

I. PRELIMINARY

Cook called the February 17, 2009, meeting to order at 6:30 p.m.

Roll Call

The following members were present:

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

The following member was absent:

Judith Edberg, director

Also meeting with the Board of Education were:

John L. Barry, superintendent of schools
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

Cukale 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 3, 2009, were approved as written.

Student Performance

Students from Kenton, under the direction of Donna Carey, performed the Virginia Reel at the February 17 Board of Education meeting.

Opportunity for Audience

II. INFORMATION ITEMS

SUPERINTENDENT OF SCHOOLS

Reports from the Board of Education

February 17, 2009

Carmany had an opportunity to read to third graders at Lyn Knoll as part of the Leaders are Readers Program. The kids were attentive, interested and had great questions. Carmany also attended the "super star" lunch at Yale and the "lit walk" at Vassar.

Carmany congratulated the horticulture department at Pickens Technical College for winning first place in three categories and second place in two categories at the Colorado Garden and Home Show.

Cukale spent two delightful hours reading to kindergarten, first and second grade students at Murphy Creek as part of the Leaders are Readers Program. It is always a wonderful experience reading to kids.

Cukale had a chance to visit Laredo and take part in training sponsored by Kaiser Permanente that provided information to families on healthy eating habits and the importance of eating together as a family.

Cukale thanked students and staff at Rangeview for the opportunity to judge student exhibits at the Rangeview History Day Program. It was exciting to see the history demonstrated in each exhibit.

Barber thanked Kenton students who performed the Virginia Reel for the Board and audience. It was wonderful!

Barber was privileged to judge exhibits at the Rangeview History Day Program. It was most impressive to see the support that students gave to each other.

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

Barber also attended the Colorado Garden and Home Show and congratulated students from Pickens for winning first place.

Lewis read to first graders at Century as part of the Leaders are Readers Program. It is always fun to read to the kids and they appreciate all of the books that are read to them. It is great to see that the books that I read to my kids at that age are still well liked by first graders.

Lewis was excited and proud of the article in the Rocky Mountain News regarding maintenance and operations staff members. One day a week, staff members mentor and tutor kids at Boston during their lunch and breaks. We have the most wonderful maintenance and operations team. They work hard to ensure that district sites are clean and well maintained for students, parents, staff, and the community. They make us very proud!

Cook had an opportunity to judge exhibits with fellow Board members at the Rangeview History Day Program. The width and depth of projects were simply amazing. It is very clear that the history department at Rangeview has made a commitment to get freshmen and sophomores interested and involved in history.

Cook wished good luck to APS wrestlers who qualified for state this week.

Items of Current Interest

February 17, 2009

Barry shared that February is Career and Technical Education Month, promoting education that prepares students to enter the workforce. We are proud of Pickens Technical College for being a great example of this. Pickens offers students nearly 50 certificate programs to choose from. High school students along with adult learners have the opportunity to learn employability skills from job-related skills to workplace ethics and academic subject matter taught with relevance to the real world.

Please join Gateway High School for their third annual Empty Bowls dinner on Friday, Feb. 27, from 5 p.m. through 8 p.m. This is a fundraising event where those attending will get a soup dinner and a bowl of their choice for \$10. The bowls are to serve as a reminder that there are always empty bowls in our community and the proceeds from the dinner will benefit local hunger relief organizations. Bowls have been made and painted by Gateway students, staff and families as well as bowls contributed by Aurora Frontier K-8, Paris, Kenton, and Laredo elementary schools.

We want to take the time to thank Lt. Mike Shultz of the Aurora Police Department for his many years of service to our city and to APS. Shultz is retiring after 32 years with the police department, having most recently served as a SWAT commander and CRS commander among other titles. He has been a great partner with APS and an amazing resource. He oversees and supervises school resource officers in the district and coordinates the incident response team drills between APD and APS. We congratulate him on his retirement and truly wish him the best.

Students at Kenton Elementary created a presentation to thank Shultz for all his service and commitment to keep APS kids safe.

Also joining us today are Division Chief Roger Cloyd and Lt. Steve Neumeyer, who will be replacing Lt. Shultz. Neumeyer is a veteran lieutenant and has a great deal of experience in homeland security, teaching at the national level. He is also well experienced in dealing with political issues. Please join me in welcoming Lieutenant Neumeyer to APS.

Barry thanked Shultz on behalf of the district and the APS Board of Education, and presented him with a clock inscribed "top cop for the safety of APS kids."

A special thanks to Laurie Foster, art teacher at Kenton, who created the presentation along with her students to thank Lt. Shultz.

DIVISION OF ACCOUNTABILITY AND RESEARCH

2009 Staff Climate Survey

Escarcega invited Dan Jorgensen, assistant director, to the staff table to present results of the 2009 staff climate surveys.

Jorgensen noted that this is the third year that staff climate survey data has been presented to the Board. This year, we worked to refine climate surveys and improve response rates. We also hoped to get a better understanding and gain insight on how employees feel about their positions, overall climate at school or building sites, relationships with direct supervisors, and the district in general. The three survey groups were administration/professional technical, classified, and licensed.

Climate surveys were initially developed in 2007. The classified climate survey changed slightly; the licensed climate survey changed the most with additions and deletions of many questions. The return rate was remarkable and an overall improvement from last year. The licensed survey return rate was 87 percent, similar to the previous year. The classified survey return rate improved to a remarkable 70 percent compared to 41 percent the previous year. The survey was offered both online and hard copies were available at school and district sites. Approximately 25 percent of returned surveys were hard copies, equating to about 300 additional surveys than the previous year. The administration/professional technical survey return rate was 100 percent, similar to the previous year. The overall return rate at school sites exceeded 80 percent in most cases.

Climate surveys were designed to collect information in six areas including:

- clarity of purpose
- communication
- trust and respect
- work environment
- morale
- support for programs

Board members received two sets of reports in their packets: overall climate survey performance for the current year as well as historical comparisons.

We prefer to see high rates of agreements on surveys. Seventy percent or above are considered areas of strength. Lower majority rates are more tolerant if we have a higher neutral rate. Disagreement rates of 30 percent or lower are considered areas of challenge.

It is important to focus on meaningful change rather than statistical comparisons. We could run a statistical report with a large sample of surveys and find that a limited number of employees have changed their positions. We want to see meaningful change and consider a five percent or greater change to be very meaningful at the district level. An eight to 10 percent change is considered meaningful at the school level.

All three surveys were setup in that whenever agreement or strongly agreed is expressed it indicates a favorable outcome. Overall response rates and expressed attitudes were positive for most items on the classified climate survey. Approximately 20 percent of items showed meaningful improvement; no items declined by five percent.

Licensed staff climate survey results showed the most substantial improvement. Approximately 63 percent of items showed meaningful improvement and most showed a trend toward improvement. One item, "I'm encouraged to provide district level suggestions on ways to improve programs or services," declined by five percent. This seemed to be a recurring theme and an area of challenge across all three survey groups. Another area of challenge for licensed staff was related to feeling comfortable expressing opinions about district level issues.

The administration/professional technical survey showed that 12 of the 27 items were areas of strength and exceeded the 70 percent agreement rate. The change between years was fairly flat. Only one item declined by five percent and was related to feeling comfortable expressing opinions about district level issues.

- Response rates for “clarity of purpose,” which relates to the vision of APS, were an area of strength across all three survey groups.
- Response rates for “communication” showed challenges related to feeling comfortable expressing opinions about district level issues. Overall strengths included:
 - performance evaluations were fair
 - administrators and supervisors shared information needed to perform job duties
- Response rates for “trust and respect” indicated a good atmosphere among teachers.
 - It declined somewhat between teachers and building supervisors or district level administrators.
 - Challenges were related to being able to influence decisions made by the district.
- Response rates for “work environment” indicated areas of strengths and agreement rates and all three surveys exceeded 81percent.
 - Challenges on the classified climate survey were related to perceived treatment at a school or district site.
 - Challenges on the licensed climate survey were related to not feeling empowered to solve problems and inconsistent enforcement of student conduct rules.
- Response rates for “morale” indicated that staff felt their work was appreciated and overall atmosphere was positive and professional.
- Response rates for “support for programs” indicated a large percent of neutral responses, 30 to 50 percent, which is typical and dependent on staff involvement in a particular program.

One item was related to how effective staff members were in meeting the needs of ELL students. This was noted as both an area of challenge and an area of improvement. Twenty-three percent of staff indicated disagreement this year; 33 percent of staff indicated disagreement last year.

Another item added was whether staff understood roles and responsibilities of the APS Board of Education. The response rate from licensed staff indicated that 57 percent agreed or strongly agreed that they understood roles and responsibilities of the Board. The response rate from administration/professional technical staff indicated that 80 percent agreed or strongly agreed that they understood roles and responsibilities of the Board.

Escárcega shared that last year the Board was presented with next steps and actions that district leadership, student achievement directors and principals planned to take to address staff climate data. Some sites formed committees to determine a specific area of the climate survey to focus on. Every school was required to include a school climate goal in their school improvement plan. Each site was asked to show progress to support the goal during state of the school meetings that are currently being held with district leadership. Site administrators will continue to report progress to support the goal now that data has been released.

Next steps include:

- district leadership will make recommendations after building administrators have reviewed and provided input and suggestions to improve building climate at the next K-12 principals meeting

- climate survey data will be posted on the accountability and research Web site tomorrow morning
- principals will release climate survey results and address with staff by Feb. 27
- each site will be required to post climate survey results on data walls and on their Web site

Carmany noted the continued disconnect between perception percentages related to trust and teamwork and feeling comfortable to express opinions between administration/professional technical staff and licensed staff. She asked whether district leadership planned to seek input from principals at schools that have made tremendous gains and whether information would be shared with other site administrators. Escárcega replied that this is the second year that we have requested feedback from principals at sites that have made tremendous gains to improve school climate. Principals will have an opportunity to share ideas, suggestions and data in small breakout groups by grade level at the next K-12 principals meeting.

Escárcega shared that the state plans to release a teacher working conditions survey in the next couple of months. The consultant who developed the state survey has done a number of teacher working conditions surveys across many states and determined that building level staff should not answer questions related to the district because they do not have the same level of interaction and working relationships to effectively answer questions as administration/professional technical staff. This may be where perceptions and disconnects noted between licensed and administration/professional technical staff members are occurring. Building climate survey results usually indicate stronger support at the building level rather than the district level, which is attributed mostly to familiarity. We opted to include questions about the district in the APS licensed staff survey.

Cook asked Escárcega to provide more details about the state survey. Escárcega shared that the state passed legislation last year that provided funding for the Colorado Department of Education to do a teacher working conditions survey throughout Colorado and invited all school districts to participate. The survey, developed in North Carolina and other states, has been out for about seven or eight years. The APS staff climate survey is based on the state survey and many of the questions are exact duplications. The state survey will be released in April. Cook asked if the state survey was for licensed staff only. Escárcega replied yes. There might be a few questions for principals.

Carmany noted disconnects on items such as providing suggestions on ways to improve programs and feeling comfortable stating opinions. Escárcega noted that profiles in challenged areas are similar across all three surveyed groups; agreement rates are not. Stuart shared that climate survey data will be reviewed with principals at the next K-12 principals meeting. Student achievement directors will review response differences across all three grade levels. Data received at secondary and middle school sites is not as good as the elementary level due to overall size differences, but all will be used to address and improve overall school climate.

Carmany asked if the Board could be provided with the return rate of surveys by building sites. Escárcega replied yes.

Lewis asked if it were possible to select specific questions and get responses

across all three surveyed groups. Escárcega replied that the report is available and would be provided to the Board.

Prince asked about the process for next steps for refinement to improve climate. Escárcega shared that we plan to take suggestions, input and strategies from building principals on how best to support them to improve overall climate.

Cook asked Barry to share some of the anonymous ways staff can forward items of concern to the attention of district leadership. Barry shared that Safe2 Tell is one option. Staff can also call, e-mail, or drop concerns in suggestion boxes that are located at school sites. District surveys are another option to communicate concerns.

Cook asked Escárcega if any other metro school districts did this comprehensive climate survey to gather feedback from administration/professional technical, licensed and classified employees as well as parents and students. Escárcega believes that Boulder Valley does a climate survey but not as in-depth as APS. This may be one reason why the state passed legislation because many districts were not doing climate surveys.

Barry noted that to have this type of available data on the district Web site for staff, parents, students and community constituents to access is extremely unique. Transparency was a directive from the APS Board from the start and we pride ourselves for having the ability to have information available by school, department and division so the community is aware of our strengths and challenges.

Cook asked Barry to give further details in regard to state of the school meetings and how climate data fits into what principals are responsible to report on. Barry shared that one key element is that schools are required to include a school climate goal in their school improvement plan. Each school has to name and notice areas of improvement and show consistent and valid evidence that improvement has occurred at state of the school meetings.

Barry noted that last year the return rate for classified climate surveys was 42 percent. This year the return rate increased to 70 percent, which is phenomenal. Staff members have recognized that change will happen if they take the time and effort to complete surveys. It is a worthwhile endeavor that will allow us to get better as an organization.

Barber commented that one of the reasons for the increased return rate for classified climate surveys was due to the availability of hard copies at school sites. Barry added that naming and noticing the classified survey was suggested last year and is another reason that the response rate improved so dramatically. Jorgensen noted that 25 percent of surveys returned by classified staff were hard copies. Hard copies of licensed and administration/professional technical surveys were also provided and returned from school sites.

Cook commented that Board members discussed changing the culture when he was first elected to the Board, and it usually takes about five years. We know that we are not hitting every metric but are making a concerted effort to ask questions and put steps in place to improve the overall culture. This data will be compared with data from parent and student surveys once they are returned and compiled. This is one of the most transparent ways for our community to see how we are doing as a district. Anonymous methods to voice concerns are also available for anyone who feels comfortable doing so. We take all concerns

seriously and believe all concerns are valid.

Cook thanked Escárcega and Jorgensen for all their hard work and efforts in compiling staff climate data. Escárcega thanked Jorgensen for compiling climate data results.

Barry thanked district staff for taking the time to complete the surveys. The true sign of a growing organization is continuous improvement. Some of the items and results worth noting as celebrations include:

- There is a positive relationship between my association and the district
 - 23 percent increase on administration/professional technical staff climate survey
- Leadership Team effectively supports building administrators as they work to implement VISTA 2010
 - nine percent increase from last year on administration/professional technical staff climate survey
- Leadership Team has an adequate awareness of issues at the building level
 - Two percent increase from last year on administration/professional technical staff climate survey
- Leadership Team effectively addresses issues brought forth from building administrators
 - 9.5 percent increase from last year on administration/professional technical staff climate survey
- There is a spirit of teamwork and cooperation
 - 7.8 percent increase from last year on the classified climate survey
- APS has a clear direction for improving student achievement
 - 13 percent increase from last year on the classified climate survey
- Everyone in the school community is accountable for the academic success of students
 - 12 percent increase from last year on the classified climate survey
- I am proud of the work I do
 - 1.8 percent increase from last year on the classified climate survey
- All but four of the items on the licensed climate survey increased
- “I’m encouraged to provide district level suggestions on ways to improve” is the only item that declined significantly

The value and transformation that we have accomplished in APS rivals any district in the country. The results are a real credit and reflection of all district staff especially APS teachers. The overall trend is positive especially in light of everything we have asked of our staff during this transformation. I am proud to be part of this team.

DIVISION OF FINANCE

No Items

DIVISION OF HUMAN RESOURCES

No Items

DIVISION OF INSTRUCTIONAL SERVICES

West Middle School Restructuring

February 17, 2009

Stuart invited Amy Weed, director of student achievement, and Dale Krueger, principal of West Middle School, to the staff table to present information on the restructuring of West Middle School.

Krueger recognized five staff members in the audience including Heather Woodward, Denise Cordova, Morgan Spanel, Judy Gordon, and Jennifer Gaudreau.

Stuart shared that West Middle School has been on school improvement and corrective action for three years. This year, we are required to plan for restructuring of West Middle School effective for the 2009-10 school year.

Weed shared excitement in regard to the draft proposal to restructure West to the Aurora West College Preparatory Academy. We have a great design team and have met 11 times to date. We received a stamp of approval from district leadership as well as the Colorado Department of Education on Dec. 19 to ensure work accomplished to date is on track and will improve our chances of making Adequate Yearly Progress.

The accountability and research department participated in a study through John Hopkins University that addressed the high school dropout rate. Governor Ritter's office has also established a dropout initiative task force to review high school dropout rates. Results from the John Hopkins University study indicated that many dropouts occur in the ninth grade and many students struggle with the transition from ninth to tenth grade. This trend is nationwide. Our proposed plan is to create a 6-12 campus that will provide support and help eliminate transition concerns experienced by many freshmen.

Krueger shared that Tony Van Gytenbeek, deputy superintendent, met with him more than a year ago to discuss the idea of transitioning West to the Aurora West College Preparatory Academy, 6-12 campus. It felt like the right thing to try as we began building toward restructuring and it would help kids make the transition from ninth to tenth grade. When students graduate from the Aurora West College Preparatory Academy, our vision is that they are accepted into a four-year institution of higher learning. The real goal is for our students to graduate from an institution of higher learning and return to north Aurora to make a difference in their community.

We did not make AYP at West. Two years ago, we made all 20 targets in math and 19 of 20 targets in reading. Last year, we missed four targets but made significant growth in proficiency and achieved a high rate of growth on our school accountability report. As a Title I school, we were required to make AYP in all groups. We have also experienced declining enrollments at West over the past few years. The projected enrollment for next year is 735. We experienced an enrollment decline of more than 300 students due to neighborhood changes, additions of Boston K-8 and Fletcher K-8, and charter schools. West was beautifully remodeled in the previous bond program and the campus should be utilized.

The purpose of the restructuring plan is to meet the expectations of the Colorado Department of Education and to make a change in the structure of the school that will significantly improve the chance to make AYP; provide choice for students and parents in APS; and assure that students who live in north Aurora receive an education that lead to college graduation.

Krueger asked Board members to review both the Downtown College Prep Web site and the YES Prep Web site.

Krueger had an opportunity to visit Downtown College Prep in San Jose, California. The school serves low income students who were unsuccessful in elementary and early middle school. The first class of 25 students who started at Downtown College Prep graduated from colleges and universities throughout the country last year.

YES Prep has six different schools in Houston, Texas. The southeast campus has been in existence since 1998 and students are currently enrolled in more than 250 colleges and universities across the country. All of the kids at YES College Prep are low income students. One campus is designed for graduating seniors and the north central campus is moving toward an IB school. Both schools serve as examples of models for the Aurora West College Preparatory School.

The foundation of Aurora West is an aligned standards-based instructional system. The 6-12 college preparatory school will focus on a small school size, small school feeling, that is supported by teams of teachers.

Our mission is to ensure that all students are empowered with the knowledge, skills and character to be successful in our diverse global society. Founding beliefs include:

- We believe all students can achieve at high levels when provided with differentiated support.
- We believe in supporting high expectations through a rigorous curriculum.
- We believe in quality instruction delivered by highly effective and dedicated staff.
- We believe in strong relationships between students and staff.
- We believe in an environment that is safe and supportive where learners are valued as individuals.
- We believe Aurora West is a community of learners that includes staff, students and parents.
- We believe in a partnership among staff, students, parents and the community.
- We believe community volunteering is valuable.

One of the structures that we plan to put in place is that kids volunteer in the community on a regular basis.

All of our conversations within our restructuring committee meetings are based on an aligned standards-based system centered on our vision and mission. The six items that work together to ensure our vision and mission are clear high standards, aligned assessments, curriculum frameworks, aligned instruction, instructional materials, and safety nets. Supporting the items are leadership, school environment, parent and community involvement, and professional learning.

Weed shared that the aligned standards-based system was adapted from NISL leadership training. When all of the pieces are implemented to a very high level, we have an aligned and coherent system for improving student achievement. Krueger added that we cannot move away from this basic framework as we work toward restructuring.

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Krueger shared that we are looking at having academic advisors that kids meet with regularly. We would continue to offer 90 minute math and literacy blocks. Science and social studies would be offered on a regular basis year round. The college preparatory school would be structured into four schools. Teachers within the small schools would be teamed and share common students.

Safety net classes that offered extended instruction would be scheduled both within and outside the school day. All kids are capable of learning at a high level but some need more time and instruction. Time would also be built into the school day for staff to meet as teams to collaboratively plan for professional development.

Next year, we plan to implement part of the middle school program. In the 2010-11 school year, we plan to add freshmen. Kids would become sophomores and juniors in subsequent years and the first class would graduate May 2014.

Barber asked if art and music would be offered at the college preparatory academy. Krueger replied yes. The college prep schools in San Jose and Houston offered varying amounts of electives. We think that electives are important in building a well-rounded student.

Cook asked whether the building was setup to accommodate high school science classes. Krueger replied yes. Some slight modifications might be needed.

Cook asked if the four proposed schools would be integrated to 6-12. Krueger replied that we are moving toward two 6-8 schools so students and teachers have an opportunity to get to know one another well. One school would be for ninth through tenth grade students; the other school would be for eleventh through twelfth grade students.

Krueger noted that one concern was in regard to sixth grade students being in the same school with high school seniors. One of the juniors at the YES College Prep shared that younger students were like brothers and sisters and older kids would never do anything to hurt them. We are also looking into the possibility of having older kids mentor younger students.

Cook asked if West would follow the pilot school model. Krueger replied no. We are purposely building a 6-12 school. It would not follow the pilot school model due to the 500 student limit.

Prince asked if we were purchasing the Downtown College Prep model in San Jose. Krueger replied no. We are learning a lot from the school but we are creating our own model. Both schools were started by teachers who were frustrated with kids falling through the cracks. Downtown College Prep has grown into three campuses and YES Prep in Houston has grown into six campuses.

Carmany asked if athletics would be offered. Krueger replied yes. The Colorado High School Activities Association gives kids an opportunity to participate in sports where they would have attended school. We have had conversations in regard to what is sensible and reasonable to offer in terms of athletics. We are currently looking at offering basketball, soccer and volleyball.

Carmany asked how enrollments would be solicited at the college preparatory academy. Krueger shared that most of the sixth through eighth grade

enrollment would come from our current attendance area. High school students would be accepted on an open enrollment basis. The first preference would be to have our middle school students continue on to high school.

Carmany asked how the teaching staff would be selected. Krueger replied that current teachers would be retained. A number of teachers on staff have masters degrees and could teach high school level classes.

Cook asked about the possibility of additional campus. Krueger replied that it is a possibility if enrollment increases. Boundaries might have to be shifted if numbers increase.

Cook asked if there had been any discussion in regard to a communication and marketing plan. Krueger replied that the first meeting will be held with parents of sixth and seventh grade students in April. Parents who serve on the accountability committee are excited about the transition and restructuring plan. We plan to apply for grants and solicit funding as well. We have a subcommittee that is working on developing a marketing plan. Weed added that we have a large committee that meets twice a month and have formed different subcommittees.

Stuart thanked Krueger, Weed and staff serving on the restructuring design team at West.

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

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

Roll Call: Barber, Carmany, Cook, Cukale, Lewis, Prince #8061

Approved on a vote of 6-0

IV. ACTION ITEMS

SUPERINTENDENT OF SCHOOLS

Lotus School for Excellence Charter

Brian Donovan, acting legal counsel for the district, shared that the Board was presented with information on the Lotus School for Excellence charter renewal on Feb. 3, 2009. Terms and conditions contained in the draft resolution were provided to the Board in the Feb. 17 Board packets. We are recommending approval of the application for a period of three years based on some of the terms and conditions as noted:

- the charter does not offer an online program (an online program has not been proposed by Lotus but is a standard condition for all charter applications)
- approval of the APS Board is required if Lotus intends to move from the site which it currently occupies
- agreement include a balanced budget and a contingency budget in which assumes that Lotus has 100 or fewer students enrolled in the program than anticipated (the contingency budget has already been submitted to Chief Financial Officer Rod Weeks)
- provision requiring that Lotus purchase special education services from the district
- provision stating that if the charter fails to provide timely and accurate financial information to the district and its auditors, the district could withhold monthly funding
- Lotus provides a financial report to the APS Board of Education in February of each year after the October student count figures have been received

Cukale moved and Prince seconded to approve the Lotus School for Excellence Charter renewal application for a period of three years subject to terms and conditions in the resolution.

Roll Call: Barber, Carmany, Cook, Cukale, Lewis, Prince #8062

Approved on a vote of 6-0

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

School Club Charter

Sturges shared that it is recommended that the Board of Education approve the school club charter application for the Hinkley High School Gabriel Garcia Marquez Chapter of the Spanish National Honor Society, hereinafter called the Club.

Mr. Stone, club sponsor, thanked the Board of Education. He recognized one of the student club officers, Monica Sias, secretary of the Spanish National Honor Society. Sias noted differences between the Spanish National Honor Society and the Spanish Club. The Spanish National Honor Society recognizes students who want to pursue Spanish in college. Scholarships are available and students can get involved in community activities such as tutoring and translating.

Lewis asked Sias who Gabriel Garcia Maquez is. Sias shared that Gabriel Garcia Marquez is a popular Latin American author who wrote "Chronicles of a Death Foretold." Students are currently reading the book in her English class.

Barber asked if students would have better access to scholarships by forming a club. Sias replied yes. Scholarships would be easier to obtain.

Lewis moved and Carmany seconded to approve the school club charter application for the Hinkley High School Gabriel Garcia Marquez Chapter of the Spanish National Honor Society, hereinafter called the Club.

Roll Call: Barber, Carmany, Cook, Cukale, Lewis, Prince Carmany #8063

Approved on a vote of 6-0

IV. CONCLUDING ITEMS

Opportunity for Audience

Brenna Isaacs, AEA president, 3884 S. Halifax St., Aurora, 80013, 720-346-4661, thanked the Board of Education on behalf of the AEA Board of Directors and the AR Council for all they do to support children and staff in APS.

Isaacs asked Board members to join teachers and pledge 30 minutes to read to a student on March 2 in celebration of Read Across America Day and the birthday of Theodor Seuss Geisel, better known as Dr. Seuss. His books have led generations of students to discover the joy of reading.

The National Education Association, the Colorado Education Association, and AEA are sponsoring a celebration of reading called NEAs Read Across America Building a Nation of Readers. Our goal is to have every child at every school reading with a caring adult for at least 30 minutes. This year, AEA offered 10,

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\$100 scholarships to teachers and school sites in order to support reading activities on or after March 2. Nine scholarships were awarded to APS staff members.

The National Education Association will be hosting a special Read Across America event with celebrity readers, book giveaways, and entertainment in the Seawell Ballroom at the Denver Center for Performing Arts, from 9:30 a.m. to 11:00 a.m. on March 2. More than 600 students in kindergarten through third grade have been invited including kindergarten through third grade students from Park Lane. NEA is paying for transportation and we hope to be able to accommodate all of the students.

Isaacs invited APS Board members to the event and requested that they help publicize the event.

Laurie Foster presented Board members and district leadership with a book to read to students on March 2 in celebration of Read Across America Day.

Correspondence

Next meeting date

The next business meeting of the Board of Education will be held March 3, 2009, at 6:30 p.m. in the Dr. Edward and Mrs. Patricia Lord Boardroom.

Adjournment

The regular meeting of the Board of Education adjourned at 8:10 p.m.

President

ATTEST

Secretary