

I. PRELIMINARY

Cook called the September 1, 2009, meeting to order at 6:29 p.m.

Roll Call

The following members were present:

Matt Cook, president
Jeanette Carmany, vice president
Peter Cukale, treasurer
Jane Barber, secretary
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
Barbara Cooper, chief equity and engagement 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/Welcome to Visitors

Barber led the Board and audience in the pledge to the flag. Cook welcomed visitors to the meeting and noted that this is the second Board meeting under the policy governance model that was adopted in June.

Approval of Agenda

Cukale moved and Lewis seconded to amend the September 1 agenda and include a Resolution in Support of Canceling the Regular Biennial School Board Election on the consent agenda.

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #8100

Approved on a vote of 7-0

Approval of Minutes

The minutes of the regular meeting of the Board of Education held August 18, 2009, were approved as written.

II. INFORMATIONAL REPORTS

Reports from the Board of Education

Carmany noted that there was good representation from school sites at the DAAC meeting that she attended. Parents were anxious to hear about all of the

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things that are occurring in the district and had good questions as to what they could do to help.

Carmany attended Elkhart's first parent organization meeting in which more than 40 parents attended. It was good to see all of the community participation. Carmany also attended the groundbreaking ceremony for the P-20 campus.

Edberg attended the groundbreaking ceremony for the P-20 campus. It was exciting to see the huge turnout of staff, community members and students to celebrate the occasion. It is a wonderful step forward for our district.

Edberg attended the A-list 2009 luncheon sponsored by the Aurora Economic Development Council in which more than 1,500 people attended. It was good to see so many people from the community. I will miss attending the luncheon when I retire from the Board.

Cukale enjoyed the P-20 groundbreaking ceremony. It was very impressive to see so many kids and parents.

Lewis attended the Veterans Administration Hospital groundbreaking ceremony. It is amazing to see the opportunities APS students will have on the Fitzsimons campus. The campus will have a state-of-the-art spinal cord injury unit, and I am hopeful that some of our Aurora LIGHTS students will have access to the state-of-the-art spinal cord program.

Prince had an opportunity to attend the A-list 2009 luncheon. She also attended the Rangeview diversity kickoff and had a chance to see many ethnic dances and instrumental performances.

Prince attended back-to-school night at Rangeview and heard information about their new scholars program. Students meet weekly with counselors to learn organizational skills, how to interact and speak to teachers, and homework setup. I am extremely excited about this program and plan to monitor it closely. If it is successful, I plan to promote it throughout the district.

Cook attended the first annual awards program at South in which more than 500 people attended. The job that they have done at South in the new growth model is unbelievable. One young man who was honored was above the 95th percentile in all three core categories. Garrett Rosa, assistant principal, has a future as a motivational speaker and did a great job breaking down information for students. Yvonne Davis, principal, and the entire staff are to be congratulated for doing such a great job. Maggiano's Italian Restaurant provided food and it was an all-around APS community event. Lewis shared that she spoke to Principal Davis and congratulated her on the program. Principal Davis shared with Lewis that this was the first awards program at South. Aurora Central freshmen who scored in the 70th percentile for achievement when they attended South returned and were also honored. Two Aurora Central seniors who attended South spoke to students and helped with the achievement banquet. One student told Principal Davis that it was "cool" to be smart at South. Lewis shared that staff members served dinner. All were thoroughly impressed and plan to do it again next year. Cook recognized Bill Holen from Congressman Ed Perlmutter's office, who was also at the event. Both Holen and Perlmutter are great supporters of APS.

Superintendent's Celebrations

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Barry recognized Rangeview for their recent arts and music kickoff celebration. About 320 people attended the variety show hosted by students. Many college freshmen who attended Rangeview returned to help with the celebration.

Barry congratulated all of the APS sites that were injury free during the 2008-09 school year. Workers' compensation injuries can impact everyone at a work site including the staff, students and school community, so we are very proud of these sites. With such a wide variety of activities occurring everyday in our sites, remaining injury free is an amazing accomplishment. Congratulations to Arkansas, Elkhart, Lansing, Montview, Mrachek, Tollgate and Yale elementary schools, Aurora Frontier and Murphy Creek K-8 schools, the Information Technology Center and our Security Department for this wonderful accomplishment.

Julie Meskimen, claims specialist, presented certificates of appreciation to the following staff: Alejandra Morales, Arkansas; Starla Pearson and Mary Duran, Aurora Frontier; Katie Hartenbach, Elkhart; Karen Hart, Lansing; Ed Snyder, Mrachek; Mark Staff, Tollgate; and Tudy Wicks, APS Security.

Meskimen will forward certificates of appreciation to staff at Montview, Murphy Creek, Yale and Information Technology.

Congratulations to Aurora Frontier K-8 School Art Educator Thad McCauley who submitted a winning energy conservation idea to the APS Good Idea Program. There were 29 submissions last year.

McCauley suggested that APS discontinue the use of regular light bulbs and invest in energy-saving, long-life bulbs. After receiving updated data and very attractive pricing from our vendor, we believed that upgrading the district's lighting was worth implementing. We recently approved the purchase of 4,000 light bulbs that consume 12.5 percent less energy than our previous ones and expect the district to save approximately \$3,000 for the 2009-10 school year. Thank you for being a part of APS' growth and for such a bright idea, pun intended. You have truly made a difference in the district that will positively impact us for years to come.

This idea is open to all district staff. We have set aside funds to honor people who present good ideas.

APS is grateful for the amazing relationship we have with The Children's Hospital. Our nursing staff and their hospital staff provide each other with guidance and assistance in the implementation of best practices for the success of our students.

One great example is how Aurora Central High School Registered Nurse Tamera Wollbrink and The Children's Hospital RN Catherine Tilt worked seamlessly together to aid a student from Africa who has multiple medical problems. The student speaks little English and her parents speak no English. Together, Tamera and Catherine were able to determine what care the student had received, provide her the care she needed, help her socially adapt to the school and succeed academically.

These caring staff members ensure that our students with acute and chronic illnesses have a pleasurable and successful education experience in APS. We are very thankful for their hard work and dedication.

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The APS Board of Education and I would like to recognize Gateway High School Physical Education Teacher Justin Hoffman for being the "critics' choice" pick for best teacher of the year in the Aurora Sentinel.

The article reads, "Our pick for best teacher of the year isn't a surprise to anyone who's ever roamed the halls of Gateway High School. Justin Hoffman, an Aurora Central grad himself, has been teaching social studies at Gateway for five years now, and he's been with the football team for 13 years. His students say he's easy to relate to and cares about his kids."

Hoffman was also a Superintendent's Quarterly and Annual Award winner in the category of Licensed Employee, High School last year. We are honored to have such a caring teacher on our team and appreciate his dedication to our students.

Superintendent's Report

Items of Interest

Barry shared that the district is continuing efforts to explore an online high school in APS and may open a test case site as early as January. We want to remain competitive and provide choices to students in our continuing efforts to be transformational in thinking. The Board will be provided with an update in October or November.

APS is focusing on three major areas this year: response to intervention, equity training for employees and English language learning. Response to intervention is required by the state and is a proactive approach to working with students who are struggling academically and behaviorally.

Barber Cooper, chief equity and engagement officer, is leading the charge in equity training for employees. The training is designed to help employees become better at facing challenges as a result of our amazing diversity in APS. At last count, our student population spoke 96 languages and hail from 120 countries. One APS school is recognized for "no place for hate." Our goal is to have every school recognized and meet the "no place for hate" criteria.

Recent Updates

APS received \$378,000 from the Rose Foundation Grant to use toward progress and work with English language learners last year. New teachers to APS must be certified or receive certification training as a condition of employment. Every school has an ELL teacher leader and a demonstration classroom. We have adopted the E.L. Achieve program and it is being implemented throughout the district. Every ELL student at the elementary school level receives 40 minutes of daily instruction, every ELL student at the middle school level receives 45 minutes of daily instruction and every ELL student at the high school level receives 50 to 100 minutes with the alternating block schedule. We are excited about our upcoming update to the Rose Foundation Board in October in which we will report our progress to set up an English Language Learning Center for Excellence. The Board will be receiving periodic updates in the next month or so.

We are making progress on construction on the Meadowood building. The site will serve as the early childhood education program for more than 200 preschool-aged children, and aligns with the district's P-20 focus and concept. The Board will receive a rough outline of sketches for the plan. Information will be shared

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with the staff and the community. Chief Operating Officer Anthony Sturges will lead the charge to ensure we receive input, collaboration, and fully embrace the community. The anticipated date of construction is January 2011; the site is expected to open in spring 2011.

The AYP results have been tabulated. The report will be submitted to the Board for review and submitted into the record on September 15.

Weeks will provide a monthly budget report to the Board and district staff as part of trust, teamwork and transparency efforts to keep everyone updated on the 2009-10 budget. Barry asked Board members to provide feedback on the report.

Carmany asked how many families had requested another school under AYP. Barry shared that school improvement, year one, offers parents a choice of schools. Approximately 162 families have requested a school change. Transportation will be provided for families starting September 8. Carmany asked if parents requesting school changes were localized or spread out through the district. Barry replied that numbers were mostly spread out, but there were specific pockets of apartment complexes and neighborhoods. As part of our trust and transparency efforts, parents were mailed letters detailing school choices within their neighborhood and many took advantage of it. Escárcega noted that some students are currently enrolled in their school of choice and parents are providing transportation. This was part of the choice offered.

VISTA 2010 Update

Allen invited Damon Smith, director of Human Resources, to the staff table to provide an update on recruitment strategies.

Smith shared that the Grow Your Own Program is designed to support classified employees while they are attending classes to become licensed educators. We currently have 13 classified employees in the program. Some classified employees have been in the program a number of years and have not progressed at the desired rate. Our goal is to redesign the Grow Your Own Program and we are working to identify, partner and establish a cohort type program with an institute of higher learning in order to develop a more efficient way to progress employees through the program.

We provide three courses in the Linguistically Diverse Educator certificate program. Teachers can earn certification through the University of Colorado at Denver or Regis University. We have offered this opportunity to current staff members and 180 licensed educators have signed up and will take courses this school year. Approximately 240 teachers have applied for the 180 slots. Effective this hiring season, all new teachers will be required to go through this program as a condition of employment. New teachers will start coursework during the 2010-11 school year to give them an opportunity to transition into the district.

We currently have 71 student teachers in APS and are anticipating that the number will double second semester. We are currently preparing for spring semester 2010 and have just completed a visit at Metropolitan State College. We presented information about the district to 180 students who will be looking for student teaching opportunities next semester. We will present information to students at the University of Boulder on Thursday.

Barber asked how many student teachers returned to APS to teach. Smith did not have an exact figure but shared it is common to hire students that taught in APS. We will also send e-mails to neighboring districts if we have an exceptional teacher and do not have an opening. Smith will provide data to Barber.

Carmany noted that the district is now requiring teachers to be LDE certified as a condition of hire. She asked if we would have enough slots. Smith replied yes. This was part of the planning process with the Division of Instruction and the grants office to ensure finances were available to sustain the program and meet the needs of new hires.

Carmany asked if new teachers would always have one year before the start of coursework. Stuart replied yes. Veteran teachers could enroll in coursework at any time.

Lewis asked if any other school district requires LDE certification as a condition of employment. Smith replied that DPS requires LDE certification as a condition of employment, but not at the same level. DPS requires certification for specific employee groups.

Smith shared that HR has received significant interest in the Troops for Teachers Program this past year. In order to enter into an alternative licensure program, the state required a specific amount of semester hours in the core content area and applicants had to pass the Place or Praxis exam. Many applicants who applied to the Troops for Teachers Program met one of the two conditions. During the past legislative session, the rules changed with Senate Bill 160. Applicants are now required to meet one of the two conditions, and we are anticipating an increase of applicants who are both eligible and interested in coming to APS through the Troops for Teachers Program.

Smith reviewed the Teachers in Residence Program and the CASEL Program, which is the special education section of the Teacher in Residence Program. We currently have 25 participants in the CASEL Program. A representative from Metro State College shared that 30 percent of students who are enrolled in the CASEL Program are APS employees, and all are considered great hires.

Achievement

Stuart reviewed a slide of trailing indicators that highlights student data at the end of the K-12 experience. We have been celebrating all of the good things that are occurring around leading indicators in terms of increases in proficiency and growth. Trailing indicators show that we have a ways to go, indicating declines in both graduation and college enrollment rates and a slight decline in ACT composite score. This is not good news from a data standpoint, but leading indicator initiatives to engage students in the P-20 experience and work centered on response to intervention will have the desired long-term impact to move trailing indicators in a more positive direction.

Lewis noted that we are currently starting individual career and academic plans for sixth graders. This will help students become more successful and committed at the middle school level and will carry through to high school. Stuart shared that legislation requires sixth graders to have an individual career and academic plan by the end of sixth grade. There have been some challenges based on the Family Educational Rights and Privacy Act in regard to students under the age of 13, but legislators are working through concerns to ensure all sixth graders have an individual career and academic plan in place.

Barber asked if data was available that showed the number of APS students that graduated from college. Escárcega shared that the percentage of APS students who enter college is included in VISTA 2010 slides. The National Student Clearinghouse is an organization that the state is planning to adopt a contract with to provide this type of data. We use the clearinghouse and send graduation data to them yearly. The clearinghouse provides reports from state colleges and many universities throughout the nation. The percentage of students that entered college in 2007-08 is 43 percent. It does not include information from vocational or technical schools.

Carmany asked if the graduation rate percentage from 2007-08 is based on new graduation calculations. Stuart replied yes.

Barry commented that this is the second year of the transformation plan. We are anticipating four-to-five years before we begin to see improvement in trailing indicators. Escárcega noted that the one year dropout rate has started to decline and that is a good first step.

Community

Cooper shared that the chosen community slide deals with partnerships with youth oriented organizations, before and after school activities. The goal is to increase dialogue and cooperation with key local, state and national groups and organizations. We encourage schools to focus on developing partnerships and contact schools annually to discuss their partnerships. Our goal is to increase the number of effective partnerships with youth-oriented before and after school activities by 10 percent. We are working with the Office of Youth Development in the city of Aurora and the America Promises Alliance, which focuses on making sure students have safe places before and after school. Part of our task is to identify youth-oriented programs currently in place in APS. We asked schools to determine each program's focus and how it aligns with achievement goals and effective needs goals for students. Another task is to identify youth-oriented programs that could be recruited to APS. With all of the initiatives we currently have in place, many organizations are contacting APS to discuss partnerships. Our goal for the 2008-09 school year was to have 64 partnerships; we had 84 partnerships. Our goal for the 2009-10 school year is to increase our partnerships to 92.

Barber commented that her church youth group gathered school supplies for APS students. The organizers received a personal note of thanks from Cooper and were very pleased. Cooper noted that part of our outreach is to follow up and have conversations regarding ways to acknowledge community organizations. We appreciate all donations from the smallest to the largest. It all makes a difference in APS.

Environment

Cooper shared that in the spring of each school year, we review out-of-school suspension data and in-school referral data. The slide chosen focuses on providing environments that optimize learning and ensure schools are safe places for students. The action is to reduce the number of out-of-school suspension rates by five percent annually. School Services is responsible for comparing quarterly data and we contact schools quarterly to determine how they are doing. This helps to reduce the amount of compilation work at the end of the year to CDE, and provides an opportunity to engage with schools regarding different strategies, coding, and alternatives to out-of-school

suspensions. Another task consists of providing professional learning to increase understanding of deans, counselors, assistant principals and other staff members who are responsible for out-of-school suspensions and referrals at school sites. It is important that schools are aware of alternatives to out-of-school suspensions. We want this to be the last resort for students and plan to make sure they understand what the consequences entail. Each year, we review the Safe Schools booklet and require that school administrators review the booklet with students. We asked that all parents review the information and sign off that they are aware of policies and consequences. School Services collects and reviews information.

We are in the process of developing a task force to look at alternatives to suspensions and expulsions. Our behavioral teams and PBS teams are having conversations around alternatives to suspensions and expulsions, and how to ensure the least consequences for behavior, but remain in compliance with the law.

School Services evaluates quarterly suspension data, discipline reports, and works with schools to make sure we are in compliance. We are also providing professional development for new teachers. Part of our work this year is to have conversations regarding culturally relevant teaching practices with the leadership team and the Division of Instruction in order to look for alternatives to better relate to students from all diverse backgrounds so they can be successful.

Our PBS schools have been successful in reducing out-of-school suspension rates. More detailed information will be provided to the Board as to what each school has done to reduce suspensions. Out-of-school suspension rates in PBS schools are ranging from reductions of nine percent to 61 percent at Century. PBS sites are looking at where infractions are occurring in order to address locations and are putting parameters in place so students can be successful in unstructured areas. We plan to carryover some of the strategies that are being used at PBS sites at non PBS school sites. We met our goal to decrease out-of-school suspensions by five percent.

Barber asked how many PBS schools were in APS. Cooper replied 24. We are also working with transportation to train bus drivers in the PBS strategy. The bus drivers are doing outstanding work to make sure kids get to school safely and deterring behavior before they reach school. Barber asked how many PBS schools can be selected each year. Cooper replied that eight schools can be selected yearly, but we have extended PBS to sites such as transportation and nutrition services. We recently hired staff who worked in Douglas County and were trainers for the state. We will be able to move at a faster pace as a result. We also have additional allocations for PBS coaching.

Lewis served on Gateway's accountability committee and noted frustration with the number of repeat suspensions. She asked if strategies were in place to address duplicate suspensions. Cooper replied that we look at duplicate suspensions and referrals, and strategies are in place. We compare data from PBS schools and non PBS schools. We also encourage school sites to review data to determine duplicate suspensions and to provide strategies so students can be more successful.

Carmany asked if professional development was available to teachers to address classroom management. Stuart replied that we provided rituals and routines to new teachers at conferences held at the beginning of the year that encouraged strong classroom management so students could focus on learning. Carmany

asked if professional development training was available to teachers during the school year. Stuart replied not at the district level. Professional development training might be available at the school level. Carmany asked Stuart to contact schools to determine if classroom management training was available to teachers during the school year.

III. CONSENT AGENDA

The Board has set forth in policies items that are operational and items that are considered Board work. These are items that the Board is legally responsible to take action on. If a Board member has an issue or concern with any item for action on the consent agenda, the item will be brought forward for further review. If there are no concerns from a Board member or a community member who has signed up to address an item on the consent agenda, all items submitted for action will be voted on collectively.

SUPERINTENDENT OF SCHOOLS

Monitoring Reports

GP 3.8 - Communication and Support to the Board

Barry shared that this is the first monitoring report in accordance with Board Policy Governance 3.8: Communication and Support to the Board. Monitoring reports will be provided to keep the Board, staff and the community informed as part of ongoing efforts to increase trust, teamwork and transparency.

Duran shared that the APS communication team has collaborated with district leadership and the Board to increase trust, teamwork and transparency.

Duran thanked Cook for providing time to meet with the communication team to work on the Board policy communication plan. We drafted a Board policy governance communication plan and updated the Board Web page to reflect new policies. The fall edition of Aurora Youth Matters, a guide used in conjunction with the Aurora Sentinel, will include an ad on Board policy governance. The guide will be distributed to elementary parents and will be available at middle schools and high schools.

A section of the Board Web site will provide information and stories on Board activities and community engagement outreaches. We will provide ongoing updates to the Board Web site as we learn more about policy governance and the new agenda format.

We developed and implemented a Board election/campaign communication plan, and a Web page was created that provides election information. The election has been promoted in numerous media outlets and flyers were distributed throughout the city of Aurora at multiple outlets. We will promote the election once candidates become official or provide next steps if election circumstances change. Once the election has concluded, we will promote the new Board of Education.

Duran shared that the Board and district leadership team have always had communication protocol, but a summary of practices had not been written. We have developed a written summary of Board communication protocol that details Board practices, how the Board communicates to the community, and

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information about community engagement outreaches. Monitoring reports and quarterly information reports will also be posted on the Board Web site.

In ongoing efforts to increase transparency, a leadership team Web site and communication protocol was developed. A Web page was created that describes the role of the leadership team and identifies leadership team members. Written communication protocol and the new agenda format describe how information is shared with the community and who is responsible for distributing information.

The format and name of the VIT meeting has changed to the VISTA Forums. The overall membership has been expanded to include representatives from SEA, AEA, and CEC to ensure work is transparent and to increase the opportunity for feedback. The leadership team agenda and the VISTA Forum agendas have been posted on the Web site. We have also changed the name of the Learning Support Team meetings to the DOI (Division of Instruction) updates. The agenda will be posted on the Web site one day in advance of the meeting. Agendas and meeting summaries will be continually updated so the community is aware of our work.

A written version of APS e-mail protocol has been posted on the Web and we are in the process of developing a tip sheet for e-mail usage. Kudos to Ivan Duran and Rich Blegen for all their work and efforts in developing a tip sheet for APS e-mail users.

We are in the process of developing a plan for the VISTA 2015 Listening Tour. A preliminary draft was presented to leadership team to obtain feedback. The Board will receive an update on September 15 and it will be presented to members of the VISTA forum at their next meeting. Once feedback is received from the Board and members of the VISTA Forum, we will finalize the VISTA 2015 Listening Tour. Our next steps would be to promote the October 20 Board workshop to kickoff the VISTA 2015 Listening Tour.

Cook noted that this is the first Board monitoring report in which the Board outlined in terms of support and communication. Governance policy 3.8 is listed under Executive Limitations, Communication and Support to the Board, in the APS Policy Manual. The ad in the Aurora Youth Matters will provide details of Board policy governance. The community engagement outreaches will include many formats including workshops, targeted focus groups, town hall meetings and electronic communications.

Prince noted that she receives APS Community Connections and questioned the process for community members to sign up to receive it. Duran replied that there is a section on the community page of the Web site where people can sign up. We also have a brochure detailing how the community can sign up to receive information. Lewis asked how many people were on the list. Duran replied about 1,000.

Lewis asked for clarification on the leadership team meeting summaries. Duran shared that the summary details how the leadership team distributes communications on a particular topic, who is responsible for providing information to the community, and who is the targeted audience.

Barber thanked Duran and the communications team for all their hard work and efforts to provide positive communication about the district. Duran noted that the APS communication team is one of the highest performing teams in the state.

We are fortunate to have such a great staff. Communication is something that you can always do better. It is the nature of our work and we continue to strive to get to the next level.

Cook noted that one reason that we implemented policy governance is to be more transparent and open. This is a great first step. Barry commented that APS has gone to considerable lengths to be open and transparent. Trust, teamwork, and transparency are not hollow themes for the year. We are demonstrating it every day by posting key agendas on our Web site for everyone to see.

Barber thanked Duran for including the beautiful pictures of students on slides presented.

Resolution in Support of the City of Aurora Ballot Question for the City's Libraries

Barber requested that the Board support the Resolution in Support of the City of Aurora Ballot Question for the City's Libraries. The resolution read as follows:

WHEREAS, the city of Aurora's library system ranks the lowest in the state in funding for books, staff and hours; and

WHEREAS, the city of Aurora is advocating for the passage of a new taxing district in the November 2009 election; and

WHEREAS, the current ballot initiative would draw from increases in property taxes to create a secure funding source for the city's libraries; and

WHEREAS, the Aurora Public Library General Improvement District ballot question will ask voters to create a new general improvement district to secure money for the city's libraries; and

WHEREAS, the proposed levy would mean an added 4.29 mills, which would amount to a small increase of \$5.69 per month on a \$200,000 home; and

NOW THEREFORE, BE IT RESOLVED, that the Board of Education, Aurora Public School District, hereby supports the City of Aurora's ballot question for the Aurora Public Library General Improvement District.

Barber commented that public education is one of the most democratic institutions and libraries support public education.

Resolution in Support of the Colorado Preschool Program and Full-Day Kindergarten

Carmany requested that the Board support the Resolution in Support of the Colorado Preschool Program and Full-Day Kindergarten.

This resolution is in support of the state to continue to increase funding for the preschool program and full-day kindergarten. Local districts will determine how funds will be distributed. The state is experiencing tough economic conditions, but quality early childhood education programs will help us obtain goals by lessening the dropout rate and closing the achievement gap.

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Resolution in Support of Canceling the Regular Biennial School Board Election

Hostetler shared that we have four certified candidates for the four vacancies on the APS Board of Education. Under Colorado law, the Board can pass a resolution to cancel the November 3 election. This would save the district approximately \$80,000 to not move forward with the election since we only have four candidates for the four open seats. The legal basis was presented to the Board earlier this evening.

Cook asked Hostetler to address the issue of write-in candidates and write-in ballots. Hostetler noted that there is a provision under Colorado law in that candidates can be declared a write-in as long as an affidavit is submitted. The affidavit had to be submitted and filed by the close of the business day on Monday, August 31 and signatures had to be submitted by the close of the business day on Friday, August 28. There were no write-in candidate affidavits filed. Cook noted that the Cherry Creek School District is in a similar position and asked if their Board had determined to cancel the election. Hostetler confirmed that Cherry Creek is in a similar position as APS, with two candidates/two vacancies. The Board held a phone conference this morning and elected to cancel the election.

Cook asked Weeks if the APS Board had ever canceled an election. Weeks replied that this was the first time.

Prince asked if the money saved would be about \$80,000. Hostetler replied approximately. The amount would vary depending on the number of voters. The district paid \$25 for each petition filed for a total of \$125.

Barry read a statement on behalf of JulieMarie Shepherd, who is the fourth Board candidate verified by the Arapahoe County Clerk and Recorder's Office.

It has recently come to my attention that there were only four candidates who were verified by the Arapahoe County Clerk to run in the November 2009 election for the four open seats. Pursuant to state law, the Board may opt to cancel the regularly scheduled election.

Should the Board elect to invoke this option, I would be honored to become the newest member of the Board. If the Board does pass this resolution, I look forward to bringing my passions and perspectives to the table. I am excited about the potential opportunity to work with current Board members and continuing to advance educational achievement and innovation in measurable and meaningful ways for Aurora Public School students.

Respectfully
JulieMarie Shepherd

Cook asked Board members if they preferred to vote on all items on the consent agenda collectively or separately.

Carmany moved and Barber seconded to remove the Resolution in Support of Canceling the Regular Biennial School Board Election from the consent agenda for a separate vote.

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

#8101

Approved on a vote of 7-0

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

Board Resolution Related to Senate Bill 181

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

Roll Call: Barber, Carmany, Cook, Cukale, Edberg, Lewis, Prince #8102

Approved on a vote of 7-0

Resolution in Support of Canceling the Regular Biennial School Board Election

Carmany asked for clarification in that if the Board determines to cancel the November election, JulieMarie Shepherd would not be sworn-in until November 10, 2009. Hostetler replied correct.

Cook shared that the motion on the floor is to adopt the Resolution in Support of Canceling the Regular Biennial School Board Election.

Cook noted that in past Board work, this type of resolution would have been presented as information, and in order to move it to action, it would have required a 7-0 vote as part of the former bylaws. With the adoption of policy governance, this rule no longer applies.

Lewis asked if the resolution had to be adopted tonight. Hostetler shared that if the Board elects to not vote on the resolution tonight, a special meeting would be required tomorrow.

Cook commented that he is honored to be one of the four candidates. From my early years of learning civics, a vigorous campaign and debate among candidates is healthy. I understand that the Board is doing good things and people are confident, but this would not be my preferred way to serve another four years. It is, however, my pleasure to do so.

Cook, Carmany and Barber recused from the vote to adopt the Resolution in Support of Canceling the Regular Biennial School Board Election.

Cukale moved and Lewis seconded to adopt the Resolution in Support of Canceling the Regular Biennial School Board Election.

Roll Call: Cukale, Edberg, Lewis and Prince

#8103

Approved on a vote of 4-0

VI. BOARD OF EDUCATION WORK

BOARD SELF-MONITORING

Policy Governance Practice – Boundary Changes

Cook shared that Boards are encouraged to practice self-monitoring and accountability under John Carver's policy governance model. One suggestion is to practice scenarios to review the decision-making process under the policy governance model.

Cook reviewed a slide that highlighted the textbook adoption process, a legal requirement that the Board is responsible to take action on. The consent agenda lists items that the Board could take individual action on, but policy governance wants Boards to focus on board work and allows the adoption of items collectively on the consent agenda.

Hostetler noted that legal principles were sent to the Board in advance of the September 1 Board meeting. She cited a Colorado Supreme Court case in which the court recognized that school districts must have the flexibility needed to operate their districts and function smoothly in between Board meetings. The court stated that "if the laws were to insist on strict limitations on delegation of authority, school board members might tend to become mired in the details of routine operations and the effective and usefulness of school administrators might be hampered." This sums up what policy governance is all about in that school boards do not become mired in routine operations and administrators are allowed to run daily district operations.

Current district policies and practices were thoroughly reviewed about two years ago to ensure we were in compliance with statutes. When laws change, we recommend that the relevant policy be revised as well as district practices.

Hostetler reviewed legal requirements in which the Board is mandated to retain legal authority of and will make sure that the district complies with all legal aspects. As an example, the district has in place a process in which the Board relies on administrative recommendations for hiring and terminating personnel. The Board determines whether it will ratify the recommendations on the consent agenda. The process, which is called ratification, has been used for years. It is legal and complies with all aspects of the law.

The Board has discretion as to whether they will or will not delegate. The courts have provided guidance and information was provided to the Board in advance of the meeting. The general rule is that the district may delegate to a subordinate those powers and functions which are administrative in nature or where there is a

rule that leaves little or nothing to the judgment or discretion of the subordinate.

Cook shared that the Board is legally required to adopt policies listed under Governance Process 1.1, Duty of the Board, in the APS Board Policy Manual. The policies that were adopted by the Board in past years are now listed under the Superintendent as operational policies.

The Board lists policies under Executive Limitations in the APS Policy Manual as part of Superintendent monitoring. The agreement between the Board and the Superintendent is that any reasonable interpretation of the Superintendent's performance is in accordance with governance policies. Tonight's practice is to demonstrate whether the monitoring report outlines a reasonable interpretation of the policy or if the Board needs to revise its policies to make it clearer.

Cook reviewed a slide that highlighted the textbook adoption process, a legal requirement that the Board is responsible to take action on. The slide also highlighted an attendance boundary scenario in which the Board is not required to take action on, but reviewed the agreed protocol between the Board and the Superintendent to keep Board members informed of the collaborative process used to gather input from a variety of stakeholders in the decision-making process. The district would make a decision on attendance boundaries; the Superintendent would present information to the Board. The Board could then determine if the decision did or did not meet its policy. If it did not, the Board could request that the Superintendent review the decision or the Board could set the decision and revise the policy at a later date.

Cook commented that when the Board initially adopted policy governance, attendance boundaries were listed as an item that the Board might be required to vote on. Hostetler noted that this is not an easy process and cannot be approached with quick answers. The statute states that each Board of Education of a school district should have specific powers to exercise its judgments. The Supreme Court, in the line of cases that addressed a Board's discretion, cautioned against a statute that used duties versus powers. The language is not controlling and must be reviewed to determine if it states that the school board "shall." Under the statute addressing attendance boundaries, it states that the school board, in the exercise of its judgment, can determine its attendance boundaries. Cook noted that was the key factor in determining what the Board might delegate or be required to take action on. The distinction between the Board of Education shall, will or must, versus the Board of Education should exercise its judgment. Hostetler shared that we constantly review statutes and processes in place at other school districts. Caplan and Earnest have provided the district with lots of materials that other districts have used in regard to policy governance.

Cook commented that we requested that human resources, legal, and the finance office review policies prior to the adoption of policy governance. Governance policies may have to be readopted or changed as new laws are added. Hostetler noted that we will make sure that all policies that the Board is legally responsible for are included in the manual.

Prince asked how we would show the community that we support them in controversial district decisions such as the bell schedule under policy governance. Barry shared that the Board could do a resolution and vote in support of a decision. The Board could also take an informational poll to ensure that the community knows information has been reviewed in support of a decision. Cook commented that John Carver's policy governance model is clear

in that Board work is Board work and Superintendent work is Superintendent work. By the Board's acceptance of the Superintendent's decision, the Board is stating support of the decision. This may be where the Board community engagement outreach and communication protocol comes into play. Prince noted the importance of making sure the community knows that we are listening and are here for them. Lewis concurred and added that it is important that the community understands that there is still trust, transparency and involvement of the Board throughout the process. Input from community stakeholders can be given to the Board, Superintendent or at a district site. We are not shortening the process, Board participation will just be at the end. District decisions will be made with input from all interested stakeholders. Cook added that any item is important for the community to bring to the Board. This is the public's business and the community is welcome to speak to the Board on any item during Opportunity for Audience. The answer to a question or concern may come from the Board, Superintendent or a member of the leadership team.

Cukale commented that decisions made by the Superintendent are monitored by the Board. If we feel there are differences, we have the option to review decisions. There are checks and balances in every decision. Lewis shared that it is important that the Board is aware of deadlines for input prior to a district decision. If I am compiling input from interested stakeholders, it is important to be aware of deadlines that might influence a decision. We need to be very transparent on deadlines. Cook cautioned Lewis in that the Board speaks in one voice and one Board member does not influence a decision. If the Board wants to influence a decision, it is done as a whole. Lewis clarified that she meant to convey input versus influence.

Barry highlighted legal requirements that the district would follow in regard to the adoption of textbooks or when the Board has restricted the Superintendent under policy governance. As an example, the Board could restrict the Superintendent under policy governance by requiring a Board vote anytime a district purchase exceeds \$700,000. In regard to the adoption of textbooks, the Division of Instruction would provide information or a briefing on textbooks proposed for adoption. A recommendation would be made to the Board by the Division of Instruction and a vote would be taken. The Board reserves the right to pull an item from the consent agenda for further discussion or delay a vote for a future meeting.

Non-statute directed or non-restrictive decisions do not restrict the Superintendent from making decisions under policy governance. The Board would receive updates that a decision was pending through agendas, weekly updates and the Superintendent's Bulletin. We would seek collaborative input and feedback from all interested community stakeholders. The Board would receive input from interested stakeholders including parents, teachers, students and community constituents throughout the process as to what should or should not be considered. The district would make the decision and inform the Board of the process, decision and validate that the decision was made in a collaborative manner. The Board reserves the right to restrict the Superintendent on future decisions, but it requires a policy change.

Cook shared that the Board starts at the broadest level with policy governance, but can go down as far as the Board deems necessary with their voice to determine a policy. The fidelity to the process is that the Board will participate and follow the policy and that the Superintendent will do the same. Board members are held accountable and monitor one another. The Board is also held accountable to converse with the Superintendent when they feel a policy was not

reasonably interpreted. The Superintendent would have an opportunity to demonstrate why the policy was reasonably interpreted. The Board would then review the policy and speak through it to determine the final decision.

Prince asked if policy governance allows a policy to be changed after a decision is made and the Board is split about the change. Cook shared that Carver encourages debate among Board members. If a Board member wants to build a coalition to review a policy change, it requires support from three Board members. A vote of four-three is not bad as long as the Board has a fidelity to the process and projects one voice in the end. As we dig deeper into policy governance, we will begin to review policies more frequently and thoroughly.

Carmany asked if reports gathered from the Superintendent in regard to a district decision would have input from interested stakeholders as to what was or was not included in the decision-making process. Cook noted that all comments were included in the recent bell schedule decision and the Board received both written and surveyed comments. Anything presented as part of the Superintendent's process would be provided to the Board. Lewis requested that the slide presented tonight be revised if it is shared within the district to include collaborative input prior to a district decision.

Cook requested that district staff or community constituents e-mail questions or concerns in regard to the policy governance practice to the Board.

BOARD REPORTS

Concerns or Issues

Cook asked the Board to determine community groups that they wish to engage with as part of community engagement. Cook would like to meet with parents. Carmany asked Escárcega when DAAC had been invited to meet with the Board. Escárcega shared that the Board was scheduled to meet with DAAC in October or November. The Board will meet with parents on October 20 as part of the VISTA 2015 Listening Tour Kickoff.

Barber suggested meeting with middle and high school students. Barry meets with middle and high students as part of the Superintendent's Student Advisory Group on a quarterly basis. Cook asked Barry to include the Board on an upcoming agenda. Policy governance as well as questions designed to gather input would be shared with students. Carmany is also a member of the student advisory group.

Cukale asked to meet with the Key Community Response Team, comprised of members from APS, Cherry Creek, police and fire departments, and the judicial system. Lewis would like to receive an additional update on the Aurora LIGHTS Program. She also added that it would be good to have two dates on the KCRT agenda so members could hear information regarding policy governance and VISTA 2015. Cook noted that community engagement outreaches could take on many forms. The entire group could be presented with information regarding the VISTA 2015 Listening Tour and a targeted sub group could meet with the Board to hear the policy governance presentation. Barry asked Norman to be the contact for the VISTA 2015 Listening Tour. At least one member of the leadership team and one Board member would present information to groups.

Lewis voiced concerns in regard to having two separate presentations. Most groups do not want to be approached twice. Cook shared that the Board will

clarify plans on September 15. Barber also noted the importance of going to their turf to meet.

Lewis would like to have a community outreach with area realtors. Cook noted that Barry meets with area realtors and asked that he be the contact. Barry shared that area realtors have an incredible network of people that they touch. Cook suggested doing a broad presentation regarding the VISTA 2015 Listening Tour and a Board community outreach with a smaller targeted group.

Cook would like to do a targeted presentation with community service groups. Duran requested clarification on groups that the Board wants to meet with and noted that most of the groups are listed on the preliminary draft of the VISTA 2015 Listening Tour. Cook clarified that the larger groups would be presented with information on the VISTA 2015 Listening Tour, the Board would meet with sub groups of eight to 12 members as part of their community engagement outreach.

Barry shared that the majority of groups would be more interested in what the Board will do and information could be incorporated into the VISTA 2015 Listening Tour. Cook noted that policy governance is ends and means. What are the means that people expect and what are the means and cost to expend to reach those ends.

Carmany commented that key community groups will provide the Board with what they believe is the end result of Board work. Prince suggested that when we send information to groups, we request information on what APS is doing well and what APS could work harder on. This may provide information that we are unaware of on both the positive and negative side. Cooks shared that the Board received a list of questions from Jim Weigel, policy consultant from CASB, which could be used to engage community groups. Carmany noted the importance in that the Board provide the same message and voice when presenting information to groups. Barry asked that questions be provided ahead of time so each group can determine what is important.

Cook shared that the Chamber of Commerce is interested in meeting with the APS Board. Carmany suggested doing a joint dinner in the same format as the Board workshop with AEA, CEC and SEA. Cook will be the contact. Lewis also suggested having the joint dinner in one of the newly remodeled buildings. Cukale shared the importance of connecting to groups as to what APS is doing and what they are doing.

Carmany commented that the Board needs to meet with state legislatures before January. Barry shared that both internal and external meetings need to be completed before March.

The first six groups that the Board will engage with are parents, Superintendent's Student Advisory Group, Key Community Response Team, realtors, state legislators, and the Aurora Chamber of Commerce.

Cook asked the Board for input in regard to changing the start time of Board meetings to 6 p.m. Carmany noted that the AEA meeting starts at 6 p.m. and they usually meet on the third Tuesday of the month. Lewis also noted possible hardships that an earlier start time might have on some families and questioned if an earlier start would be in the best interest of the community. The Board will test the 6 p.m. start time at the October 6 Board meeting.

Prince asked Board members if they would be interested in starting a blog in order to list community events and activities that they attend. Carmany noted the importance of providing information during the Board meetings. Cook suggested the possibility of listing community events in advance of the meeting so more people are aware of what the Board is doing.

Carmany noted that the Board is saving \$80,000 as a result of the canceled Board election. She asked if funds could be used for additional FTE at overcrowded school sites. Cook requested that Carmany build a coalition with at least four Board members and report findings at the next meeting.

Lewis asked that "no items" be removed under Board Work in the Board agenda. Board members have items to discuss, but have not requested the inclusion of agenda items in advance of the Board meeting.

Conference Updates

No Items

VI. CONCLUDING ITEMS

Opportunity for Audience

Correspondence

Next meeting date

The next workshop of the Board of Education will be held September 15, 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 8:43 p.m.

President

ATTEST _____
Secretary