very good fund balance in the general fund. Funds were used to launch the VISTA 2010 Strategic Plan, which has proven to be successful and we have seen good results. This was a planned expenditure and the fund balance was spent down. At the end of last year, June 30, 2008, and as a result of the \$10 million reduction, we adopted a budget with a \$4 million shortfall in revenue based on our decision to ask the community for help due to declining enrollments and programs we had in place. In December 2008, we readopted a budget with additional revenues including:

- \$6 million - enrollment increase of 1,000 students
- \$14.7 million - mill override

Both increases are reflected in revenue and expenditure baselines, February 27, 2009 (2008-09 estimated actual) as follows:

- revenues - \$239 million
- expenditures - \$233 million

We received notification from the public finance office, Colorado Department of Education, that school districts were not exempt from state budget cuts even with the constitutionally protected School Finance Act, Amendment 23, and provisions such as TABOR and other funding protections. The first notification from the state was that APS would receive \$1.2 million less revenue this year, which reduced our revenue base amount.

We received good information in regard to official figures including: CPI, 3.9 percent and Amendment 23, one percent, resulting in a 4.9 percent increase and an additional \$10 million in revenue for the district. The next notification we received from CDE was that the state planned to rescind 1.3 percent, or \$2.9 million, from the revenue base. The adjusted revenue base is \$246 million going into the 2009-10 school year.

Barry commented that the total amount the state plans to rescind equals to \$4.1 million, \$1.2 million this year and \$2.9 million next year. Weeks added that figures were not official. It was communicated and is being considered by the state. The rulings will come this week for this year's amount and prior to the long bill being introduced as information for next year's amount.

The revenue of \$246 million, the expenditure base of \$233 million and the additional \$1.3 million, will take our contingency of \$1 million to zero and the T.E. reserve of \$325 million that we put into place for the remainder of this year to zero. We have a \$16 million estimated fund balance going into the 2009-10 school year.

Major categories of funding operations include Compensation, Mill Override and Initiatives. Approximately 85 percent of our operations are people and compensation; salary and benefits are the largest amount to consider. General step increases, PERA and health benefits must be considered yearly. Four of the mill override items have been implemented including a 2 percent general

salary increase, shoring up the revenue shortfall, fifth block, and allocations to charter schools. Current initiatives include math adoption, Achieve 3000 and planning for the 100-acre site. We are required to have a fund balance of five percent of our revenue amount, and our target is to ensure revenues continue to equal expenditures.

Other items included in the mill override spending plan include:

- full-day kindergarten
 - 12 schools currently offer full-day kindergarten
 - 10 schools will offer full-day kindergarten in the 2009-10 school year
 - 11 schools will offer full-day kindergarten in the 2010-11 school year
 - Funding for the 12 schools that currently have full-day kindergarten comes from tuition, Title I funds, and current existing T.E. In year three, we will be back filling funding sources for those schools.
- IT
- Truancy
- Pilot/Pathway/Magnet Start UP
- PBS
- IB

Federal funds from the stimulus package will be available for the next two years. Our current staffing level is set based on the increase of 1,000 students. Minor adjustments have been made by taking T.E. from schools where enrollment had decreased. Current staffing ratios will be made by adjusting ratios and T.E. as we move into the 2009-10 school year. The cost savings by increasing the T.E. staffing ratio by 1 student per teacher is \$4 million. The average class size at the elementary level was 22.4 in 2007-08 compared to 23.8 in 2008-09.

Conditions are not good going into the 2009-10 school year and it will most likely be this time next year before we see some type of stabilization and recovery in the economy. We will be looking at classified and administration/professional technical staffing. Anytime there is a resignation, vacancy or retirement, we will analyze to determine the direction to take.

The Board will be presented with a Proposed Budget on May 19 and DAAC will host a public budget hearing on May 21. The adopted budget will be presented to the board for approval in June. The budget will be readopted in December.

Barry sees light and a train wreck at the end of the tunnel. One-time stimulus money cannot be used for salaries and contains a number of strings for specific use for special education and Title I. We will get some funding this year through CPI, but will lose Amendment 23 funds in two years. All of the area superintendents are preparing for the three-year plan rather than the one-year plan. Conservative budgeting has always been a characteristic of the district and we will be prudent as we move forward. We will continue to make investments versus expenditures. This includes investments in students to continue the growth and momentum as noted by the largest growth in six years, as well as the amazing number of grants that APS continues to receive as noted by the \$264,000 grant received today to assist with the health center at Crawford. This welcoming attitude on success continues to build momentum as seen in the confidence that the community has in APS, and the direction we are moving toward as evidenced by the successful passage of both the bond and mill levy referendums. The investment that we made to move the VISTA 2010 Strategic Plan forward has now paid off by putting APS in a reasonable position. CDE has

repeatedly emphasized that the financial outlook for next year will be worse than this year. We have to look at the long-range picture versus the short-term picture as we continue to focus on student achievement and closing the socioeconomic gap. This is the focus point of APS and the VISTA 2010 Strategic Plan.

Lewis asked when we would see the first impact of drops in house valuations. Weeks shared that we would receive the first indication on August 25, 2009, when the counties are required to provide initial assessment amounts. New construction might offset some of the lost housing drops in values. We are hoping that there will simply be a reduction in the growth in assessed valuations and not an actual decrease.

The Board will be presented with another budget update on April 21.

DIVISION OF HUMAN RESOURCES

No Items

DIVISION OF INSTRUCTIONAL SERVICES

North Middle School Restructuring Update

Stuart invited Rich Patterson, director of student achievement; Gerardo De La Garza, principal of North Middle School; and staff from North to present a restructuring update. This is a planning year to restructure North based on failure to make AYP and is part of the requirement for the Colorado Department of Education.

Presenters included Myra Paredes, family/community liaison; Guadalupe Vasquez, parent; Carmen Andrade, parent; Kurtis Quig, assistant principal at North; Darin Arnold, social studies teacher; Sherry Anderson, literacy teacher for Aurora LIGHTS; and Brenda Lane, assistant principal at North.

Patterson shared that North Middle School is in corrective action. The school made AYP one year but did not make AYP two years in a row, which under NCLB requirements and guidelines, forced them into the restructuring process. As part of the restructuring process, the state and NCLB requires a significant change in governance in order for the school to make AYP. North is in a pivotal position in the health science and technology pathways that goes along with the partnership between APS and the University of Colorado of Denver Anschutz Medical Campus that supports the Aurora LIGHTS Program. A lot of energy and effort has been given to build the academy according to the grant and the pathway to form the vision and mission of the Aurora LIGHTS Program. North is in the middle portion of the health science pathway with the three elementary feeders and the health science strand at Hinkley and Aurora Central. There was some redesigning and repurposing at North to initially accommodate the academy.

The health science and technology focus was established at North when we began to explore how to restructure the school. We reviewed all the things the academy brings to the school and determined that the restructuring plan should be based on all the efforts centered on the P-20 and health sciences pathway. We have already begun to expand the pathway and will now be able to offer different types of experiences and opportunities for all students. The state was pleased with the innovative and creative restructuring plan that we presented and

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the fact that it was already in place and we were not planning to close the school or restructure from scratch.

De La Garza reviewed a list of proposed courses offering for students. Every student would have literacy, math, science, social studies/humanities, technology, and a health science class. Students would then either enroll in an English language development class or an exploratory class. After school enrichment classes would continue to be offered to all students through the COMPASS Program through the city of Aurora. Eighth grade students enrolled in the Aurora LIGHTS Academy would have a similar schedule, but more advanced accelerated curriculum consisting of core one and core two math classes would be offered. Every student at North would take a health science course with the emphasis on health-related topics and activities, and work with medical personnel on the Anschutz campus and other people in the community to receive hands-on lessons. Technology courses would be offered to ensure students have and can utilize 21st century technology skills. Every student would be enrolled in a social studies/humanities course. We would work with district instructional staff to determine humanities course themes and bring in art and literature specialists to work with students. All of the courses would be year-round.

Enrollment in the ELD or exploratory class would be dependent on whether the student is identified as a second language learner at the beginner, early intermediate or intermediate level based on results from the CELA assessment. About three-fourths of students at North, 400 students, have been identified in one of the three categories and would be enrolled in the ELD course. We are projected to have 677 students next year. Students not enrolled in the ELD course would be enrolled in an exploratory class.

Arnold shared that the level of engagement has increased for students in his social studies class. We have started to use a number of new technologies including Adobe Premier. We have begun to create and edit videos and hope to begin creating documentaries. Another goal is to have a history day program at North and conversations have already begun with Matthew Willis, social studies teacher at Rangeview, who recently organized the Rangeview History Day Program. Barb Wagers, specialist in instructional technology training services, has been very helpful and supportive in helping us expand technology to students at North. Kids are utilizing NetTrekker and are engaged and learning in a lot of innovative ways.

Anderson teaches literacy and concurred that the level of student engagement has increased, self-esteem has risen and kids have blossomed. North students have been on numerous field experiences at the health sciences center and other places in the community. We recently took 30 girls to the CU Expanding Your Horizons Day. They had a great time and learned a lot about careers in health sciences and other careers that they have never been exposed to. The biggest change seen is in their ability to read and understand difficult scientific material. Eighth grade students choose their own articles of interest in science and health careers to read to students in small groups. The group then discusses and dissects the book to make meaning of it.

We also utilize ePals, an electronic way for students to respond to their book with one another. It helps with letter enrichment because students are writing to their peers. The eighth graders blog online, providing them with an opportunity to express their opinions on a wide variety of subjects. We also introduced them to peer editing online, in which kids can either sit next to each other to edit a

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document or give their flash drive to a peer to edit a document. Kids are able to communicate electronically with teachers and send questions and assignments for review on a regular basis. It is amazing how technology has become an integrated part of student learning.

De La Garza shared that seven different courses would be offered next year. We are also moving to an alternating block schedule, similar to our feeder high school schedules. Students would attend four, 90-minute blocks per day. We chose the alternating block schedule in order to be able to offer a variety of classes to students.

Andrade has a seventh grade son at North Middle School enrolled in the academy. This program is wonderful. After my son was accepted in the program, he decided that he wanted to become a doctor. He is excited and has more interest in science and technology. It is a very good program and a great opportunity for the kids. Kids are learning early what it will take to become a doctor. Thanks to all of the staff at North for giving kids this opportunity.

Cook asked Andrade how the program was communicated to parents. Andrade shared that she saw flyers at North and her son came home very excited and told her about the program. Staff provided information about the program and explained that students would be tested and selected for the program. It is very important to select kids that really want to know and be in the program.

Vasquez shared that her third son attends North and it is his first year in the academy. He was very excited when he was selected for the program. This is a good opportunity for him. His two older brothers are in high school and her younger son feels like he knows more than his brothers. It is hard for the kids because it is new to them, but they are excited about the trips outside of school. I serve on school committees and parents have shared that they want their kids enrolled in the program because they hear it is a good program. They did not receive information or their kids did not get it to them.

Lewis asked Vasquez if 20 hours of volunteer service would be a problem. Vasquez replied that she has signed up to be a volunteer parent since her kids were in elementary school. Her kids see her as a mom and a friend.

De La Garza shared that North has a great after school enrichment program that has been there for many years. We work with the COMPASS program through the city of Aurora. The program offers numerous activities for kids including Kids Tech, drill team, academic enrichment programs, additional tutoring, math and reading. DAVA offers an art program for kids. We do informal surveys with kids to determine interest and work with COMPASS and the city of Aurora to provide programs of interest. The school day continues at North until 4:30 p.m. due to the variety of after school enrichment programs offered.

Cook asked how many students participate in after school enrichment programs. De La Garza believes it is about 25 percent. We also have an intramural program and athletic programs that students participate in.

Patterson shared that North is one of four schools that receive Rose Foundation grant funds. This adds another component for establishing the ELD block at North and connects to the grant to ensure that APS becomes a premier district in instruction for second language learners.

De La Garza commented that when we started this program in the fall, we did not

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know whether we would receive grant funds. We visited our feeder elementary schools to talk to incoming fifth grade students and sold the program. We started with 90 kids and have expanded to 180 kids. It is now school wide and every child will receive the benefit of the health sciences curriculum and technology focus.

Barry was recently asked a question about truancy by an astute parent in regard to what we are doing to keep kids in school. He described the pathway and the importance of hooking a child as early as the fifth grade to determine future career paths, focuses and visions. This is what was heard tonight by the administrative team, teachers and parents, motivation and connection. The entire team has responded to the challenge and has done a great job in the last six months. This was no easy feat. When you receive notification from the state that a school has been placed on corrective action/restructuring, it is a pretty heavy weight. The three choices are to close the school and make it a charter, close the school and terminate/rehire everyone, or develop an innovative approach as to how to restructure and create a unique plan to get kids excited and have a program that parents can support.

We must also address concerns from the Office of Civil Rights in that we must do a better job with our English language learners. We have accepted the challenge and have presented a plan, part of which was presented tonight. These two combinations, as well as Rose Foundation Grant funds to create a center of excellence for English language learners in Colorado, provides resources to meet challenges.

I would like to commend the staff at North who worked so hard putting this plan together in the last six months. This was not easy and required a 1,000 pieces that needed to be put together to develop a plan that we could all be proud of. Barry commended the administrative staff at North, teachers, and Rich Patterson. We would not be able to put this plan together without the help, vision, and understanding of the teachers at North.

Edberg noted that three-fourths of the students would be involved with the ELD program and questioned if only a quarter of the students would have access to elective classes. De La Garza replied yes. Students identified as second language learners at the beginner, early intermediate or intermediate level would be enrolled in an ELD block to comply with OCR requirements as noted in Superintendent Barry's comments. Our data also indicates that these are the kids who are failing and we need to provide an explicit language development block in order to get them moving in the right direction.

Edberg voiced excitement about the health science pathway. As a nurse practitioner for 43 years, this is very close to my heart and it is a wonderful program. I understand the fact that we are compelled and need to offer special programs to help kids, but I find it terribly ironic that we have a health science program and only a quarter of the students would have the opportunity to participate in physical education. This is ignoring a really important part of health, physical activity and exercise. I know that humanities will be offered, but that does not seem like very much when combined with social studies. I'm not sure what the answer is, but I would like to see something that allows physical education and the arts to remain available to students. De La Garza thanked Edberg and understands her concerns. We have not determined which exploratory classes would be offered at North next year based on the schedule. We need to meet with our parent groups and discuss options. We also plan to work with Escárcega to develop a survey for parents in order to obtain some

feedback. I am in a difficult situation, having always supported the arts. I want to continue to support the arts and believe in educating the whole child. We see the benefits of offering these new courses, and educating and preparing students for this pathway to get them into programs at Hinkley or Aurora Central. We continue to look at all options for our students through after school enrichment programs. With the alternating block schedule, we are looking at having a late start for students. I have been meeting with Paul Coleman to utilize Title I funds to bring in an artist that could work with students through the enrichment program. We want to offer opportunities for students who love to draw, love to sing or want to participate in sports. We are reviewing all options to meet the needs of students at North.

Carmany would like to see both parents and students surveyed. She concurred with comments from Edberg and noted excitement for the health sciences and technology program as well. There are seven different kinds of intelligences that we know of. Not every student wants a health science and technology education, and we need to honor those who do not want to be in the program. We need to look at all sides of the brain.

Cook noted that the district has to offer choice options and provide transportation for students who do not want to participate in the program as part of the restructuring process. Stuart concurred and shared that 48 students are taking advantage of the choice option to attend other schools. The district determines the school that the student could choose into. Carmany asked what the schools of choice were. Stuart replied that Columbia is the school of choice at the middle school level based on space availability and achievement levels. Transportation would be provided. Escárcega added that the school of choice had to be a school that made AYP and could not be in restructuring/school improvement. Cook asked if choice options had been communicated to parents. Stuart replied yes.

Lewis asked if the selection process for the health science pathway had changed with the expansion of 180 students. De La Garza shared that the interview process was tweaked somewhat but would basically be the same. We will look at the whole body of evidence and assessments from the previous year. The students must go through an interview process so we can get to know them and ascertain interest, commitment and motivation to be in the program. We also enroll students in the program based on teacher recommendations. The interview panel is comprised of teachers in the academy. Lane also sits in on the interviews. An informational meeting will be held on Thursday for parents of current sixth and seventh grade students. Information about the academy and application process will be sent to feeder schools.

Lewis asked how many students were not accepted into the program last year. Lane shared that out of the 51 applications received from incoming seventh graders, 32 were accepted. Several incoming eighth grade students received rejection letters. We looked at the whole body of evidence, not just test scores. Teachers accept students who were able to articulate a strong desire to pursue the career pathway with partially proficient scores in math knowing that they would be taking core one and core two math classes. Early data for students enrolled in the program indicated a rise in achievement scores based on interim scores. The average attendance rate for students enrolled in the academy is 98 percent.

Lewis noted the expansion of the program to include 180 students. She questioned if ELL students would be excluded from the health science and

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technology program. De La Garza shared that ELL students would not be excluded from the academy and some are currently enrolled in the program. Students indentified as ELL would take the same courses, but would be enrolled in the ELD block for additional support. Lewis expressed fears that North might become two separate schools. De La Garza emphasized that every child would be enrolled in the health science curriculum and every student would be enrolled in a technology course. Students would have the same schedule, but high achieving students could elect to take advanced math courses. If a student does not want to pursue health sciences and technology and does not plan to apply for the academy, they can still take advanced math courses.

Lewis expressed concerns about art, music and physical education course offerings. She asked that parents, students and staff be surveyed to ensure they understand what is occurring. De La Garza shared that we will survey and talk to as many of our constituents as possible and make the best decision with the Board and leadership guidance.

Lewis noted that many of the COMPASS programs are at capacity and some students have to care for younger children after school. Many kids might not have the opportunity to take advantage of after school enrichment programs.

Rene Skvarna, 16051 E. 10th Place, 303-343-0809, addressed the Board in regard to the North Middle School restructuring information item.

Skvarna shared that what was heard tonight was in regard to AYP and a wonderful science program. My daughter is a student at Hinkley and is enrolled in the health science course at Pickens. I think it is great.

We are also talking about literacy and why North did not make AYP. Three-fourths of the children need to articulate, think, speak, write and create in English. What is going to happen to this program? I have a suspicion that without curriculum design and sheltered instruction within a classroom setting and if a teacher does not know how to implement this, the school will still fall short of AYP.

I wonder if teachers at North Middle School have taken advantage of the LDE cohort that APS has offered to all teachers. I am close to being endorsed in the linguistically diverse education program, which I would not have done without APS support. I promise you that if North Middle School wants to solve the problem in literacy for their students, move your teachers into this viable option. The LDE cohort has proven to dramatically increase and improve literacy for ELL and native English learners. I have been led to believe that the extra literacy block replacing specialist time is not working for student scores as shown in the last couple of years at North.

I submit to the Board that brain research requires that we use both sides of the brain and requires brain breaks on any given subject. Ninety percent of long-term learning happens when students teach, and 75 percent of long-term learning occurs through a practice sharing style. Only three to five percent of a lecture is retained. I submit to the Board that specialists teach long-term learning by having students teach and through practice and sharing their practice, and though much needed right brain and left brain work that is needed to break up the day. I submit to the Board that in going through the LDE cohort, specialists really know how to teach literacy.

My wonderful Board members, please consider your strong support for the arts

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by bringing Superintendent Barry to APS. Are we going to continue to fully support the arts or support the arts? Our vision for literacy should be the LDE cohort that you purchased because literacy is apparently broken at North Middle School. The arts are not broken, so why fix them. As Superintendent Barry indicated when he first arrived in APS, continue to be strong in the arts.

Laurie Foster, 19127 E. Progress Ave., Aurora, 303-690-8880, addressed the Board in regard to the North Middle School restructuring information item.

Foster has been an art teacher in APS for 20 years in the north quadrant of the district and has seen many changes.

Hearing about North Middle School this weekend troubled me on a number of different levels including: parent communication; teacher input; is this the best practice for all kids; are we looking at English language learners; and checks and balances in regard to how this process came about. Because it is my passion, I will focus on the arts and what it means to kids. I would like the Board and district leadership, including the principal and school leaders at North, to consider that when content areas become so specialized, it begins to limit student experiences and opportunities. We cannot teach concepts or content in isolation. Valid, measurable learning takes place across all content areas including the arts, music and physical education. They cannot be separated by a class, door or the time of day. ELL students can excel in elective classes. The vocabulary is linked to content and is modeled, demonstrated, sung, and acted out. How can we possibly alleviate second language learners from this experience? If they truly have the ELD class, they would not have an exploratory class. This is where the kids excel, learn their language, and see the connections that they made in math. I have seen this from kindergarten through fifth grade. This is where the silent receptive kids finally start to feel comfortable, understand and feel confident in what they can do because everything is not language based. They have to find the confidence inside before they can start the thinking and reading process. We have to give them the time and opportunity and I am worried that we are not. We believe that if we give them more reading and more of the same thing, it will make a difference. Our APS students deserve new ways of thinking about science, literature and math and how the connections apply through art, music, and physical education. How can we teach health without physical education and having kids understand how their bodies work? They deserve to see the connections to life outside of a textbook.

I wonder if we need to look at the connections that are being made in specialist classes. Are the specialists being supported and are students being supported with new ELL strategies? Are they given content instruction, are they coaching, are they a part of the professional learning that is happening in the buildings? How can they support this new curriculum through their content area? In tonight's presentation, they discussed all of the things that are currently happening at North and all of the great strides they are making. They currently have art, music, and physical education and are making the strides. There has to be a way to implement electives.

We talk about 21st century learning, skills and thinking, and all these areas promote, engage and stretch students to think creatively and work as a team with self-confidence. Employers are seeking employees with these skills.

In a recent article, Colorado Commissioner of Education Dwight Jones talked about the benefits of art education and has seen all the data in regard to higher academic achievement and lower dropout rates when kids are exposed to the

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arts. Last week, I sent the Board a report on the success of Fund 23 and how it has impacted APS programs and students. I was so excited when Superintendent Barry sent out the information and our commitment to teach kids holistically. Today was a sad day. Kjaer Kirkgaard, art specialist at West, sent a great U2 video to me of 3.5 minutes of President Obama in Wallingford, Pennsylvania in which he shares that even the poorest schools have art, music and physical education and all the things that the electives help kids with. It helps with scores and identifies people as people.

Please remember the things you value and the things that your kids value. The arts are important and it's hard to measure because the goals are so long-term. I agree that something has to be done, but let's not do a disservice to some of our kids.

LeeAnn Gott, 16695 E. Tennessee Ave., Aurora, 80017, 720-427-2613, addressed the Board in regard to the North Middle School restructuring information item and the West Middle School restructuring information item heard on February 17.

Gott works at a school that feeds into West Middle School. She expressed surprise in regard to the West restructuring plan that was heard as information on February 17. I asked parents who have children that would be attending West and some parents of current students, and none had heard anything about the restructuring plan. With the district emphasis on parent and community involvement, I'm wondering why parents were not involved in these very important decisions or even clearly informed of the decisions.

Now the same thing is happening at North. I have talked to parents at North who shared that they were not given any opportunity to provide input into the restructuring process at North. They also shared that they were not clearly informed. I was told that the few parents that attended meetings at the school had been given some information, but it was not given clearly to all parents. Some parents are excited and optimistic of the changes, but even the most involved parents were not part of the decision making process.

When Cook asked North Middle School parent Carmen Andrade about the program, she shared that she found out through a flyer. I think that flyer was about the process for applying for the academy and not about the general restructuring of the school. When I asked parents if they were aware that limited English proficient students would not have an opportunity to take the same exploratory class as proficient English students, they were not aware of it. Parents have great concerns about this plan and should have been given an opportunity to provide input in regard to the restructuring process. Their concerns need to be addressed.

I have a flyer from the informational meeting on Thursday that changes have been made at North, although I just heard it said tonight that parents would be surveyed. It seems to be late in the process. I hope parent concerns can be addressed openly and honestly at the meeting. The restructuring process at both West and North has not been transparent and has not involved parents and students that will attend these schools. Innovative approaches are best developed with the input of all stakeholders.

Leann Hepburn, 2915 S. Yampa Way, Aurora, 80013, 303-400-8400, addressed the Board in regard to the North Middle School restructuring information item.

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Hepburn is a physical education teacher at Laredo and is the teacher leader for physical education for kindergarten through fifth grade. Hepburn has been a teacher in APS for 25 years and has taught at Hinkley, Aurora Central, Gateway, Altura and Sable. She has two children that currently attend Rangeview High School.

If I were a parent of a student at North, I would be pretty nervous. My concerns stem from the fact that I am unsure if everyone was involved in the restructuring process. I also think, having taught in the northern quadrant, that a lot of parents at North have two jobs, do not speak English very well, and may not be well informed about what may occur at North. Due to their student's language barrier, they may not know that their student would not be allowed to take exploratory classes and experience art, music and physical education unless it is through after school enrichment programs. After hearing the presentation, I have to agree with comments from Judy Edberg in that it is ironic that there is a health sciences grant and the restructuring program would not include physical education for all students. Common sense would dictate that it would be a huge priority with any type of health science grant. The other thing that is disturbing is that a child would not have art, music or physical education for three years and then go to high school. What I heard during the presentation was that 90 students were currently enrolled in the academy with plans to expand to 180 students. It was not clear as to what would happen to the rest of the student body. What if they are not successful and are not interested in health sciences and technology? I'm not sure that eliminating art, music and physical education will help reach these students. We were presented with course offerings during the presentation with different names and times when students would attend, but I'm not sure how instruction has changed to ensure students meet AYP and perform well on the CSAP assessment.

Brenna Isaacs, AEA president, 3884 S. Halifax St., Aurora, 720-346-4461, addressed the Board in regard to the North Middle School restructuring information item.

Isaacs spoke on behalf of the AEA Board, sharing that there was a fairly lengthy and engaged discussion at the AEA Board meeting in regard to North. Our conversation was not based on the proposal just presented because I was provided with different information.

We discussed the process and the transparency of the process for restructuring at North. I discovered last Wednesday in a meeting that art, music, and physical education were not being considered as part of the core curriculum at North next year. Electives would be offered outside the school day through the enrichment program and exploratory classes might include band, orchestra or Spanish. I had a strong reaction to the information since it was the first time that I had heard about it. I had a conversation last week in regard to some of the work that was being done at North, but nothing that would have led me to believe that the arts would not continue as part of the student curriculum. I asked if affected teachers had been informed that their programs had been dismantled and was told that they had not. It is my understanding that teachers were informed last Thursday that electives would not be offered and programs would be delivered in a different way primarily through the exploratory course, and art and music would be part of humanities and offered along with social studies. I shared this with the AEA Board of Directors and they were greatly concerned in regard to how decisions were arrived at and why there was not more open communication and transparency in regard to these types of significant changes to move to the health science and technology program.

We also discussed how these changes will serve to limit opportunities for students at North. By opening the door to health science and technology it appears that another door will be closed to a vast majority of students, who will not have an opportunity to have a curriculum that is delivered by someone that knows art, music, and physical education. I could teach art through DAVA, but students would not learn a lot. Nor could I teach a child how to sing or how to perform. We are concerned for kids that love art, love music, and love physical education, and in some cases, come to school for that reason and opportunity. We do not get our musicians, artist and athletes like weeds growing in the ground. We get them because there was a program that they came to love and developed a passion for. Those programs are taught by people that have the same love and passion and understand how to teach them to children.

APS has always been supportive of the arts. We have never seen a move for the elimination of art, music or physical education in any APS school. This would make North the only comprehensive school functioning without an art and physical education program as part of their curriculum. We are concerned about the message that this sends as we continue to look at different ways to deliver different types of programs as we appear to be moving down the path of choice. We are concerned that this may not be limited to North and it could occur in other schools as well. We wonder why there were no checks and balances and why the Board was unaware of this and did not have an opportunity to weigh in to say that these are the things we value and do not want to see eliminated.

I missed the Kenton Stringers' performance earlier this evening, but I bet they were awesome. I find it incredible that on a night when you were presented with a proposal that would eliminate the arts from one of the APS schools, you saw the evidence and the value that these programs bring to our students. I would hope that the Board gives serious consideration for this and looks for ways that would keep the arts at North next year.

Approximately 37 APS staff members were in the audience and expressed support for comments and concerns voiced by the speakers in regard to restructuring plans at North. Of those 37 staff members, four were from North.

DIVISION OF SUPPORT SERVICES

Bond Project Update

Sturges invited Jim Bittle, director of construction management and support; Amy Spatz, manager of design and construction; and Adele Willson, Slater Paul Architect firm, to provide a brief update on the 2008 bond project.

Bittle presented the annual briefing on the construction management and support department. He reviewed a slide of the 100-acre site, sharing that we have been working at the site since January on initial site development work.

The construction management and support department consists of three branches. The environmental compliance branch helps the district in an expanding number of environmental regulations. They work with 12 major programs including asbestos management, hazardous materials, blood borne pathogens, storm water management and emergency spill response as needed.

The copier services department was responsible for 46 million copies in the 2007-08 school year, equating to about 1,200 copies per student. Fifty-three

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percent of district machines have been upgraded to new digital copy machines and 30 percent are connected to computer networks to allow direct printing and scanning from the computer.

Next week will be the fourth month since the passage of the bond program. The emphasis for the new bond program will be on communication and outreach to the businesses and the community at large. We have had community meetings in regard to plans for the 100-acre site with neighbors surrounding the site. We have a new Web site that features bond information for the community. We held an information session on February 5 at Gateway and invited the business community interested in finding out more about our program. Approximately 228 people attended and 185 companies were represented. We are also in the process of convening a new Citizen's Bond Oversight Committee for the 2008 bond program. The first meeting will be held on March 11.

As part of the communication outreach efforts, we developed an e-mail list of various community organizations to send when needed to advertise business opportunities in the district.

The new P-8 school and high school will be "green" buildings. We have been working with LEED consultants and will be targeting certification for both projects under the LEED (Leadership in Energy and Environmental Design) program. The program is administered by the Green Building Council.

Bittle reviewed a slide of projects slated for this year. Contracts for the Rangeview kitchen addition and site development work for the 100-acre site have already been awarded and work has started. Contracts have been awarded for the roof repair work at Gateway, gym additions at Wheeling and Laredo, and the new P-8 school. The last project to be bid on is for the new high school and invitations for bids will be issued on May 1.

Bittle commented that consultants had shared that building costs would increase when he came before the Board very concerned last year. Adjustments were made to budgets prior to the passage of the bond. Since then, building costs have leveled and somewhat declined. We have seen very good bids on projects mentioned and are well below budgets on bids to date. As a result of advertisement of the 2009 bond construction, we received responses from 43 general contractors. Sixteen firms were invited to bid on one or more contracts.

Bittle showed a brief overview of bond programs and costs. He noted that the bond schedule was based on having \$150 million for the first three years. Due to financial concerns, we borrowed \$132 million. This has not caused a problem to date, but we are aware and may have to make program adjustments if needed.

The capital reserve program is somewhat limited this year. Six mobiles are being moved to Mrachek, one mobile is being moved to Dalton and one mobile is being moved to Laredo. We also have some ADA access improvements planned this summer to support a new program at the Montview Annex.

Lewis asked who was awarded the contract for the P-8 school. Bittle replied that FCI in Longmont was awarded the contract. They most recently completed work on Boston and Murphy Creek.

Barber asked about the rating system for a "green" building. Willson shared that LEED developed a new rating system specifically for schools. A couple of points were added related to acoustics especially in regard to classrooms. We have

had to do some things to ensure we have acoustical isolation between classrooms. The rating system covers energy efficiency, good site design, using materials that have recyclable content and construction waste management.

Cukale asked how well-rounded was the bidding process in terms of diversity and were bids opened to a wide range of minority-based contractors and programs. Bittle shared that the district does not have a minority preference program. Information was e-mailed to various community organizations including minority groups and organizations as part of the communication outreach efforts to advertise business opportunities in the district. Our prequalification process is based on a number of factors including experience with schools as well as types and sizes of projects. Everyone had an opportunity to submit their qualifications and bids were selected based on qualifications.

Barber asked about prevailing wage and union workers. Bittle replied that the state of Colorado does not have a prevailing wage requirement. We work with general contractors, who are union contractors and members of the AGC. We also work with ABC contractors, who are non-union, from the Associated Building Council

3D Presentation of P-8 School

Willson presented an overview of the site plan for the P-8 school. The P-8 school will be located on the south end of the campus on the 100-acre site. The school will face 1st Avenue and parking lots are on both sides. The first floor plan will house the administrative area, two learning communities with classrooms, areas for small group learning, breakout spaces and workrooms for staff, music room, cafeteria and gymnasium. There are plans for a separate entrance area that will be used to access the gymnasium and cafeteria for nighttime events and activities. The second floor plan is similar in terms of the classroom area. The library/media center is on the second floor and is directly above the administrative area. Science and art classes are also on the second floor.

Barber asked if windows were positioned specifically for lighting purposes. Willson replied yes. Optimal day lighting orientation is north/south, along the east/west access. We worked hard to ensure optimal lighting and the site was conducive to it. Sun shade elements will be on windows facing the south; sun shade elements will not be on windows facing the north. Lewis commented that every classroom would have a window. Willson noted that was one of the goals. We also worked hard with the high school design team to establish a similar color palette and materials to ensure uniformity on the entire campus.

Willson presented a 3D presentation of the interior of the P-8 school. Some of the highlights shown include:

- security aspect to ensure that visitors report to the administrative office upon entering the building
- displays incorporated for student work along the hallway
- open spaces where teachers can work with students or have gatherings
- high clear story windows and sloped ceilings that exposed natural daylight.
- wide open stairwells for visibility and control

Lewis asked if students in grades six through eight would be upstairs. Bittle

believes that the way the four communities were designed, it could have one section for each grade or divided by grade level. Spatz added that current building codes for schools do not have restrictions for lower grade levels to be on the first floor. Willson shared that it gives site administrators a lot of structure flexibility.

Cukale noted that middle school aged kids do not have lockers and questioned whether the new P-8 school would have lockers. Spatz shared that cubbies have been enlarged above the hooks for students in grades six through eight to accommodate backpacks.

Barber asked about the amount of recycled products that would be used in construction. Willson shared that a lot of materials in the building would have recycled content. The contractor has to track it. We will be able to document the percentage of products that contain recycled content once the project is completed. Bittle commented that it is part of the LEED process in that points are racked up by the amount of recycled content in materials. A certain amount of points are required to receive certification.

Surges shared that a groundbreaking ceremony for the new P-8 and high school will be held next month. Lewis asked that both design committees be invited and recognized at the ceremony.

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

Membership List for the Citizen's Bond Oversight Committee

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

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

8064

Approved on a vote of 7-0

IV. ACTION ITEMS

SUPERINTENDENT OF SCHOOLS

No Items

DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

DIVISION OF FINANCE

No Items

DIVISION OF HUMAN RESOURCES

No Items

DIVISION OF INSTRUCTIONAL SERVICES

No Items

DIVISION OF SUPPORT SERVICES

No Items

IV. CONCLUDING ITEMS

Opportunity for Audience

Jamie Green, 7012 E. 1st Place, Denver, 80020, 303-887-1160, is a kindergarten teacher at Park Lane.

Green passed out a newspaper article in regard to Read Across America Day. NEA sponsored Park Lane students in kindergarten through third grade to attend the NEA Read Across America Day event at the Denver Center for Performing Arts on Monday and paid for bus transportation. Our students were featured on Channels 2, 4 and 7 with Lt. Governor Barbara O'Brien reading to them. They requested that I thank the Cat in the Hat.

Each student received a gift bag with snacks, Seuss hats, pencils, bookmarks, and Oh, the Places You'll Go! in hardback. Park Lane will receive \$1,000 for library books. Teachers will hand select books for the library for all grade levels.

Correspondence

Next meeting date

The next business meeting of the Board of Education will be held March 17, 2009, at 6:30 p.m. in the Dr. Edward and Mrs. Patricia Lord Boardroom.

Adjournment

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The regular meeting of the Board of Education adjourned at 9:25 p.m.

President

ATTEST

Secretary