



Aurora
Public
Schools

Board of Education

Agenda

meeting of

February 21, 2012

Aurora Public Schools

1085 Peoria Street
Aurora, Colorado 80011

**AURORA PUBLIC SCHOOLS
1085 Peoria St.
Aurora, CO 80011**

**AGENDA
BOARD OF EDUCATION MEETING
February 21, 2012
6:00 p.m.**

I – PRELIMINARY

- A. CALL TO ORDER - ROLL CALL
- B. PLEDGE OF ALLEGIANCE
- C. WELCOME TO VISITORS

The regular meeting of the Aurora Public Schools Board of Education will convene in the Dr. Edward and Mrs. Patricia Lord Boardroom of Educational Services Center 4. Individuals wishing to address the Board of Education on a specific agenda item are requested to sign up at the table on the south side of the boardroom prior to discussion of the item. Individuals wishing to address the Board of Education on a non-agenda item are requested to sign up and will be provided an opportunity, limited to three minutes, at the beginning of the meeting and, limited to three minutes, at the end of the meeting during Opportunity for Audience.

Please contact the Aurora Public Schools at 303-344-8060, ext. 28988 if, because of a disability, you require special assistance (such as sign language or oral interpreting services) in order to participate in a meeting of the Board of Education. Persons with such needs are requested to make contact at least one week prior to the Board of Education meeting, if possible, in order to allow staff to coordinate arrangements.

- D. APPROVAL OF AGENDA

The February 21, 2012, agenda is presented for approval.

- E. APPROVAL OF MINUTES

The minutes of the regular meeting of the Board of Education held on February 7, 2012, are presented for approval.

- F. STUDENT PERFORMANCE 6:00 - 6:05

Fletcher Primary School students, under the direction of Gil Gerber, will perform a musical selection.

- G. SUPERINTENDENT CELEBRATIONS 6:05 - 6:15

- H. OPPORTUNITY FOR AUDIENCE 6:15 - 6:25

February 7, 2012, Board Minutes

I. PRELIMINARY

Lewis called the February 7, 2012, meeting to order at 6:00 p.m.

Roll Call

The following members were present:

Mary W. Lewis, president
Jeanette Carmany, vice president
Jane Barber, secretary
JulieMarie Shepherd, treasurer
Dan Jorgensen, director
Cathy Wildman, director

The following member was absent:

Matthew Cook, director

Also meeting with the Board of Education were:

John L. Barry, superintendent of schools
William Stuart, deputy superintendent
Tammy Clementi, chief academic officer
Rosanne Fulton, chief equity and engagement officer
Darryl Foster, chief financial officer
Damon Smith, chief personnel officer
Anthony Sturges, chief operating officer
Tonia Norman, assistant to Board of Education

Pledge of Allegiance/Welcome to Visitors

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

Approval of Agenda

The February 7, 2012, agenda was approved as written.

Approval of Minutes

The minutes of the regular meeting of the Board of Education held on January 24, 2012, were approved as written.

Superintendent Celebrations

Barry announced that the grand opening celebration for the new Aurora Hills Middle School building is scheduled on Saturday, February 11, 10:00 a.m. to 12:00 p.m. at 1009 South Uvalda Street, just north of the old Aurora Hills Middle School building. We are grateful to our community for supporting the 2008 bond measure that funded this construction project. The new school replaces a 1973 building constructed without windows, classroom walls, or doors. The new school will benefit students and the entire community by providing a much improved learning environment. I am hopeful that you will be able to join us for this special event.

February 7, 2012

Carmany requested that information be provided to the neighboring community regarding plans for the old Aurora Hills Middle School building. Sturges will work with the communication department to provide information to the community.

Barry and the APS Board of Education commended community member Wilma Lovitt for her good deed. An APS security officer was making truancy home visits when someone pushed him down on the ice and attacked him. Ms. Lovitt witnessed the incident and immediately called the police. Thank you for being a model citizen. Your concern for the well-being of others is truly appreciated. We are proud to have you in our community.

We commend Kenton Elementary School parent Oscar Rodriguez for taking charge of a potentially harmful situation. Rodriguez noticed a young man walking near Kenton with what appeared to be a gun tucked into his pants. He did not have a cell phone, but went inside the school to report what he saw so that school staff could contact police. The building was put into lockdown and police were able to locate the man. Thank you for caring for the safety of our students. We are thankful for parents like you.

We commend Aurora Hills Substitute Food Service Worker Victoria Brown for her heroic actions in saving the life of another staff member. While eating lunch as a team, she noticed that her teammate was choking. Without hesitation, she performed the Heimlich maneuver, which dislodged the food and restored the woman's breathing. When medical staff arrived, she had already returned to her duties and her teammate was doing fine. We applaud your ability to think clearly and respond quickly in this dangerous situation. We admire your humble spirit, but want you to know that you are a hero. Thank you.

Congratulations to APS Design and Construction Manager Amy Spatz for earning the Dr. William R. Maclay "Planner of the Year" award presented by the Council of Educational Facility Planners International, Rocky Mountain Chapter. She was recognized for her outstanding achievement in advancing the development of effective learning environments. Over the past 10 years, she has played a major role in developing educational specifications for our school buildings and overseeing three bond construction programs totaling more than \$500 million. Thank you for hard work and dedication to seeing our students succeed. We are proud to have you on our team.

Congratulations to Murphy Creek P-8 teacher Marla Berkheim for earning the Target "Teacher of the Month" award. Every month, Target honors teachers and their schools. Berkheim, who earned the award for the month of November, is a kindergarten teacher who is driven to see students and staff succeed. She organized Murphy Creek's summer reading program and is organizing the school's first-ever spelling bee. She also created a MONDO monitoring sheet for K-3 teachers and is taking on the professional development for Murphy Creek's "Movement in the Classroom." The APS Board of Education and I commend all that you've done and continue to do for our students and staff. We wish you continued success.

II. BOARD WORKSHOP

Vista PEAK P-20 Campus

Lisa Escárcega, chief accountability and research officer; Garrett Rosa, director of Vista PEAK; Marisol Enriquez, director of Vista PEAK; Craig Lyle, director of Vista PEAK; Melanie Moreno, director of Vista PEAK; and Rich Patterson,

director of student achievement, were present to answer questions related to the Vista PEAK P-20 campus.

Lewis asked about changes related to innovation status at Vista PEAK. Rosa shared that the biggest innovation change relates to structure with the extension of the school year and implementation of the PoWeR session program. He noted that the sessions have been extremely successful and many students have taken advantage of open slots and extended learning opportunities. He added that students have provided positive feedback and we are seeing tangible outcomes from preloading content before it is introduced at the start of the school year. Enriquez shared that the extended calendar also allows opportunities for Vista PEAK staff to take part in professional learning and observe best practices at other sites without having to arrange for substitute teachers to cover classes. She added that another celebration relates to lump sum budgeting and the ability to invest in staffing to reduce and stabilize large class sizes.

Rosa shared that Boss Readers, a reading acceleration and innovation support program, has also been adopted. He encouraged the Board to visit the website, bossreaders.com, to review their capacity building model that highlights how teachers are trained to be expert reading coaches as well as other activities to strengthen student learning.

Barry asked about the total number of student contact days. Lyle shared that the total number of days with the inclusion of the PoWeR session program is 188; the total number of days minus the PoWeR Session program is 168.

Wildman asked about students who elect to not participate in the PoWeR session program. Moreno acknowledged that students who elect to not participate in the program are at home. She added that staff tries to provide every student who wants to be involved an opportunity to participate in at least one PoWeR session. Wildman asked about feedback from parents of students who participated and did not participate in a PoWeR session. Moreno shared that some parent feedback indicated the need for equal amounts of course offerings at each grade level.

Carmany commented that when information regarding the PoWeR session program was presented to the Board last year, only kids who were on the cusp of advance and proficient would be invited to attend PoWeR sessions. She noted that parents can now sign up for PoWeR sessions and wondered if the emphasis had changed. Rosa shared that the fifth block of instruction has been folded into the PoWeR session program so this cohort of students, grades 3 through 8, are in sessions throughout the year. He emphasized that students are not required to participate in the PoWeR session program, but we do everything we can to encourage parents to sign up their student.

Carmany asked about the number of kids who were invited as opposed to the number of kids who actually attended the PoWeR sessions. Moreno shared that some teachers elected to teach more intervention and targeted specific students, and some teachers elected to teach more enrichment to align with pathway programs. She noted that approximately 15 percent of students who were invited elected not to attend PoWeR sessions despite repeated attempts and outreach efforts.

Wildman asked if teachers were involved in sessions based on their interest. Enriquez replied yes, adding that Moreno taught a class during the last PoWeR session.

Lewis asked about parent and community involvement in PoWeR sessions. Rosa shared that parents and the community attended a number of culmination events including student presentations. He commented that one parent even offered to teach a speech and debate PoWeR session, but there were scheduling conflicts. He shared that staff would like to expand and offer sessions at different times of the day. He also noted that Vista PEAK has the Kids Adventure Day Care, which was chosen specifically because of their academic supports. Lewis asked if Kids Adventure was opened during the PoWeR session weeks. Rosa replied yes. Lewis also noted that Board members like to attend culmination events that involve students as well.

Patterson noted that Vista PEAK teachers have 27 hours leftover once they fulfill required teacher contract hours. As part of the annual work agreement, this time is committed to teach PoWeR sessions.

Lewis asked about the number of PTA members at Vista PEAK. Moreno shared that the PTA requested that students be included so it is now the PTSA. She noted that the PTSA has grown from five members to about 20 members of which most are parents. Approximately eight parents serve on the Vista PEAK accountability committee and approximately eight parents serve on the Vista PEAK Advisory Committee. Carmany asked how many parents serve on more than one committee. Patterson shared that two parents serve on more than one committee.

Jorgensen asked about changes in core instruction to help reduce gaps as well as instruction in the typical school day to help reduce gaps. Enriquez shared that staff has worked hard on the school unified improvement plan (UIP) and have highlighted three major improvement focus areas, including deepening content understanding so all grade-level teachers know what proficiency looks like; precise and rigorous instruction that utilizes formative data to determine next steps; and building the P-20 concept and looking at critical alignment to ensure that the body of evidence is passed to the next grade-level teachers prior to the start of the next school year. She noted that the three focus areas guide staff professional learning and best practices. Rosa shared that Vista PEAK staff was handpicked and the majority of teachers are in their first, second or third year. He noted that it will take time to build capacity and relationships with students, but expects that goals outlined in the UIP will be met and there will be a significant jump. He also noted that Vista PEAK has about 200 military students and highlighted some of the social emotional concerns and challenges related to parent deployments. He shared that staff has been working with parents serving on the Vista PEAK Advisory Committee to better understand how the military works in order to better serve students.

Moreno shared that the site leadership team is 100 percent committed to student achievement learning teams (SALT) and weekly meetings are a priority for each director. She noted that meetings are very focused and aligned to UIP goals and implementation benchmarks. She added that the site leadership team has been collecting ongoing feedback from staff regarding the effectiveness of the SALT teams and reviewing data with the site instructional leadership team to drive and tweak professional learning. Enriquez shared that staff has also been working very hard on equity initiatives and disparities during professional learning training.

Wildman asked if Vista PEAK utilized district curriculum. Moreno replied yes. Rosa shared that higher level courses are aligned with CCA. Wildman asked if

veteran teachers who transferred to Vista PEAK teach in their perspective grade levels and backgrounds. Rosa shared that the majority of veteran teachers that transferred to Vista PEAK taught grades K-3. He noted that MONDO data has indicated successes at the K-3 grade levels.

Jorgensen asked about possible gaps related to new teachers and their understanding of a pathway school, innovation and the core instructional approach. Escárcega noted that Vista PEAK teachers are teaching their hearts out, but believes it may have to do with alignment of content standards in the classroom. Patterson added that Vista PEAK opened last year and was establishing itself as a P-20 entity with a number of unifying programs and structures like pathways. He commented that the essence of good teaching and abilities to establish relationships with kids were always present, but noted concerns related to focus as a result of staff being pulled in so many different directions. He stressed that this has been a recurring discussion since the beginning of the year and we have made a point to stay focused on pacing guides, curriculum alignment, and solid professional learning structures currently in place. He thanked the Board for granting innovation status to Vista PEAK so it can grow into its vision. Jorgensen concurred with comments, but noted that expectations are high and will remain high with the Board especially with innovation status. Barry commented that a building's culture is established over time and noted challenges with bringing in new staff without an established culture. He is starting to see the building culture develop this year and expressed it will be an easier transition for new staff to adapt in an established culture.

Jorgensen asked about open enrollment at Vista PEAK. Rosa shared that open enrollment is only accepted for students of parents who work at Vista PEAK or who work in APS. He noted that 150 students are currently on the open enrollment list. Enriquez shared that 13 open enrollments of school and district parents have been accepted to date.

Shepherd asked about out-of-school suspension data for ninth graders and questioned how much is related to the absence of upper classmen. Lyle acknowledged that part of the discipline concerns relates to the absence of upper classmen, but noted that Vista PEAK freshmen were unhappy as a result of being in the building with lower grade levels. He noted that students are happier in the new building and discipline data has decreased. He shared that staff and students have started building the leadership academy, establishing the restorative justice program, growing student council, and planning dances and activities. He shared that the student council from Aurora Central visited with students and we have started to see growth and leadership. The dean of equity has also visited Rangeview to review activities. He noted that the restorative justice program also help to significantly decrease discipline data. Lewis asked if the restorative justice program was only at the high school level. Lyle replied that the restorative justice program starts with students in grades 5 and up.

Lewis asked about feedback from parents serving on VPAC and PTSA in response to the school grade for Vista PEAK that is listed on coloradosucceed.com. Moreno shared that this topic was included on the PTSA agenda tonight, noting that we want to be proactive as this is a sounding board for parents. Rosa met with one parent and acknowledged that this is an accountability measure for parents. He commented that the growth data has been a humbling experience, but asked that parents and the community give Vista PEAK three years to show growth. Lewis asked if discussions were occurring with students. Rosa replied yes, adding that we have invited students

to serve on VPAC to gather feedback related to topics for PoWeR sessions and ACT. He also noted that one Vista PEAK student wrote a very professional letter regarding concerns related to the grade listed on the Colorado Succeed website, which is a testament to the maturity of our students.

Barber asked if there had been any concerns from parents regarding fracking. Lyle shared that a couple of parents and staff members have voiced concerns. He noted that Colorado State Representative Su Ryden had addressed concerns with parents. Barry also noted that drilling is not allowed within 1,000 feet of the school.

Lyle provided the Board with a 2012-13 draft calendar for Vista PEAK. Lewis asked if staff hoped to get all kids in a PoWeR session next year. Lyle noted that PoWeR sessions have been condensed from four to three. He shared that sessions will be held in October, April, and June next year, noting that the June session will offer a number of extended learning opportunities and trips for students. He also expects to have a higher density of parents at parent/teacher conferences next year.

Lewis asked about alignment with feeder P-8 schools as a result of innovation status at Vista PEAK. Patterson shared that conversations have not yet occurred. Rosa is meeting with feeder principals to discuss alignment concerns. He also shared that a pathway palooza will be held with parents of incoming freshmen.

Lewis thanked Vista PEAK staff for providing information to the Board.

III. INFORMATIONAL REPORTS

Superintendent's Report

Barry highlighted the truancy door knocking campaign that he, Lewis, district leadership team, and several district staff participated in earlier today. He shared that the purpose of the press conference was to recognize the district truancy specialists, the real heroes and heroines, who do the daily work. He shared that Truancy Specialist Joanne Geiss, who spoke at the press conference, along with Truancy Specialists Wondame Davis and Angelica Paz, have been working with truant students since the start of our efforts. He also recognized the following truancy specialists: Joanne Doyle, Dawn Ganaway, Nancy Joseph-Gould, Natalie Powers, Davian Torres and Lisa Valente.

We all know that the risk and impact of truancy is profound. Approximately 80 percent of all dropouts in Colorado were chronically truant. They are 12 times more likely to have committed a serious assault, six times more likely to have committed serious property damage, and 59 percent more likely to be unemployed. A one percent increase in the national graduation rate could statistically prevent 94,000 crimes per year. In APS, we have reduced the dropout rate from 9.9 percent to 6.4 percent. This excludes one district charter school that has a different model and focus. This is still too high and something that we continuously try to improve.

Barry shared that approximately 35 APS students were visited last year by the district leadership team, and 51 percent of these students improved their attendance, 49 percent improved their grade, and 43 percent improved their behavior. Guillermo Torres, a wonderful young man who spoke at the press conference, had a history of truancy, but has clearly come back. He was

recognized for his tremendous courage to return to school as well as for his courage to stand before a group of people and speak on local television. His father and sister were present for support as he spoke about the value of school. He has not missed a day since he returned to school and has made the decision to be effective.

Barry hopes to see significant and continuous results for these types of efforts. We have a multi-faceted truancy program and we cannot do it alone. I would like to thank the 18th District Court as it has been one of the district's greatest partnerships. Magistrate Rebecca Moss and Chief Judge William Sylvester have been wonderful partners to APS from the beginning. Congratulations again to our truancy specialists, the Division of Equity and Engagement under the leadership of Chief Equity and Engagement Officer Rosanne Fulton, and the APS Board of Education for their leadership.

Lewis shared that this was the fifth time that she has participated in the truancy door knocking campaign. She shared that the difference today was watching Truancy Specialist Joanne Geiss work. She is really amazing and provides encouragement to students. If she does not get an answer when visiting homes, she calls and leaves a positive and professional message. When we were coming from one home, another truancy specialist saw a kid who she knew and went to talk to her and her mother. The student now has a reentry appointment at school tomorrow morning.

Our truancy specialists are an amazing group of people who are dedicated to kids. The specialists returned 250 kids to school this year, which provided a lot of funds to the district, but more importantly, it changed the future for 250 kids. It was great day.

Leadership Team Reports

2012-13 Budget Projections

Foster provided an overview of public school finance as it relates to APS. He also highlighted preliminary budget scenarios for the 2012-13 school year. The estimated budget shortfall for APS is expected to be between \$5 million to \$10 million in the 2012-13 school year.

A copy of the public school finance update report and the 2011-12 budget review report is appended to the February 7 Board minutes.

General Obligation Refunding Bonds Series 2012

Foster introduced Nate Eckloff, RBC Capital Markets and investment banker for the district. Eckloff shared that the interest rates in the municipal bond market dropped noticeably in the last two months and noted that this is a good opportunity for the district to refinance debt at a lower interest rate, 2.7 percent. He shared that the district would save \$450,000 per year in terms of debt services for the two bond issues between now and 2026; the district would save \$6.7 million over the life of the financing.

Barry recommended that the General Obligation Refunding Bond Series 2012 Resolution be moved to the consent agenda for action in order to take advantage of the lower interest rate.

Shepherd moved and Wildman seconded to amend the February 7 agenda and move the General Obligation Refunding Bond Series 2012 Resolution, IV-D-2, to the consent agenda for action.

Roll Call: Barber, Carmany, Jorgensen, Lewis, Shepherd, Wildman #8196

Approved on a vote of 6-0

VISTA 2015 Update

People

Katrina Smith, HR coordinator, reviewed a slide that highlighted professional learning for classified staff, sharing that 100 percent of sites have provided formalized professional learning for classified employees. She highlighted the district website that outlined classified professional learning plans and schedules at each site. She noted that sites use the website as a resource to determine what other sites are providing for professional learning.

Lewis asked if classified staff could attend trainings at other sites. Smith shared that professional learning is specific to each site. She noted that sites can review online resources such as learning tools and modules for technology learning as well as the classified professional library to get ideas for professional learning activities.

Fulton shared that professional learning for front office staff will be provided on February 22 and 23. More than 210 employees have signed up for the two sessions. Barry shared that this will be a good opportunity to highlight welcoming techniques as well as celebrate and share successes and best practices.

Barber commended HR for concentrating on professional learning training for classified staff. It is important from their standpoint and it is important from our standpoint. I really appreciate it.

Achievement

Clementi reviewed Goal 2, Objective 2, Action 1: Provide professional learning and build capacity of the school leadership teams as measured annually by achieving a 3.0 on the APS effective leadership rubric. She shared that nine additional schools have demonstrated and earned a score of 3.0 on their effective leadership rubric based on data collected this year. She highlighted professional learning training and strategies that have been provided to principals, including site specific data workshops, unified improvement plans across the board, precise and rigorous instruction, language and definitions of what to look for during spot observations, and quarterly proficiency data that has been developed through the body of evidence. She shared that sites were asked to submit proficiency data broken out by unsatisfactory, partially proficient, proficient and advanced at the start of the year and data continues to be requested throughout the school year. She also requested that sites include names of students and highlight next steps in data submissions.

Lewis asked how many schools that earned a 3.0 on the APS effective leadership rubric repeated in 2011-12. Clementi will provide information to the Board.

Barry noted that each slide presented during the VISTA 2015 update indicates who is primarily responsible for the information.

Community

Fulton commented that all of the district truancy specialists were very appreciative of recognition received from the Board. She works with the truancy specialists on a daily basis and shared that they are all amazing both individually and as a team.

Fulton reviewed a slide that highlighted the work of the 28 district family liaisons. She shared that they service 33 district schools, noting that this is why we have reached the goal of having 29 schools with parent involvement plans that meet a certain standard. She believes that 33 schools have parent involvement plans in place because of district family liaisons.

Barber noted that family liaisons are always recognized by parents and the community because they are trusted and have developed good relationships. Lewis added that family liaisons are good ambassadors to the community.

Environment

Fulton highlighted a slide that outlined work that the district has been engaged in related to equity. She shared that four focus groups with principals have been convened to determine the status of our equity agenda and next steps moving forward. She highlighted various equity sessions that have been provided, noting that feedback from focus groups will provide good information. She noted that the APS leadership should be very proud of equity professional development that has been provided to date.

Lewis asked about the time line for student equity professional learning. Fulton noted that student equity professional learning occurs irregularly in her experience with schools that work within the PEG structure. She had an opportunity to visit Rangeview and see the high level of student engagement related to equity, emphasizing that this occurs in many district schools. She believes that schools will be engaged in SOAR efforts at various times in the year.

Jorgensen asked if all teachers would have an opportunity to receive equity professional learning. Fulton noted that in the PEG model, site equity teams represent all different teacher groups and training varies. She shared that feedback from principals in focus groups indicated the importance of providing choice as we move forward.

Lewis requested that Fulton look for opportunities for equity training for new Board members. Jorgensen has had an opportunity to attend a PEG training and thought it was very beneficial, adding that is why he is interested in extending this opportunity to district teachers.

A copy of the VISTA 2015 update is appended to the February 7 Board minutes.

IV. CONSENT AGENDA

Lewis moved and Wildman seconded to adopt the amended consent agenda as presented and approve the following items:

- Interest Earnings from the 2006 Bond Series
- General Obligation Refunding Bonds Series 2012
- Personnel
- Student Club Charter – Athletic Training Club
- Student Club Charter – Vista PEAK Hyper Lab Science Club

Smith recognized the following retirees for all their years of service:

- Sharon Sinner, facilities department secretary, 23 years, 3 months
- Marilyn Achten, science teacher at Hinkley High School, 17 years, 5 months

Erica Deacon, sponsor of the Hinkley athletic training club, was present to answer questions.

Lewis asked how many students were in the club. Deacon replied that approximately 16 students were in the club.

Shepherd asked if Aurora LIGHTS Health Sciences pathway students were members of the club. Deacon replied yes. She hopes to work in the Aurora LIGHTS program and teach a sports medicine class. She noted that students are able to come as often as they like and are only required to do 20 hours per semester.

Jeffery Spencer, sponsor of the Vista PEAK hyper lab science club, was present to answer questions.

Shepherd asked if club members had opportunities to spend time at the University of Colorado campus. Spencer shared that he organizes students behind research projects. Dr. Randall Tag helped establish the hyper lab at Vista PEAK and is currently vying for space at the University of Colorado. Undergraduate and graduate students currently come to Vista PEAK to assist students. Barry was very impressed with the session that he attended on Saturday. He shared that the undergraduates who were helping students were excited and working on real life projects. He is impressed with the partnership and the level of rigor being demonstrated by both APS students and undergraduate students. Spencer shared that working in the research lab is helping to prepare students for college.

Roll Call: Barber, Carmany, Jorgensen, Lewis, Shepherd, Wildman #8197

Approved on a vote of 6-0

V. BOARD MONITORING

Ends Conversation and Open Dialogue

Policy Perception Checklist

Did the Board receive information at tonight's meeting that requires a policy change?

Information received tonight did not require a policy change.

Did the Board receive information at tonight's meeting that requires additional

information or monitoring?

Information requiring additional research will be provided to the Board.

Lewis reviewed a draft of the March 3 Board workshop agenda. She requested that Board members forward additional items of discussion to either her or Carmany.

The Board will review third quarter reports at the February 21 Board meeting.

The March 6 Board of Education meeting will be moved to March 13. The Superintendent's quarterly evaluation will be held from 4:00 to 6:00 p.m. on March 13. The Board of Education meeting will start at 6:00 p.m.

Reports from the Board

Barber took an early tour of the new Aurora Hills building. She shared that the kids were both excited and thrilled to be in the new building.

Barber expressed appreciation for artwork adorning the walls of the boardroom from Kenton Elementary School students.

Barber had an opportunity to attend the Colorado Elementary School All-State Choir in Colorado Springs on January 28. She shared that students from Dalton, Vaughn, and Aurora Quest represented the district. She also shared that Zina Sonkina, music teacher at Vaughn, was the pianist and did a wonderful job. She noted that the kids were so cute and the music was excellent.

Wildman attended the State of the Base luncheon and was very impressed with what Buckley contributes to the Aurora community. She shared that 92,000 people in the Aurora community take advantage of the Base Exchange, which pumps a million dollars into the economy.

Carmany shared that the first APS Education Foundation Donor Appreciation breakfast was very well attended. Wildman praised Andrea Payne, assistant for the APS Education Foundation, for doing such a nice job with the very first breakfast.

Carmany, Lewis, Barry and Stuart attended a community engagement meeting last week. She shared that this group is being convened to help develop good public state policy. The next meeting for Aurora stakeholders is scheduled on February 29, 4:00 to 6:00 p.m., at the PLCC. I would encourage everyone to include this on your calendar, and join us in determining what good public policy looks like and how we go about developing it. Lewis noted that the group is looking at the state's fiscal policy, adding that we can no longer look at one piece of the policy.

Shepherd concurred with comments regarding the APS Education Foundation Donor Appreciation breakfast, and was most impressed with the amount of energy in the room. Lewis shared that it was exciting to see the number of retired district employees who still believe in the district and want to support it with their time, talent and money. For a first event, it was amazing. Shepherd recognized the Aurora Central Trojanaires for their wonderful performance. Carmany noted that a whole community of people attended the event, including current and retired employees, business people, and politicians. If we can generate this kind of interest, the foundation will grow and we can provide more

scholarships for APS kids.

Carmany attended the Colorado Association of School Boards legislative meeting. She noted that bills currently before the legislature were forwarded to the Board. She asked Board members to email questions to her.

Jorgensen thanked the principal, staff, and students at the Lotus School of Excellence for hosting a lunch meeting with him and fellow Board members, Lewis and Wildman, and providing a tour of the building. He had an opportunity to visit with some of the kids, noting that their kids are our kids. He was very impressed with one young man who he sat with at lunch, sharing that he was very bright and on his way to an Ivy League School. It is exciting to see the instruction occurring in the classrooms. It was a good experience.

Jorgensen had an opportunity to see the student production of the "The Lion, The Witch and The Wardrobe" at Hinkley. The students did an amazing job, and the set and sounds were amazing. It was very enjoyable. These are the things that engage our kids and keep them coming back.

Lewis shared that the quarterly Superintendent Awards Ceremony is one of her favorite events. It is always nice to see the employees who are being honored and the people who nominate them. It is a great ceremony and important to the staff and families that attend.

Lewis and Carmany had an opportunity to spend time with some special education parents. She noted that the district has some amazing parents, and meeting with them is part of Board community engagement efforts. She and Carmany will highlight more information in a written report to the Board.

Lewis had an opportunity to attend a half-time ceremony honoring retired Coach Jeff Sweet, who was a coach at Gateway when her kids were in school. She shared that a large banner was hung in the gymnasium to celebrate his 321 victories. It was an exciting honor for him and his wife and a very nice gesture for the school to do.

Board Self-Monitoring

Jorgensen shared that the Board did very well tonight. We stayed on task, addressed the relevant issues, respected the policy governance framework, and critically evaluated information that we were provided. Establishing the vision and making sure that it is carried out according to standards that we would expect professionally within the policy governance framework is our primary goal. We are approaching things free of political divisiveness in order to get to the heart of it based on our own skill set. Lewis concurred and noted that monitoring ourselves is an important piece of our work.

VI. CONCLUDING ITEMS

Next meeting date

The next meeting of the Board of Education will be held on February 21, 2012, at 6:00 p.m. in the Dr. Edward and Mrs. Patricia Lord Boardroom at Educational Services Center 4.

Adjournment

February 7, 2012

The regular meeting of the Board of Education adjourned at 8:23 p.m.

President

ATTEST

Secretary



PUBLIC SCHOOL FINANCE UPDATE

January 2012

Darryl Foster
Chief Financial Officer



Agenda



- Governor's Budget Request
 - 2011-12 Supplemental Request
 - 2012-13 Revised Budget Request



Timeline



- November 2011 – working off of two years estimates
- Late December 2011 – actual students, assessed values, specific ownership, December forecast
- Early January 2012 - Supplemental and Budget Amendments based on more current information and estimates



Actual 2011-12



- October 2011 Pupil Counts
- Actual Assessed Values & Specific Ownership Tax
- Supplemental Budget Request submitted to fund increased student counts
- Assumes no increase in the negative factor amount



State K-12 Actual 2011-12



	Original Appropriation	Actual 2011-12*	Change (with Supplemental)*
Funded Pupils	805,891	808,195	2,304
At-Risk Pupils	288,017	292,606	4,589
Total Program Prior to Negative Factor	\$5,987,109,016	\$6,006,861,965	\$19,752,949
Negative Factor	(\$774,414,342)	(\$774,414,342)	-0-
Total Program After Negative Factor	\$5,212,694,674	\$5,232,447,623	\$19,752,949
Average Per Pupil Funding	\$6,458.24	\$6,474.24	\$6.00

*Subject to Legislative Approval



2011-12 Supplemental Budget Request



- Joint Budget Committee approved the drafting of the supplemental budget request into bill form
 - Bill was reviewed Wednesday, Jan 25th
- Bill has been introduced to House & Senate
- **BILL STILL NEEDS TO PASS!!**



Revised Assumptions FY2012-13 Budget Request



	Estimated Change	Total
Pupil Growth	8,990	817,185
At-Risk Growth	3,326	295,932
Inflation Estimate	3.5%	NA
Base Per Pupil Funding	\$197.22	\$5,831.99

Late February 2012 – actual inflation



Assumptions

FY2012-13 Budget Request



- \$67.5 million through SB11-230
 - For FY2011-12, intent to be used for mid-year changes in enrollment or assessed values
 - Request for FY2012-13 utilizes these funds to offset any needed increases in negative factor
- NOTE: Governor deferred \$67.5 million to next year



Compare FY2011-12 and FY2012-13



	Actual 2011-12 with Supplemental Funding*	REVISED 2012-13 Request	Change from Revised to Request
State Share	\$3,331,922,155	\$3,259,359,720	(\$72,562,435)
Local Property Tax	1,771,660,759	1,791,666,136	20,005,377
Specific Ownership Tax	128,864,709	133,007,719	4,143,010
Total	\$5,232,447,623	\$5,184,033,575	(\$48,414,048)

*Subject to Legislative Approval



Revised FY2012-13 Budget Request



	ORIGINAL 2012-13 Request	REVISED 2012-13 Request	Change
State Share	(109,647,723)	(72,562,435)	37,085,288
Local Property Tax	16,512,887	20,005,377	3,492,490
Specific Ownership Tax	4,134,836	4,143,010	8,174
Total	(\$89,000,000)	(\$48,414,048)	\$40,585,952



2012-13 Budget Projections



	<u>2011-2012</u>		<u>2012-2013</u>		
Revenue Changes 2012 - 2013		<u>% Chg</u>	<u>K12</u>	<u>K12@\$50M</u>	<u>K12@\$98M</u>
Total Program	245,430,850.9	-1%	244,060,842.5	244,060,842.5	244,060,842.5
State K12 Cuts (Homestead estimate)			0	50,000,000.00	98,000,000.00
Enrollment Projections	32,917.5	1%	33,246.7	33,246.7	33,246.7
change to prior year			329	329	329
PPR	6,710	-2%	6576	6576	6576
APS Recission			1.4	1.4	1.4
APS Recission (Homestead estimate)			0.0	2.4	4.7
Revenue Change (favorable)			(2.2)	(2.2)	(2.2)
T/E Change			1.0	1.0	1.0
subtotal			0.2	2.5	4.9
Admin Changes 2012 - 2013					
Risk Mgmt JSD Reimbursement	-		0.9	0.9	0.9
PERA	13,233,861	0.9%	1.6	1.6	1.6
Healthcare (@5% incr.)	21,475,449	4.8%	1.0	1.0	1.0
Utilities	10,127,208	7.0%	0.7	0.7	0.7
subtotal			4.2	4.2	4.2
Total Budget Adj			4.4	6.8	9.1



Questions



2011-12 Budget Review

Board of Education
February 7, 2012



Incremental Funding Growth from 2010 to 2011



	Student Count	Amount	Total
Growth Already Budgeted For	157.0	\$6,690.00	\$1,050,330.00
<i>Additional Growth</i>	<i>363.0</i>	<i>\$6,690.00</i>	<i>\$2,428,470.00</i>
Total Growth for District	520.0	\$6,690.00	\$3,478,800.00
Growth by Charter Schools	456.5	\$6,690.00	\$3,053,985.00



October Student Count Distribution



	Student Count	Per Pupil Amount	Total
Original Funded Count	32,225		
Additional Funding	363	\$6,690.00	\$2,428,470.00
PPR Reduction	-31,862	\$20.00	(\$637,240.00)
			\$1,791,230.00
Budget Appropriation			
	Utilities		\$400,000.00
	Board Reserve		\$1,100,000.00
	HR T/E Reserve		\$291,230.00
			\$1,791,230.00



People



Goal 2 – Ensure all employees are highly effective and skilled for their positions

Objective 2 – Provide classified employees with relevant, job-specific professional learning

Action 1 – 100% of schools and sites will develop and implement annual professional development plans for classified employees

Tasks

- Biannually collect professional learning schedules from sites for all classified employee groups.
- Promote classified professional learning opportunities through HR News, Superintendent’s Bulletin, and the district web site.
- Collaborate with the Division of Instructional Technology to develop trainers for classified professional learning sessions.

Classified Professional Learning Schedules

	100% Classified Professional Learning Schedules Received
2009-10	Yes
2010-11	Yes
2011-12	Yes
2012-13	
2013-14	
2014-15	



Achievement

Goal 2 – Increase student achievement and teacher development through precise, individualized professional learning aligned with achievement goals

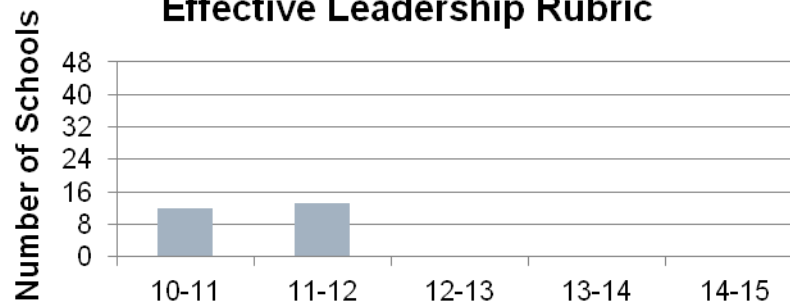
Obj. 2 – Ensure school principals are instructional leaders who demonstrate strategic thinking and strong leadership skills

Action 1 – Provide professional learning and build capacity of the school Leadership Teams as measured annually by achieving a 3.0 on the APS effective leadership rubric

Tasks:

- Provide professional learning to ILTs on collecting evidence of impact for the UIP
- Provide professional learning to ILTs on the development of aligned and coherent professional learning at the school level
- Provide professional learning to the ILTs on engagement in school improvement as a process of continuous improvement

Schools Scoring 3 on Effective Leadership Rubric



APS Effective Leadership Rubric	
1	Evidence collected for UIP; focus on student learning goal; professional learning aligned to student data
2	Evidence collected for UIP-demonstrates continuous improvement of teacher practice; focus on student learning goal and monitoring quarterly progress of cause/effect data; professional learning aligned to student data and based on needs of teachers
3	Evidence collected for UIP demonstrates impact on teacher practice and results in increased student learning; focus on student learning goal and monitoring of quarterly progress of cause/effect data; adjusting professional development based on the results of the two data streams; professional learning aligned to student data, based on needs of teachers and monitored in the instruction



Community

Goal 1 – Strengthen collaboration with parents* to enhance learning for their children

Obj. 1 – Promote and facilitate meaningful parental* engagement to support each school’s learning goals

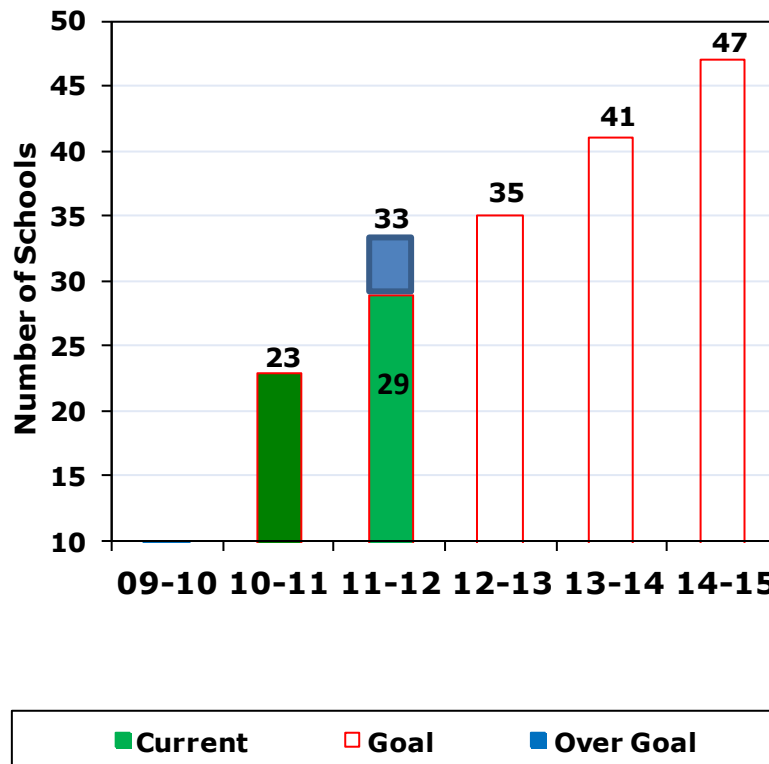
Action 1 – Ensure that 100% of schools have quality parental* involvement plans as measured by the best practices model

Tasks:

- Use the results from spring parental* involvement survey to identify areas of strengths and areas for improvement; focus will be on the student achievement section of the survey
- Develop a template for the schools to utilize to develop their plan for parental* involvement, activities to be offered, responsible staff and measurable outcomes to be achieved
- Identify best practices for meaningful parental* involvement
- Train schools annually on the Epstein Model and include the strategies in the parent* involvement plan
- Schools will post their parent involvement plan on their websites

* Parents/parental refers to parents/guardians

Schools with Monitored Parental Involvement Plans





Environment

Goal 1 – Provide equitable environments that optimize learning and maximize personal potential

Obj. 1 – Create a comprehensive Equity Transformation Plan for APS *

Action 1 – Provide equity training to 100% of staff and school board members by 2014.

Tasks:

- Beyond Diversity Training
 - ✓ District Administrators and Principals (LEADS)
 - ✓ District Equity Leadership Team (DELT)
 - ✓ Superintendent and BOE Workshops
- District Equity Transformation Plan
- Site Equity Team Trainings
- Collaborative Action Research for Equity Training (CARE)
- Partnership for Academically Successful Students (PASS) Training for Family and Community
- Students Organized Against Racism (SOAR)

* Link to ETP

	Critical Elements	2009-10	2010-11	2011-12	2012-13	2013-14
Phase One	Diversity Professional Development ✓ District Leadership ✓ Principals	In Progress	In Progress	Completed		
	DELT	In Progress	In Progress	In Progress		
	Data Analysis	In Progress	In Progress	In Progress		
Phase Two	Site E-Teams	In Progress	Completed	Completed		
	Ongoing Equity Training for District Personnel	In Progress	In Progress	Completed		
	DELT adopts Equity Transformation Plan	In Progress	In Progress	In Progress		
Phase Three	CARE	Task Not Started	In Progress	In Progress		
Phase Four	PASS	Task Not Started	Task Not Started	Task Not Started		
Phase Five	SOAR	Task Not Started	Task Not Started	Task Not Started		

Completed
 In Progress
 Task Not Started

Informational Reports

II – INFORMATIONAL REPORTS

A. SUPERINTENDENT’S REPORT

6:25 - 6:35

Time reserved is for the Board to receive information and discuss issues introduced by the Board, Superintendent or Leadership Team. Agenda items may be scheduled in advance or raised at the meeting. No Board action on substantive matters is taken.

B. LEADERSHIP TEAM REPORT

1. Partnership with the City of Aurora

6:35 - 6:45

(Attachment under separate cover)

The Board will be provided with information related to a collaboration with the city of Aurora to support all students.

Consent Agenda

III – CONSENT AGENDA

A. SUPERINTENDENT OF SCHOOLS

No Items

B. DIVISION OF ACCOUNTABILITY AND RESEARCH

No Items

C. DIVISION OF EQUITY AND ENGAGEMENT

No Items

D. DIVISION OF FINANCE

1. Pickens Technical College Building Trades Home Sale

Staff Responsible – Foster
6:45 - 6:50

The district received a reduced price offer of \$210,000 for the purchase of the Pickens Building Trades home at 19053 East 22nd Circle. The closing was held on January 30, 2012.

RECOMMENDATION: The Board of Education approve the sale of the home at 19053 East 22nd Circle.

E. DIVISION OF HUMAN RESOURCES

1. Classified Personnel

Staff Responsible – Smith
6:50 - 6:51

a. Resignation

- | | | | |
|----|-----------------|----------|---|
| 1) | Dianna Glassner | 01-24-12 | Assistant, Nutrition Services, Sixth Avenue |
| 2) | Crystal Nabors | 12-19-11 | Secretary, Department, Facilities |
| 3) | Christy Russell | 02-21-12 | Educational Assistant, Classroom, Century |

b. Appointment

- | | | | |
|----|------------------|----------|--|
| 1) | Brenda Bickerton | 02-13-12 | Custodian, Head Elementary, Montview |
| 2) | Adam Collins | 02-13-12 | Dispatcher/Clerk, Security, ESC 1 |
| 3) | Ingrid Cyr | 02-06-12 | Technician, School Computer Systems, Pickens Technical College |

c. Leave of Absence

- 1) Fatema Abdulwahed 1-31-12 Medical
Assistant, Nutrition Services, South
- 2) Christi Cayton 02-09-12 Medical
Facilitator, Preschool, Jamaica CDC
- 3) Fikreta Grahovic 02-13-12 Medical
Assistant, Nutrition Services, Aurora
Hills
- 4) Sara Seifert 01-09-12 Medical
Paraeducator, Severe Needs/Life Skills,
Virginia Court

- d. Resign from Leave of Absence
 - Sandra Smith 02-09-12 Bus Driver, Transportation

- e. Return from Leave of Absence
 - Sara Seifert 02-06-12 Paraeducator, Severe Needs/Life Skills,
Virginia Court

- f. Retirement
 - 1) Kelburn Headley 02-29-12 Journeyman, Electrician, Facilities
 - 2) Ronald Stierwalt 02-29-12 Bus Driver, Transportation

2. Licensed Personnel

**Staff Responsible – Smith
6:51 - 6:52**

- a. Resignation
 - 1) Kathleen Kimmens 02-02-12 Cross Categorical, South
 - 2) Quinbe Loretta 02-14-12 Counselor, North

- b. Leave of Absence
 - 1) Kate Baumgartner 02-07-12 Medical
Art, Arkansas
 - 2) Nicole Deaver 02-09-12 Medical
Life Skills, Crossroads
 - 3) Eryn Dolan 02-14-12 Medical
Cross Categorical, Sixth Avenue
 - 4) Dianne Duncan 01-12-12 Medical
Grade 4, Murphy Creek K-8
 - 5) Erin Grodeska 01-27-12 Medical
Cross Categorical, Yale
 - 6) Jaime Hallez 02-03-12 Medical
Grade 3, Virginia Court
 - 7) Karen McBroom 02-14-12 Medical
Art, North

8) Kyle Turner 02-13-12 Medical Kindergarten, Virginia Court

c. Return from Leave of Absence

- 1) Jennifer Bolda 02-09-12 Kindergarten, Fletcher Primary
- 2) Carolyn Hernandez 02-08-12 Grade 3, Park Lane
- 3) Margaret McCormick 2-06-12 Assistant Principal, Tollgate
- 4) Chrystal Rosin 02-07-12 Speech Language Pathologist, Dalton/Jewell
- 5) Tawnya Trail 02-07-12 Kindergarten, Aurora Quest K-8
- 6) Johnna Vanlwarden 02-02-12 Functional Academics, South

d. Reassignment

- 1) Lauren Alpert 08-03-11 School Psychologist, Yale/Laredo to Yale/Laredo CDC
- 2) Melinda Savino 01-31-12 Affective Needs to Cross Categorical, Jewell
- 3) Kristin Sremba 08-01-11 Speech Language Pathologist, ESC 2 to Hinkley

e. Retirement

Amy Critchett 02-13-12 English Language Arts, Aurora Central

3. Non-Licensed Administrative and Professional/Technical Personnel

Staff Responsible – Smith
6:52 - 6:53

a. Resignation

Jaclyn Gorman 02-17-12 Assistant, Planning, ESC 1

RECOMMENDATION: The Board approve the personnel actions.

F. DIVISION OF INSTRUCTIONAL SERVICES

No Items

G. DIVISION OF SUPPORT SERVICES

No Items

Board Monitoring

IV – BOARD MONITORING

A. Superintendent Monitoring Reports 6:53 - 7:03

(Attachment IV-A-1)

1. Executive Limitations 3.8 - Communication and Support to the Board

B. Quarterly Reports 7:03 - 7:18

(Attachment under separate cover)

- College Track S54
- Early Childhood Education
- Educational Technology
- Enrich/Rtl
- HR Annual Report
- Pathway Development
- PBiS/Safety/Discipline
- Standards-Based Grading

C. Ends Conversation and Open Dialogue 7:18 - 7:28

1. Policy Perception Checklist

- Did the Board receive information at tonight's meeting that requires a policy change?
- Did the Board receive information at tonight's meeting that requires additional information or monitoring?

D. Reports from the Board 7:28 - 7:38

E. Board Self-Monitoring 7:38 - 7:48

Jane Barber, Self-Monitoring Facilitator

Concluding Items

V – CONCLUDING ITEMS

A. OPPORTUNITY FOR AUDIENCE

B. NEXT MEETING DATE

The next business meeting of the Board of Education will be held on March 13, 2012, at 6:00 p.m. in the Dr. Edward and Mrs. Patricia Lord Boardroom at Educational Services Center 4.

C. ADJOURNMENT

Attachment V-A-1

Executive Limitations 3.8 - Communication and Support to the Board



SUPERINTENDENT MONITORING REPORT
February 21, 2012 Consent Agenda
Executive Limitations 3.8 - Communications and Support to the Board

Policy 3.8 Summary

The Superintendent shall not cause or allow the Board to be uninformed or unsupported in its work.

Interpretation of Policy 3.8

- The Superintendent and staff will keep the Board informed about key activities related to Aurora Public Schools. This means that the Superintendent and staff will provide the Board updates and relevant facts about key issues. They will also answer requests that will help the Board make decisions and understand key issues and activities in the district. The Superintendent and staff will ensure that the Board has clear, concise and timely information needed to fulfill its duties and responsibilities as defined by the Board's governance policies.
- The Superintendent and staff will ensure that the Board is updated in a timely manner about legislative issues, accreditation, incidents, media coverage and any legal or possible legal matters.
- In addition to information, the Superintendent and staff will provide logistical, clerical and other needed support so the Board may fulfill its duties and responsibilities as defined by policy governance.
- The Superintendent and staff will treat Board members equitably.
- The Superintendent and staff will ensure that Board members have all needed information and materials for meetings.
- The Superintendent and staff will support the Board's ability to act as a team.
- Failure to comply with any of these items may leave the Board uninformed and/or unsupported.

Update on Compliance with Policy 3.8

The Superintendent and staff were in compliance with this policy.

Evidence of Compliance with Policy 3.8 (Specific to this quarter)

The Superintendent updated the Board on key issues including the following:

- Numerous media Colorado Open Records Requests
- Several incidents such as the Hinkley early dismissal and Aurora Quest evacuation
- Budget communication including parent and staff surveys
- Feb. 3 snow closure and Feb. 4 athletic/activities cancellation

On an ongoing basis, the Superintendent and staff provided communication support for the Board of Education in the following ways:

- Provided the Board necessary information and materials for Board meetings.

- Informed the Board about key issues, legal issues and media stories involving APS through the following:
 - Superintendent’s Bulletin
 - Department and division newsletters
 - Daily Media Monitoring reports
 - Communication Updates, as needed
 - Emails
 - Legal updates
 - Executive sessions
 - Board meeting VISTA 2015 metric updates
 - BOE weekly email updates on department/division activities
 - BOE Quarterly Reports
 - BOE Monitoring Reports
 - Monthly meetings with the Superintendent and Deputy Superintendent
 - Community Connection, Facebook and Twitter
- Responded to Board requests for information in the following ways:
 - The Superintendent and Deputy Superintendent provided requested information at meetings and via emails.
 - If information was readily available, the Board member received it in two to three days.
 - If information was not readily available and required research, the Board and Superintendent agreed upon an appropriate date for delivery. Responses to requests approved by the Board were shared with all Board members.
 - The Superintendent and Leadership Team followed through with requests for support or inquiries made by parents at Board meetings.
- Notified the Board of school and district incidents or alleged incidents involving significant risk to student(s) or employees’ health and/or safety.
 - The types of “incident” / “situations” that may have required school board notification included:
 - Physical plant, building infrastructure, health and safety situations that had the effect or potential to place employees/students /visitors at risk, or school and facility operations at risk, or that result in loss of property.
 - Bus accidents or vehicle contact in vehicles owned and operated by APS where personnel were injured.
 - Any accidents or medically-related issues that involved emergency response and/or resulted in serious employee, student or visitor injuries including death.
 - Awareness of an issue/event outside of APS direct control (such as weather-related conditions or power outages) that had the potential to place employees, students or visitors at risk, or school or facility operations at risk.
 - Notice of violation or third party activity that posed a public relations risk for APS. (Examples: legislative activity, advocacy group demonstration, vandalism or burglary of APS property, etc.)
 - Accidents or medically-related situations that had the potential for public relations or regulatory agency risk exposure.
 - An act of conduct or alleged conduct committed by APS employees, non-employees, visitors or students that may have been construed as illegal or unethical.

- Supported the Board Policy Governance by providing the following:
 - Ongoing updates in the following areas:
 - Board website (agendas and minutes)
 - Leadership Team website (Leadership Team and Division of Instruction agendas)
 - News releases regarding Board executive sessions and additional meetings/trainings
 - District calendar for the Board
 - Quarterly school invitations to the Board
 - Board Community Engagement sessions participation