

## I. PRELIMINARY

Cook called the June 2, 2009, meeting to order at 6:33 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  
Rod Weeks, chief financial officer  
Kari Allen, chief personnel officer  
William Stuart, chief academic officer  
Anthony Sturges, chief operating officer  
Tonia Norman, assistant to Board of Education

### ***Pledge of Allegiance***

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

### ***Approval of Agenda***

The June 2, 2009, agenda was approved as written.

### ***Approval of Minutes***

The minutes of the regular meeting of the Board of Education held May 19, 2009, were approved as written.

### ***Opportunity for Audience***

## II. INFORMATION ITEMS

### **SUPERINTENDENT OF SCHOOLS**

#### **Reports from the Board of Education**

Lewis attended the Gateway service pin ceremony and the end of the year staff awards and recognition program in which teachers and staff who were retiring were recognized. Linda Witulski, principal at Gateway, thanked the custodial staff for all they had done throughout the year. They received a standing ovation from the entire staff.

Lewis was invited to speak at the fifth grade continuation ceremony at Sable along with Ivan Duran, director of instructional technology and former principal at

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Sable. Duran was excited to see the kids and they were excited to see him. He gave a wonderful speech.

Prince had the pleasure of attending the end of the year breakfast at Rangeview. This is the second time that I have asked to attend the breakfast. I had a very good time, and it gave me the sense that the Rangeview staff is a real family. Remember to invite me when I am no longer a Board member.

Prince serves on the BOCES committee and had an opportunity to attend the commencement ceremony at the Rocky Mountain School of Expeditionary Learning. Twenty-three students graduated from the school, and Ted Turner gave the commencement address. Congratulations to all the RMSEL graduates.

Barber attended the service pin ceremony at Pickens Technical College. Pickens also feels like a close community and the ceremony was wonderful. One staff member had just returned to work after having open heart surgery, and the staff gave her a standing ovation. It was very moving.

Barber had an opportunity to sit on a review board for students who wished to be sophomores at William Smith High School. One kid had considered dropping out of school, but was so excited about the program and opportunities at William Smith. The student spoke well and did an excellent presentation. I was very proud of him.

Barber received a course catalog of classes offered at Pickens Technical College and Community College of Aurora that showed the collaboration between the two colleges. It was really wonderful to see.

Cook was privileged to attend the end of the year breakfast and award ceremony at Aurora Central. It was very entertaining and everyone had a great time.

Cook recognized the 55th anniversary of Brown vs. the Board of Education in 1954. As we get ready for another debate in the Supreme Court, it is important for the district and Board to remember where we were just 50 years ago and how far we have come.

### **Items of Current Interest**

Barry congratulated Rangeview High School for being named a "No Place for Hate" by the Anti-Defamation League. We are proud of Rangeview for making a public commitment to foster a respectful environment for all. A special thanks to Rangeview assistant principal Lisa Grosz and Rangeview special education teacher Tara Henderson for their hard work and dedication in organizing the "No Place for Hate" recognition ceremony. The Anti-Defamation League's assistant directors, Paula Brown and Tara Raju, wrote a letter expressing "It was truly a privilege to work with such enthusiastic and gifted professionals like Grosz and Henderson to help create an environment at Rangeview High School where all feel safe and welcomed." It is staff members like Grosz and Henderson who truly make a difference. Barry presented Grosz and Henderson with Superintendent recognition coins.

Congratulations to Columbia Middle School for earning the title of "Aspiring School of Character" from the Foundation for Character Development. Columbia's intentional focus on character development has helped create a school culture that contributes to increased academic achievement and school civility. We are proud of their outstanding efforts in developing the positive

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character of our students.

On Monday, June 15, Columbia will be presented an award by Commissioner of Education Dwight Jones at the 2009 Colorado State Schools of Character event. It will take place at the Colorado State Capitol in the Old Supreme Court Chambers from 4:30 p.m. to 6:00 p.m. Please RSVP no later than June 5 by calling 303-410-1522.

Barry presented Carla Stonbraker, assistant principal at Columbia, and Janet Gagnon, school psychologist at Columbia, with Superintendent recognition coins.

Congratulations to APS Director of Finance Adrienne Bradshaw and the entire APS Accounting and Accounts Payable departments for earning the Certificate of Achievement for Excellence in Financial Reporting for the 25th consecutive year! This award was for the district's comprehensive annual financial report (CAFR) and was presented by the Government Finance Officers Association. This represents a significant accomplishment as it is the highest form of recognition in the area of governmental accounting and financial reporting.

These team members have demonstrated a constructive "spirit of full disclosure" to clearly communicate the district's financial story and motivate potential users and user groups to read the CAFR. We commend this team for all of their hard work. Barry asked Bradshaw to come forward and be recognized by the Board and district leadership.

Congratulations to APS Health and Medicaid Services Coordinator Mary Beth Rensberger for earning the Colorado State School Nurse Administrator of the Year award from the Colorado Association of School Nurses. She will go on to compete for the national award. Her work ethic, management skills and the amount of care she puts into her work is truly commendable. We are proud to have Rensberger as a member of our team and wish her the best of luck for the national recognition. Barry asked Rensberger to come forward and be recognized by the Board and district leadership.

The APS Board of Education and I would like to give a special thanks to the APS School Services department for their exceptional work and efforts in coordinating and organizing this year's commencement ceremonies. Many hours of hard work went into ensuring that our students had a memorable graduation experience. We commend your dedication to our students and are honored to have you as part of our team. Your work does not go unnoticed. Barry asked Barbara Cooper, Bonnie Lavinder, Debi Hunter-Holen, Judy Goos, Ana Sias, Sandy Dayton, Patty Shaw, Joyce De La Rosa and Kathy Zinter to come forward and be recognized by the Board.

Please welcome Littleton Public Schools Public Relations Coordinator Diane Leiker to present the APS communication department with awards they earned from the Colorado School Public Relations Association.

Leiker thanked Superintendent Barry and the APS Board. As a member of the executive board of the Colorado School Public Relations Association, it is my distinct pleasure to present my esteemed colleagues from APS with these awards of excellence from the second annual COSPRA Communications Excellence Awards program. So much of the work of public relations professionals is done quietly, behind the scenes, to support the efforts of students, employees, parents and community members throughout the district. This program recognizes outstanding communications and public relations work

by schools, districts, education agencies and associations in every aspect of public relations planning, implementation and evaluation. A panel of public relations professionals from Oklahoma judged this year's entries. They were extremely impressed with the entries and kept a few to use as samples. APS should be very proud of this recognition as its rigorous competition judged your entries against the highest standards in the profession using a rubric based on evidence of research, assessments, analysis, planning, evaluation and results.

Leiker presented Georgia Durán, chief communication officer, and Dianne Lewis, coordinator, with three media awards of excellence including:

- photography category – Anatomy in Clay
- photography category - Ready for School
- writing category – Aurora Sentinel back page ads

APS was also awarded four media awards of merit including:

- special purpose video category – APS 2008 Bond and Mill Levy Information
- Internet/Intranet Web site – Intranet Marketing Site
- photography category – After School Program Skater
- calendar category – West Middle School Calendar

The APS communication professionals put forth a true team effort in support of all district functions, and are seen as leaders among their peers in the profession. These awards represent the kind of dedication and excellence that is commonplace in APS.

Cook congratulated the entire communication services team on behalf of the APS Board. They continually make sure that the district looks good and is seen in the best possible light. We appreciate and thank you for all that you do for APS.

### **VISTA 2010 Update**

Cook shared that the Board look at different elements of the VISTA 2010 Strategic Plan at the first meeting of the month to determine how we are progressing on goals and metrics.

#### **People**

Allen chose a slide that highlighted Goal 1: recruit and hire high performing staff and Action 1: develop partnerships with colleges, universities and foundations. We received a grant from the Colorado Department of Education to work with PEBC and the Boettcher Foundation in regard to the Urban Teacher Residency program. The program is modeled after a medical residency program in that after teachers finish school and complete their undergraduate degree, they enter a teacher residency program. Some of the well-known teacher residency programs are located in Boston, Chicago and Los Angeles. We are working with DU and UCD to develop teacher residency programs. The program at DU may be more of an extended undergraduate program with a residency program in the fifth year. The program at UCD would most likely be a post baccalaureate program. These programs are another example of partnership ventures with universities to bring more teachers to APS.

Lewis noted the low number of applicants from the Troop for Teachers program and asked if more had applied from the program. Allen replied that there were not a large number of applicants. Most potential teachers are involved in the district's teacher in residence program because they are looking for licensure pathways. There are a number of applicants in the Troops for Teachers program throughout the nation, but we reserve most of our alternative licensing programs for applicants who wish to teach in high need areas. Carmany asked about the Teach for America program. Allen noted that this is another partnership that we have begun in APS and are in the process of reviewing teacher applications for next year. This is another alternative licensure program in which we are looking for candidates who want to teach in high need areas.

#### Achievement

Stuart reviewed Goal 1, Objective 1, related to improving student achievement and ensuring APS students receive a well-rounded education. We measure this by perceived reports in regard to how APS art, music and physical education teachers as well as library/media services staff feel supported. One question from our spring staff survey relates to how teachers feel supported in this area. This year our teacher support rating increased from 2.9 percent to 3.3 percent. Our goal is to increase the support rating to 4.0 percent by March 2010.

Initiatives in place to improve overall support for teachers include financial support for the arts from the APS Board of Education and professional learning support in the form of an instructional coordinator for art, music and physical education.

#### Community

Cooper shared that the community goal selected focuses on Goal 3: increase dialog and cooperation with key local, state, national groups and organizations. It specifically focuses on the task of indentifying youth-oriented programs currently being utilized in APS. In 2007 and 2008, we increased our partnerships by 25 percent. This year, we increased partnerships from 64 percent to 84 percent. We requested that schools list their partnerships with various organizations and were pleased with growth seen. There were approximately 84 partnerships with APS schools that focused on a variety of programs including tutoring, dental services, and the Colorado parent information resource center, C-Perk. Next year, we plan to extend this opportunity to various divisions and departments in APS in order to include partnerships that are not reflected, but support APS schools.

Carmany asked if there was a central location on the Web site where the public could access information regarding before and after school programs. Cooper is planning to compile and include a list of partnerships in one place for the public to access. We plan to combine efforts with the city of Aurora so they can access what is happening in APS schools. Information has been compiled on a spreadsheet. Carmany asked if information could be provided to parents at centralized admission offices. Cooper replied yes. Lewis asked if there was a time line to complete the project. Cooper plans to work on the project this summer and information would be listed in a centralized spot for the public to access this fall.

#### Environment

Sturges invited Dan Davis, chief information technology officer, to the staff table

to provide the Board with a technology update in regard to the service-oriented architecture project.

Davis shared that service-oriented architecture is a generic term for doing business better. SOA initiatives are listed in three categories including:

- Business transformation in which the goal is to work more cohesively with district chiefs and departments rather than having independent silos of information. Technology is the key support that underwrites all the different areas.
- Business intelligence in which the goal is to report intelligently so users in schools and departments can use information to do their job more effectively and efficiently. We have had an RFP plan in place for reporting services since October 2008. A vendor has been selected and we plan to move forward with this part of the SOA initiative.
- Business process orchestration in which the goal is to take the 27 district student and business applications and make them work in harmony to give the appearance of being a single system. We are targeting to complete this project in 2011-12.

Lewis asked what HRMS stood for. Davis replied Human Resources Management System. Barry commented that service-oriented architecture will allow the district to accomplish things faster and more efficiently.

### **Board Policy Governance Adoption**

Cook shared that policy governance is a form of governance developed by John Carver for boards to define and determine how to best accomplish and be more effective in board work. A number of school districts throughout the state and nation use some form of policy governance. Last August, the APS Board held a retreat with representatives from the Colorado Association of School Boards to determine what we wanted to accomplish as a Board as well as more effective use of meeting time, service to the community and utilize community capital from living in the Aurora community to better serve the district. The Board had a more formal discussion about policy governance in January and a two-day workshop in March with Jim Weigel, consultant policy governance service and former board member in Colorado, to draft policies that would fit into the policy governance model for the APS Board.

Cook reviewed a chart that illustrated two focuses of policy governance: means and ends. The ends are what the Board and district want to accomplish and the means is everything else. John Carver created the model that illustrates four areas in which policy governance is developed including:

- Board goals
- executive limitations
  - means in which the Superintendent, the Board's only employee, uses to accomplish Board goals
- Board–Superintendent relationship
- Board governance process

John Carver conveys in his book and model that the Board speaks with its policies and continues to speak as to what they want accomplished and how they want it accomplished. When the Board stops speaking, any reasonable means to accomplish the ends would be available to the Superintendent. The school

district has a number of policies. The policy governance manual that the APS Board developed in adopted format has 32 pages. Policy governance boards typically do not have a lot of policies because boards are more concerned with talking and connecting to the community to determine what they want accomplished in the district. A number of Boards feel that is the power of policy governance rather than becoming experts and involved in daily district operations.

Weeks reviewed three sections on finance and asset protection in the APS Board policy manual and made minor suggestions. The Board would still have authority over district finances and would receive required periodic financial reports and authorizations.

Kathleen Hostetler, legal counsel, and Brian Donovan, legal -consultant, reviewed the APS Board policy manual. Donovan noted that it was legal and appropriate. The Board is required by Colorado law to adopt certain policies. A preliminary list of such policies has been developed and would be provided at a future date.

Edberg commented that having policy governance in place would have been helpful for Board members who were elected to the APS Board four years ago. We did not have anything in place that specifically addressed the interaction and relationship between the Board and the Superintendent. We have all struggled to determine our roles as Board members and what we should and should not be doing. This model sets specific guidelines as to how the Board functions as well as the Superintendent and district leadership. The policy manual will be helpful to current and future Board members.

Barber emphasized that the Board must make sure that Board values are reflected in policies. I am not suggesting that Superintendent Barry or district leadership would deliberately misinterpret our values, so it is incumbent on the Board to clearly state policy expectations. It is also important to offer art, music and physical education at every school site. I realize that we must consider and be in compliance with OCR, but it is important to offer electives for students.

Lewis noted that this has been an ongoing process for several months. The roles of Board members and the Superintendent were not in writing, and this is a good first step. I am concerned that the public might feel that the Board is moving toward this process quickly. We will have an opportunity to revisit policies to determine what is working, and I want to make sure that we include interval time lines to revisit and evaluate policies during the first year. The communication and support section under executive limitations is written very well, and we spent numerous hours to ensure that there would be a great deal of communication required between the school board and the district. As good stewards and elected officials of the community, it is important for Board members to know what is occurring in the district even when a policy or decision is not required for a vote. Board members still have communication, input, and collaboration in district decisions and policies.

Carmany voiced that this is a living document and could continually change. It is important to include language in the policy manual that states that the Board and the district will comply with all local, state and federal regulations. It is also important to have language included in the policy manual that states that the Board and the district will honor the yearly master agreement process. We must acknowledge the hard work from both the district and AEA in regard to the master agreement, and ensure it is documented that those articles will be

honored.

Cukale commented that the evaluation and accomplishment section of the policy manual needs to be explicit as well to define what the Board needs to accomplish, communication to the community on what needs to be accomplished, and seek input from the community and various community groups. If we find something that needs to be changed or if a local or national situation arises that the Board needs to be part of, we can anticipate and change the living document as needed. We must also be proactive in the manual to ensure we are doing everything possible to promote student learning and improve the school environment.

Prince noted that it should already be stated in the policy manual that the Board would review policies after each meeting and determine if they are working. Lewis commented that the way she interpreted it was that the Board would meet following each meeting to determine if we followed policy governance. I would like to see how the community feels we are doing, gather feedback and use it as an evaluation tool. Cook believes it is a combination of both. If we elect to adopt policy governance, the Board would meet following each meeting to determine if we accomplished our goals, followed established policies and did what we agreed to.

Cook shared that the executive limitations are defined and specific, and honoring the master agreement should fall under it. It is a legal document in that the Board is bound by it when we sign off and vote on it. Under executive limitations it states that "the Superintendent shall not cause or allow any organizational practice, activity, decision, or circumstance which is either unlawful, imprudent, or in violation of commonly accepted business and professional ethics and practices." Not honoring the letter or spirit of the agreement would apply to the statement. Barber believes it should be specifically stated in the policy manual. Carmany noted that new Board members as well as the public may not realize that the master agreement is a legal binding document. Lewis concurred, but believes it should be included under executive limitations, treatment of staff. Cook concurred with Lewis in that a statement to honor articles of the master agreement should be included in executive limitations, treatment of staff. The policy manual will be amended to include a statement in regard to the master agreement.

Cook noted that the Board and district staff members have been good at making data-driven decisions and reviewing information that needs to be changed. If policy governance is adopted the Board must be responsible for the process. If we step over the line as a Board, we need to recognize it. We can also look at offering art, music and physical education at all school sites and including it in the policy manual.

The Board has been discussing this process since August. We wanted to include and address it as information before the end of the year and start fresh in August. Carmany commented that it would be helpful to have policy governance in place before the election so new board members have an idea of guidelines and the overall process.

Cook emphasized that the power of policy governance is talking to community groups. Board meetings will look different in that we plan to meet with parent groups and share concerns with district staff. The Board would still vote on items but they would be listed under the consent action item and approved in one vote. If a Board member had a concern or a question on a consent action item, we

would pull the item for discussion. The current district policies would become operational staff policies and Board policies would be listed in the Board policy manual. Barry would be responsible for updating and maintaining operational policies, which would be noted in the Board policy manual.

Prince asked about the process of adding a policy and bringing it before the Board. Cook shared that it would be the responsibility of the Board member to bring the item forward. Support of the policy would be needed from at least four Board members. We would amend the policy after discussion with district staff, community feedback, and financial impacts and requirements. The Board would then determine if the ends were worth the means. Prince asked if a 15 minute section could be listed on proposed workshop agendas to discuss proposed topics of interest. Cook noted that Lewis has continually expressed that the Board does not have time to discuss information due to open meeting laws. This would provide time for the Board to discuss items of interest and gather feedback from staff and the community. Lewis noted that one item that requires tweaking is the Board committee and liaison principles. Many Board members serve on various committees. Cook noted that proposed policies were adopted as a starting point and would be continually reviewed.

Cook reviewed the proposed monitoring schedule for the Superintendent. The Board creates policies of what we would like accomplished and what we heard from the community. Executive limitations would be provided to Barry and he would report to the Board. The Board would determine whether goals were met.

Lewis asked for clarification under executive limitations in regard to benefits for life partners. Cook noted that the Board had not taken action in regard to benefits for life partners and it should not be included until cost factors are reviewed. Cook asked Barry to provide the Board with additional information.

Paul Coleman, director of grants management, asked if some district policies would be eliminated if policy governance is adopted. Cook shared that current policies would become operational policies and Board policies would be included in the Board policy manual. Hostetler reminded the Board that they are responsible for some policies by law. Lewis asked if such policies should be moved to the Board policy manual. Hostetler shared that policies would need to be reviewed to determine which could be delegated to the Superintendent. Cook noted that other school districts have included identified policies under executive limitations with a statement such as “the Superintendent will not abridge these policies and will adhere to them.” Hostetler will provide an update as to how required policies should be listed in the Board policy manual.

This item would return for action in two weeks.

### **Policy EFEA – Nutritious Food Choices**

Hostetler shared that the state of Colorado passed a new law that requires the Board to adopt or modify policies that restrict the sale of beverages to students in accordance with the state’s minimum nutritional standards. Under the law, beverages offered for sale to students on school property including school cafeteria, vending machines, school store and fundraising activities conducted on school grounds must satisfy minimal nutritional standards for beverages adopted by the state board of education. The standards include:

- elementary level – bottled water, eight ounces of fat free or low fat flavored or unflavored milk or eight ounces of 100 percent juice-no sugar-

- 120 calories
- middle school level – bottled water, 10 ounces of fat free or low fat flavored or unflavored milk or 10 ounces of 100 percent juice-no sugar-120 calories
- high school level – bottled water, 12 ounces of fat free or low fat flavored or unflavored milk, 12 ounces of 100 percent juice-no sugar-120 calories, low or no calorie unsweetened or diet tea, low calorie sport drinks or fitness flavored waters or any drink up to 12 ounces with no more than 66 calories for eight ounces
  - diet sodas were specifically excluded

This policy includes all beverages sold to students on school grounds during the regular and extended school day encompassing after school activities and programs for purposes such as clubs, yearbook activities, band, student government or child care. The policy specifically excludes events where parents or adults are a significant part of the audience such as interscholastic sport events, school plays or concerts.

Where there is an existing contract between the district and a soft drink company under which beverages are sold to schools, the requirement for healthy beverages applies to beverages supplied pursuant to these contracts entered into or renewed on or after July 1, 2009. The district presently has one contract with a beverage company set to expire in 2012. The contract currently provides the district with about \$320,000 per year. We recommend grandfathering this contract, which is acceptable under the law, and continuing with benefits to the district.

Cook asked if this policy excludes beverages in vending machines in staff and teacher lounges at school sites. Hostetler noted that the policy applies to any vending machine on school property that sold beverages to students. She will check to determine if vending machines in staff and teacher lounges were excluded from the policy.

Cook asked for clarification as to the exclusion of the law at events with a large number of adults. Hostetler replied that if the adult population exceeds the student population the law is excluded.

Cukale asked about the financial impact to schools, noting that a number of schools were resistant to the policy when first introduced because students would not want to purchase healthy beverage choices. Hostetler shared that at this point we have no discretion since this is required by law. We believe it will impact the district financially since kids might not want to purchase the types of beverage products required by law. Cukale commented that most of the proceeds from vending machines are returned to the school. How will the district offset the loss? Hostetler replied that the district would not be able to offset the loss, and is dependent on what students choose to purchase under the new law. Cukale asked Hostetler if she was aware of any new policies for healthy snacks. Hostetler replied not at this time.

Lewis asked if the law only applied to beverages sold to students in vending machines and if it prohibited students from bringing products on school property. Hostetler replied that it only applies to items sold on school property.

Cook asked if the law excludes Pickens Technical College in that there are both postsecondary and high school students. Hostetler replied that the law would

apply at Pickens Technical College.

Carmany asked Dean Stecklein, former principal of Aurora Central High School, if he had an estimate of funds from vending machines at the high school level. Stecklein did not have an exact figure but noted that funds initially decreased as a result of the addition of healthy beverages when they were first included in vending machines. When temperatures rose during the summer or athletic practices were held, students began purchasing healthy beverage choices.

Cook asked Hostetler to clarify if the current contract was in place until 2012 and if it could be grandfathered until it ran its course. Hostetler replied yes. This would continue the financial benefit to the district. The current beverage contract does provide an option to cancel if there are legal inducements to do so. Lewis asked if the current contract includes choices for healthy drinks. Hostetler replied that the fine print included on the contract is calorie specific for non-soda drinks and is pretty restrictive.

Cook commented that we were elected as a Board of Education and this is another example of the state stepping in on local control. We do not have a choice in this situation and are required by law to implement the beverage policy. Barber noted that there were a number of bills and opportunities that the legislature could have voted on this year. Offering healthy beverage choices to students is important, but so were many other bills and opportunities.

Stecklein noted that when Aurora Central did the switchover to healthy beverage choices, we had a partnership with Kaiser in which representatives spoke to kids in health classes about healthy choices and professional actors did a play to highlight the importance of healthy choices. We saw an increase of healthy beverage purchases afterwards. This is a good opportunity to do things that are healthy for children. Cook concurred with the health benefits for kids, but noted it should be a local decision.

## **DIVISION OF ACCOUNTABILITY AND RESEARCH**

***No Items***

## **DIVISION OF FINANCE**

### **Pickens Technical College Building Trades Home Sale**

Weeks asked Dean Stecklein, executive director of Pickens Technical College, to join him at the staff table. The Board is required to approve the sale of any district-owned real property. Students in the Pickens Technical College building trades program have completed a house under the direction of Greg Shamburg, site director and carpentry instructor at Pickens Technical College. The house is marketed to list and sell, and proceeds will be returned to the program to use for the next housing construction project.

Weeks reviewed a slide of the district-owned Daybreak Tower subdivision. Thirty-two different plots are located within the subdivision for the district to build one house per year. The house is located at 19023 East 22nd Avenue. An open house was held two weeks ago and the district has entered into a seller's agreement with Keller Williams Realty to list and sell the property. The asking price is \$212,500.

Over the last few years, the district has built and sold three houses in the

subdivision at \$221,000, \$219,000 and \$217,000. The Board will be requested to approve the sale of the house when the item is returned for action in two weeks.

Lewis asked how many houses have been built by students in the building trades program. Weeks believes that 25 houses have been built since 1983. Stecklein noted that students in the building trades program built houses in the Laredo subdivision as well as other subdivisions in Aurora. Lewis asked how many house were slated to be built in the Daybreak Tower subdivision. Weeks replied 32 houses, one per year, are slated to be built.

Barber commented that all of the houses are beautiful. Lewis asked if Pickens students also did the landscaping. Stecklein replied that students have done some landscaping. We have also discussed having landscape competitions for front and back yards if it could be included under current course requirements and we could pull required permits. This item will return for action in two weeks.

### **NCLB Consolidated Grant Application**

Weeks invited Paul Coleman, director of grants management, to the staff table to present information on the NCLB consolidated grant application.

Coleman just received word from the Colorado Department of Education in regard to the stimulus amount for Title II, Part D. The total amount for the consolidated grant application is \$25,764,355, an increase of \$290,000.

Each year, we are required by law to submit a consolidated application for funding under No Child Left Behind. We received formula funds based on different student populations within APS. Five different programs are included, and each has a specific purpose in which we are required to meet to complete the NCLB consolidated application.

- Title I, Part A: improve the academic achievement of the disadvantaged student
- Title II, Part A: preparing, training and recruiting high quality teachers and principals
- Title II, Part D: enhancing education through technology
  - funding increased by \$290,000
- Title III, Part A: language instruction for limited-English proficient and immigrant students
- Title IV: Safe and Drug-Free Schools and Communities

Approximately \$12,273,997 will be allocated to the district for regular Title I, Part A, funding. Approximately \$4,972,425 will be allocated from Title I stimulus funds for the 2009-10 school year. The total stimulus amount is \$9.7 million. We have budgeted half of the funds for use in 2009 and half for use in 2010.

Two additional Title I schools will be added next year: South Middle School and Virginia Court elementary. Both schools became eligible for Title I services based on the percentage of free lunch students. We are also considering adding Fletcher primary school and Fletcher intermediate school under Title I, bringing the total number of Title I schools to 23 next year.

Title I funds would pay salaries of more than 165 teachers and paraprofessionals. We met with the task force to determine how to best utilize

Title I stimulus funds, and recognized the need for additional coaches in literacy and math at sites in corrective action or school improvement. As a result, we will extend the number of district literacy and math coaches from five to seven next year. Title I stimulus funds will be used for LDE certification required within three years of hire for new teachers as part of the district's corrective action plan in professional development.

Title I funds are used to serve students in Title I reading programs at St. Pius and St. Therese private schools. The reading program at St. Pius is held two days a week and serves about 14 students. The reading program at St. Therese is held three days a week. A math program will be added at St. Therese through Title I stimulus funding. Math will be offered at St. Therese five days a week for half a day.

Carmany asked how Title I students were identified. Coleman shared that we get the directory from each school to determine the student's address. If they live within a current Title I attendance area, funding would be provided for the student. The kids who are served must be below grade level in reading and live within a Title I attendance area.

Coleman noted that family literacy and parent involvement are a high priority under Title I and about 10 percent of allocations are used to fund both. We plan to increase funding for family literacy centers to seven elementary schools next year. Beginning next fall, 20 percent of Title I allocations will be set aside for supplemental educational services for free tutoring for students on free lunch at Title I schools in corrective action or school improvement. Twenty-five companies provide tutoring services and parents can choose from the list. Carmany asked if tutors only provided services at school. Coleman replied that tutors can provide services at school, home, online or even at the public library. Carmany asked if APS teachers could provide tutoring services after school. Coleman replied that the provider had to be approved by the state of Colorado, and many are APS teachers. Prince asked if identified students had to receive free and reduced lunch services. Coleman replied that students had to receive free lunch services. Everything under Title I in APS is under free lunch.

Title I funds are provided to Serenity Day Treatment Center for neglected children. Nine students have been identified as neglected under Title I through social services or the courts. Title I funds are also provided to the Colfax Community Network for after school services for homeless students. Barber commented that the Colfax Community Network had been experiencing financial troubles. She asked if services were available for students along the Colfax corridor in summer months. Coleman replied that we work with the Colfax Community Network and pay for services provided to homeless students. We have a McKinney Vento Homeless Grant that provides services for homeless students during summer months.

Approximately \$1,745,510 will be allocated to the district for Title II, Part A, to pay salaries of district literacy, math and science coaches as well as a variety of professional development learning opportunities. Equitable services will be provided to private schools and charter schools that want to participate.

Approximately \$114,244 will be allocated to the district for regular Title II, Part D, funding. Approximately \$290,049 will be allocated to the district from Title II, Part D, stimulus funds for the 2009-10 school year. Under Title II, Part D, we are required to spend at least 25 percent of funds on professional development in educational technology. Most of the funds are used to pay the salary of the

instructional technology coach. We will work with Ivan Duran, director of instructional technology, and staff to determine how to best utilize stimulus funds. Equitable services will be provided to charter schools.

Approximately \$1,266,505 will be allocated to the district for Title III. Approximately \$153,956 of Title III funds will be set aside for immigrant students. Each school site will have a .5 teacher leader in ELA and a demonstration classroom. This fulfills the requirement of Title III in that it has to be supplemental to language instruction.

Approximately \$144,937 will be allocated to the district for Title IV, safe and drug free schools. Funding for Title IV decreased by \$6,000 and has been zeroed out for the 2010-11 school year. Funds are used for positive behavior support, truancy initiatives, mental health services related to truancy and summer prevention activities. Prince asked if DARE was one of the programs supported under Title IV. Coleman replied that DARE is no longer supported under Title IV. It is now funded and supported through the police department.

Cook thanked Coleman and Weeks for the update. This item will return for action on June 16, 2009.

### **Adoption of the 2009-10 Budget and Appropriation Resolution**

Weeks asked Stan Rodriguez, district budget manager, to join him at the staff table to review the 2009-10 adopted budget.

Weeks shared that Ginny Burgess and Edward Samaniego, District Accountability Advisory Committee, would present budget recommendations to the Board. Ralph Albertson, director of exceptional student services, and Paul Coleman, director of grants management, would also review the exceptional student services stimulus spending plan and the Title I stimulus student spending plan for 2009-10 developed by both Title I and exceptional student services task forces.

Weeks shared that the Board would be presented with the sample resolution on June 16, a formal resolution required by statute. A proposed budget of \$444 million was presented to the Board on May 19 and has since increased by \$13 million. Weeks reviewed a slide that highlighted the \$75 million increase in the proposed 2009-10 budget. The proposed budget of \$458 billion is the largest budget in APS history in which the Board will be considering for approval. Program fund increases include:

- general fund increased as a result of a 2.5 percent general salary increase for licensed and classified employee groups
- administrator and professional technology general salary increases are based on performance pay – estimated cost of salary increases has been included in the contingency line item
- PPA carryover of 20 percent of non-salaried school budgets have been estimated and included in the contingency line item
- Mill – instructional technology
- Mill – truancy
- Mill – pilot/pathways/magnet
- Mill – PBS
- Mill – International Baccalaureate
- Increase of 5.0 T.E. reserve

- Math Adoption
- E-Rate increase
- decrease in Colorado preschool as a result of updated PPR figure to 7,238.46
- increase in Aurora Education Foundation
- increase in grants funds with addition of new grants – Colorado Health Foundation, special education preschool stimulus and adjustments to five grants including Title I and special education stimulus grants
- increase in special programs fund as a result of Kids Tech, changes in before and after school, grants management, school donations and summer school
- slight increase in internal service fund

DAAC held a public budget hearing on May 21, which both Carmany and Barber attended. The budget will be presented for adoption on June 16 and considered for re-adoption on December 1.

Cook asked about two charter school budgets and whether the proposed budget reflected overages or adjustments. Weeks shared that the supplemental budget information item will cover changes. Rodriguez has been in contact with charter schools to ensure that any possible budget adjustments can be made prior to the June 16 Board meeting.

Weeks invited Ginny Burgess and Edward Samaniego to the staff table to review budget recommendations on behalf of the District Accountability Advisory Committee.

Burgess thanked Weeks and the finance staff for meeting with the DAAC budget subcommittee throughout the year. Weeks has been an invaluable resource and has taken the time to give committee members simple and accurate answers to questions to help comprehend the budget process.

On May 21, we held a public budget hearing. The committee would like to make the following recommendations to the Board:

- The District Accountability Advisory Committee recommends that the Board of Education increase overall district support for parental involvement and dissemination of information to parents.
- The District Accountability Advisory Committee recommends that funds allocated for electronic marquee signs be struck from the 2009-10 and future budgets and redirected to supporting parental involvement and dissemination of information to parents.
- The District Accountability Advisory Committee recommends that at-risk students, kindergarten through second grade, be offered a half-day early intervention six-week summer program in order to reduce the achievement gap. At-risk students are defined as those students who are below expected literacy and math grade level benchmarks.

Carmany shared that the DAAC committee meets once a month and commended DAAC members for all their hard work, efforts and commitment to the district. Carmany also noted that the new chair of DAAC is Dennis St. Hilaire, who lives in the Tollgate attendance area and works for the Colorado Department of Education.

Weeks shared that the Board has an opportunity to direct Superintendent Barry

to include recommendations in the 2009-10 budget at the next meeting, request further research or consider recommendations in the adopted budget in December.

Cukale requested that specific dollar amounts be included for each proposed DAAC recommendation for the Board to consider. Weeks will provide information to the Board in case members want to make a decision prior to the June 16 Board meeting.

Cukale asked how much had been appropriated for DAAC recommendations and how funds would be allocated if the Board elected to include recommendations in the 2009-10 budget. Weeks shared that \$65,000 had been allocated for 2009-10 and included in a line item in the capital reserve project budget. Based on a legislative change this year, the Board has the ability to move funds back to the general fund. The line item would be reduced if the Board decided not to allocate funds for marquee signs. Hinkley is designated to receive the first marquee sign and all secondary school sites are scheduled to receive signs as it becomes affordable through capital reserve funding. The \$65,000 could be reallocated back into the general fund for parental involvement or to a special program fund.

Cukale asked about the plan to purchase marquee signs if the Board elects not to allocate funds. Barry noted that the original plan was to get support from the community to display nonintrusive advertisements on marquee signs at secondary sites. The plan fell through due to the economy. The front sign at Hinkley needs to be replaced in order to be more representative of the school and is not expected to cost \$65,000. Parental involvement is a major effort for Barbara Cooper, director of school services and equity and family engagement. More funds will be available for parent engagement as part of the mill and plans have already been discussed. To make funds available for at-risk students in kindergarten through second grade would not be affordable, but we can look at at-risk students in second grade. We all know that it becomes more difficult if students are not at grade level by the third grade. We will be able to do some of the recommendations from DAAC.

Carmany commented that DAAC voted unanimously to not purchase electronic marquee signs for new buildings. If funds are returned to the general fund, could they be used for family liaisons at non-Title I schools. Weeks replied yes.

Barry will provide the Board with recommendations to best utilize funds. Weeks reemphasized that the Board has the ability to review recommendations and include at a later date. Carmany commented that the recommendation for at-risk students was centered on students who scored below grade levels in MONDO or other literacy tests. Research shows that if we start at the kindergarten level we can eliminate gaps in the second and third grades.

Weeks invited Paul Coleman, director of grants management, and Ralph Albertson, director of exceptional student services, to the staff table to present the Board with information on the stimulus spending plan for special education and the stimulus spending plan for Title I.

Stuart asked Susan Olezene, director of student achievement, curriculum and professional development, to join Coleman and Albertson at the staff table. Albertson and staff in exceptional student services have been working on a plan for the expenditure of special education stimulus funds for a few weeks. We had the opportunity to review the plan with the Colorado Department of Education and received excellent feedback. It is important that we justify how funds are

spent to target and impact students with special needs.

Albertson shared that the stimulus funds amount for the IDEA Part B special education fund is \$3,384,338. The spending plan in the time line provided required a great deal of discussion and cooperation. We wanted to have a strategic plan that impacted student learning in special education. We created a central team that included teachers, staff, coaches and administrators and developed sub groups to determine how to best utilize funds to impact students.

We allocated \$1,987,140 for professional learning for teachers. The team believed that the greatest impact for student learning occurs in the classroom between the teacher and the student, and developing the capacity of our special education teachers and allocating funds to the capacity will increase student learning and achievement. If we align with the standards and initiatives, we will see an impact in the growth of student learning as well as an increase in CSAP test scores. The Rtl instructional practices are interwoven as well and are part of the entire process. Our instructional support of the professional learning is targeted to the instructional classroom approach and to our teacher expertise.

We allocated \$1,087,198 for program support to teach our teachers to utilize MONDO instructional practices. We aligned everything with initiatives already in place in the district and consider standards-based instruction as the primary focus. When high achievement and goals are set, students are forced to meet goals and build capacity in programs in a broad perspective.

The positive behavioral support system also targets how students are approached by adults in school. If we improve student behavior, we improve student achievement because the climate is positive and kids will enjoy coming to school.

We proposed updating assisted technology so students have the capacity and ability to access the entire curriculum. If we have the right technology and equipment in place, students who have trouble hearing can access general instruction. Funding was also provided to improve bilingual assessments and built a bilingual team that includes parental support so we can build a community between parents and the school.

We allocated \$310,000 to support transition services in which there are 22 indicators that we are required to meet as state mandated. Students who desire career options, either life skills students or advanced placement students who have IEPs, need a compliant transition IEP. The compliant transition IEP promotes a goal in order for students to access the community and progress toward a career opportunity. Special education teachers and counselors have to be a part of the guiding process to provide a bridge between the student and the community. Stimulus funds will be used to provide training for special education teachers to develop compliant transition IEPs as required by CDE. We should be in compliance with the indicator by the end of the year.

We allocated \$251,620 for the creative curriculum for preschool providers. The preschool curriculum explores life experiences and the world around the student. The joy in learning starts in preschool and it is wonderful to watch students explore with their hands and minds. Many preschoolers have IEPs at that age, and adaptations and modifications are in place. If we can promote learning in preschool, we should see effects from kindergarten through twelfth grade. Olezene noted that creative curriculum is one of the preapproved curriculums from CDE and is aligned with the K-5 curriculum. Carmany encouraged

everyone to visit a preschool class if the opportunity presents itself.

Lewis asked if stimulus funds would benefit all preschoolers. Barry noted that we incorporated the creative curriculum this year. Albertson added that stimulus funds would be directed toward special education students, but if teachers are trained properly it would have an effect on all students and benefit the entire class. Olezene shared that professional learning opportunities will teach teachers to expand the curriculum and make adjustments to student learning levels.

Stuart shared that professional learning opportunities will be available to charter school teachers. We also plan to allocate \$132,000 of stimulus funds for special needs students at charter school. Carmany asked if charter school teachers would receive professional development training at a specific APS school. Stuart shared that schedules would be published so charter school teachers can take part in professional development learning opportunities at APS school sites. We could also schedule professional development training at a charter school site if there is a need.

Coleman shared that a task force was convened to determine how to best utilize Title I stimulus funds. Teachers, principals, instructional coordinators and achievement directors comprised the task force. The task force looked at funding to hire an intervention teacher to partner with the classroom teacher and provide additional services to kids who were struggling in small groups. The team looked at adding additional teacher leaders in ELA, literacy and mathematics to build the capacity of existing classroom teachers. Full-day kindergarten was another focus of many Title I school principals who felt that Title I funding could be used to provide full-day kindergarten for those Title I schools that were not being supported through the general fund. Technology, materials and professional development opportunities were also focuses for stimulus funding.

We asked four questions to determine how to best utilize Title I stimulus funds including:

- Will the proposed use of funds drive improved results for students, including students in poverty, students with disabilities and English language learners?
- Will the proposed use of funds increase educators' long-term capacity to improve results for students?
- Will the proposed use of funds advance state, district or school improvement plans and reform goals in ARRA and the VISTA 2010 Strategic Plan?
- Will the proposed use of funds avoid recurring costs that state, school systems and schools are unprepared to assume when funding ends?

The total allocation for Title I stimulus funds is \$9.7 million. We budgeted \$4.9 million for 2009-10 and \$4.8 million for 2010-11. Under instruction, we allocated \$3.8 million and funds will go directly to sites. Approximately \$2.75 million would be given to buildings so principals and leadership teams could determine how to best utilize funds. Each Title I school would receive \$250,000 and we asked that sites provide a spending plan to the grants office. Equitable services would be provided to private schools and we have set aside an additional \$500,000 to provide fifth block for those Title I schools. We are also providing funding to help with preschool under the Even Start program.

We are adding two additional coaches for schools in school improvement or corrective action as well as additional funding for LCD certification from stimulus funds for the first year. Stimulus funding will also be used to increase family literacy programs. Under Title I regulations, we are required to use one percent of the allocation in which 95 percent of the one percent allocation must go directly to the school and used toward parent involvement. The school would then determine how to best utilize funds.

Lewis asked what 95 percent of one percent of the allocation was. Coleman shared that the total amount was about \$48,000 for all Title I schools, which would be about \$5 per free lunch student.

Barber commented that this is a gift and it looks like funds will be spent wisely.

Barry commended both groups. Stimulus funds have to be spent right and we must make it work. We have to be very deliberate in determining how funds will be spent. The Board will get a detailed listing of programs, amounts of what is normally spent, additional stimulus funds, and the total amount for each program.

Cook thanked staff for the presentation.

#### **Use of a Portion of Beginning Fund Balance as Authorized by Colorado Statutes**

Weeks noted that one of the statutory requirements by state law and as part of the budget adoption, any fund requiring use of a portion or all of their beginning fund balance must be approved through resolution by the Board of Education. The specific purpose for usage must be stated as well as the district's plan to ensure that the use of the beginning fund balance will not lead to an ongoing deficit. The following fund budgets have used a portion of their beginning fund balance: athletics, building, capital reserve, Colorado preschool, grants, copier services, print services, nutrition services, risk-related activity and special programs.

Funds may be used to maintain a reserve account, purchase equipment or supplies, or day-to-day operations. The Board will be asked to approve the resolution on June 16.

#### **2008-09 Supplemental Budget Appropriations**

Weeks shared that in order for funds to be spent during the 2008-09 school year in excess of the amount that was adopted in December 2008, the Board needs to approve a supplemental budget resolution and appropriate funds. This year, the copier services fund, current budget \$800,537, and the nutrition services fund, current budget \$11,690,768, are under consideration for action on June 16. This will be in resolution form and will include the current budget amounts, increase recommended amounts, and the total amounts. The Board will be asked to approve the resolution on June 16.

#### **State of Colorado Interest-Free Loan Program**

Weeks shared that the Board was provided with a resolution regarding the interest-free loan program through the state of Colorado. School districts receive funds at various times throughout the year. Some funds are received on a monthly basis and the majority of property taxes are received between February

and June of each year. We must monitor cash flow throughout the year in order to cover payroll and pay monthly or on demand payments.

The state of Colorado, through the state treasurer's office, put in place an interest-free loan program for school districts to access if they needed to borrow funds based on their operations. In 2008-09, we requested authorization from the Board to borrow \$40 million. This year, we will be requesting authorization from the Board to borrow \$10 million to cover payroll in December.

The attachment provided to the Board in the agenda contains the very significant resolution, which is prescribed and has all of the necessary mechanics. The interest-free loan must be paid in full by June 25, 2010. We will include a detailed, 12 month cash flow analysis of funds when this item is returned for action on June 16.

### **DIVISION OF HUMAN RESOURCES**

*No Items*

### **DIVISION OF INSTRUCTIONAL SERVICES**

#### **Instructional Materials Adoption**

Stuart reviewed the list of instructional materials that are being proposed for adoption. The elementary mathematics materials by Kathy Richardson are currently supplemental resources that we would like moved to basic materials because they are used systematically in all district classrooms. The Fountas and Pinnell are resources that we would like adopted as supplementary specifically for targeted interventions such as Rtl centered on phonics and phonemic awareness.

Lewis asked about the 1999 copyright of the elementary mathematic resources and questions if updated material was available. Stuart replied that we were using the latest resources.

### **DIVISION OF SUPPORT SERVICES**

## **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*

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

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #8084

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**

**Intergovernmental Agreement with APS and City of Aurora**

Sturges shared that Dick Huwa, third party bond consultant, provided the Board of Education with information on the intergovernmental agreement between APS and the city of Aurora related to joint use of the Murphy Creek Park and playfields on May 19.

The recommendation is that the Board of Education approve the proposed changes to the intergovernmental agreement between APS and the city of Aurora related to joint use of the Murphy Creek Park and playfields as presented.

Cukale moved and Edberg seconded to approve the proposed changes to the intergovernmental agreement between APS and the city of Aurora related to joint use of the Murphy Creek Park and playfields as presented.

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

#8085

Approved on a vote of 7-0

### **Athletic Participation at K-8 Schools**

Sturges shared that the Board received information regarding a proposal to include sixth graders to be part of the athletic program at select K-8 schools.

The recommendation is that the Board of Education approve sixth graders to be part of the athletic program at select K-8 schools. Tony Antolini, district athletic director, was present to answer questions.

Cook made a motion to amend the proposal and approve sixth graders to be part of the athletic program at select K-8 schools as a one-year pilot. After one academic year, data would be brought to the Board to determine participation numbers, utilization of coaching staff and review issues or concerns in regard to whether sixth graders should continue to be part of the athletic program. Cook asked for a second to the effect. As there was not a second to the effect, the motion died.

Lewis motioned to approve sixth graders to be part of the athletic program at select K-8 schools. Cook seconded the motion to approve sixth graders to be part of the athletic program at select K-8 schools.

Cukale proposed that all sixth graders have the option to participate at K-8 schools. Lewis asked Antolini if it was possible for every sixth graders in the district to have the option to participate at a K-8 school. Antolini replied that we would need a policy, guidelines and boundaries to determine which K-8 schools six graders could compete at. The option would also be contingent on parents providing transportation.

Cukale concurred with the option of having parents be responsible for providing transportation in order for students to participate in the athletic program. Sturges noted that it might create a potential issue with kids and parents at K-8 schools as well. For example, if a student from Aurora Hills wants to participate at Aurora Quest, it might create a potential issue. Antolini added that we currently have a full participation policy at the middle school level and do not cut kids. It could impact student play time and team play levels. Another concern is that K-8 schools are located in the east and southeast quadrant of the district. It becomes an advantage for middle schools in those areas of the district and more difficult for students in the northwest quadrant to get to select K-8 schools.

Prince feels uncomfortable with this issue. Sixth graders in the northwest section of the district do not have the ability to participate in the athletic program. This is very unbalanced.

Barry noted that anytime we have a chance to expand there will be inequities. The ability to give sixth graders at select K-8 schools an opportunity to participate in the athletic program is in our favor.

Barber asked if other districts had experienced this problem. Antolini noted that other districts that were similar in size to APS and had K-8 schools did not have comprehensive athletic programs. Sturges noted that whatever decision the Board made would necessitate a change in Board policy.

Cook noted that the motion on the table is to approve sixth graders to be part of the athletic program at select K-8 schools.

Carmany asked how much this would cost. Antolini replied about \$30,000.

Lewis withdrew the motion to approve sixth graders to be part of the athletic program at select K-8 schools.

Cook motioned to amend the proposal and approve sixth graders to be part of the athletic program at select K-8 schools as a one-year pilot. Lewis seconded the motion to amend the proposal and approve sixth graders to be part of the athletic program at select K-8 schools as a one-year pilot.

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #8086

Barber, Edberg and Prince voted against the amended proposal to approve sixth graders to be part of the athletic program at select K-8 schools as a one year pilot.

Approved on a vote of 4-3

**VI. CONCLUDING ITEMS**

***Opportunity for Audience***

***Correspondence***

***Next meeting date***

The next business meeting of the Board of Education will be held June 16, 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 9:50 p.m.

\_\_\_\_\_  
**President**

**ATTEST** \_\_\_\_\_  
**Secretary**