Board of Education

Agenda

meeting of

September 1, 2015
AURORA PUBLIC SCHOOLS
1085 Peoria Street
Aurora, CO 80011

AGENDA
BOARD OF EDUCATION MEETING
September 1, 2015
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 September 1, 2015, agenda is presented for approval.

E. APPROVAL OF MINUTES

The minutes of the regular Board of Education meeting held on August 18, 2015, are presented for approval.

F. RECOGNIZING EXCELLENCE

6:00 - 6:10

G. OPPORTUNITY FOR AUDIENCE

6:10 - 6:20
August 18, 2015, BOE minutes
I. PRELIMINARY

Shepherd called the August 18, 2015, meeting to order at 6:00 p.m.

Roll Call

The following members were present:

- JulieMarie A. Shepherd, president
- Cathy Wildman, vice president
- Mary W. Lewis, secretary
- Dan Jorgensen, treasurer
- Amber Drevon, director
- Eric D. Nelson, director
- Barbara J. Yamrick, director

Also meeting with the Board of Education were:

- D. Rico Munn, superintendent of schools
- Marcelina Rivera, chief of staff
- Brandon Eyre, district legal counsel
- John Youngquist, chief academic officer
- Lisa Escárcega, chief accountability and research officer
- Georgia Durán, chief communication officer
- Adrienne Bradshaw, controller
- David Trautenberg, chief financial officer
- Anthony Sturges, chief operating officer
- Damon Smith, chief personnel officer
- Tonia Norman, assistant to Board of Education

Pledge of Allegiance

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

Approval of Agenda

Shepherd moved and Wildman seconded to amend the August 18 Board agenda as follows:

- reschedule Board of Education Report Item III-A-1, APS Foundation to September 1, 2015
- cancel Informational Report Item III-C-4, Elevate Academy MOU
- cancel Informational Report Item III-C-6, ConocoPhillips Disclaimer of Mineral Interests

Roll Call: Drevon, Jorgensen, Lewis, Nelson, Shepherd, Wildman, Yamrick #8357

Approved on a vote of 7-0

Approval of Minutes

The minutes of the workshop of the Board of Education held on August 4, 2015, were approved as written.
Recognizing Excellence

Munn welcomed everyone to the 2015-16 school year! School began this month for all district schools and we are grateful to members of our community who joined us in welcoming students back to school. We look forward to a great year of helping each student shape a successful future. At this time, please enjoy a photo slideshow of students, staff and parents as they began the 2015-16 school year, courtesy of the APS communication team.

APS recently hosted the eighth annual Back-to-School Kickoff in partnership with the Town Center at Aurora. Students, parents and community members enjoyed free food, entertainment and giveaways. We were able to provide thousands of backpacks to students thanks to the generous contributions of our donors and sponsors, including:

- Aurora Education Association
- APS Foundation
- Aurora Schools Federal Credit Union
- City of Aurora
- Comcast
- Jim N Nicks
- Noodles & Company
- Sam’s Club
- Tri-County Health

We are equally grateful to APS School and Community Services, Security, Maintenance and Operations, and school staff for making this event a success.

Chief Academic Officer John Youngquist introduced new principals to the Board and audience, including:

- Ruth Baldivia, Boston K-8
- Courtney Goetz, North Middle School Health Science and Technology Campus
- Gerardo De La Garza, Aurora Central High School
- Jennifer Harrington, Altura Elementary School
- Ashlee Saddler, Clyde Miller P-8
- Blaze Houston, East Middle School
- Anthony Lawson, Century Elementary School
- Jennifer Murtha, Lansing Elementary School
- Lori Peterson, Arkansas Elementary School
- Michelle Davis, Mrackek Middle School
- Ran Jung, APS Online School
- Yolanda Greer, Vista PEAK Exploratory P-8

Congratulations on your new role!

Yamrick congratulated Superintendent Munn and the APS communication team for the excellent P-20 community meetings to welcome staff back to school.

Yamrick thanked Hinkley High School staff for all their work and efforts to welcome freshmen to school. She had a wonderful time interacting with students and parents in small groups. She also enjoyed a barbecue with the band.
Opportunity for Audience

Shumika Jackson-Smith, parent, voiced concerns regarding her son, who is currently a student at Mrachek Middle School. She expressed that the SRO program at Mrachek was designed to build relationships between law enforcement and students, but feels it has been abused. She does not believe disciplinary procedures outlined in the student handbook were followed when her son was disciplined, which has resulted in subsequent legal challenges and fines that have affected his well-being. Her son is currently not attending school as she is reluctant to send him back to Mrachek.

Shepherd requested that Youngquist meet with Jackson to discuss concerns.

II. BOARD WORKSHOP

Graduation Requirements

Charles Dukes, director of postsecondary workforce readiness, presented an update of high school graduation requirements. Colorado revised statute, 22-2-106, required the State Board of Education to adopt a set of graduation requirements by May 2013. The local board is responsible to approve a high school graduation requirement policy that meets or exceeds minimum expectation standards. Purposes and considerations to change state graduation requirements include a shared belief regarding the value and meaning of a high school diploma; to outline minimum expectations and responsibilities of both local districts and the state to support students with graduation requirements; alignment between graduation requirements and postsecondary workforce readiness definitions; alignment of postsecondary academic admission standards for four-year colleges and universities; recognition of multiple and diverse diploma pathways; articulation of standards-based education; attainment of skills necessary for 21st century learning; and academic and career planning.

Dukes highlighted changes to graduation requirements starting with the Class of 2015 and graduation requirements starting with the Class of 2021, which would require students to demonstrate learning throughout their high school career. He reviewed a menu of options that the State Board developed in 2013 to help students demonstrate college and career readiness beyond ACT scores and concurrent enrollment, and provided an overview of recommended time lines for districts to adopt requirements.

Dukes provided an overview of key points from focus groups in spring 2015 that highlighted the importance of demonstration of 21st century skills, Capstone projects to support career and academic plans, unique and diverse pathway opportunities, and accelerated learning opportunities for students who demonstrate mastery in core subjects. He reviewed guiding questions and next steps, including additional engagement opportunities to gather feedback from the APS community, continued research to determine promising best practices, and identification of resources to support graduation requirements.

The Board is expected to receive an update in November 2015 that highlights key findings and best practices related to high school graduation requirements across state districts. Another update will be provided to the Board in January 2016 to highlight key findings from postsecondary institutions around college admission requirements. The final graduation requirement report will be presented to the Board for approval in May 2016.
A copy of the Graduation Requirement Update presentation is appended to the August 18 Board minutes.

Yamrick asked about demonstration of 21st century learning skills and the graduation requirement process at priority improvement schools. Dukes shared that this is currently being reviewed and will be part of ongoing discussions for the next several months.

Shepherd asked for clarification around initial focus group participants. Dukes replied that three focus groups were held with middle and high school leaders; another focus group was held with district personnel, multi-tier system of support staff, student advocates, and counselors. He added that feedback was also reviewed with P-20 directors.

Wildman asked if teachers were involved in initial focus groups. Dukes shared that teachers would be involved in the concept development phase and community engagement process.

Lewis voiced concerns regarding district students who may require additional time and instruction, and asked how this would be addressed. Youngquist discussed the importance of shaping the future for every APS student, and having a plan that supports and identifies options for students and families. He also emphasized the importance of planning, researching and engaging the APS community in conversations to determine best options and recommendations. Lewis asked Dukes to confirm if the eighth-grade career trek would be held this year. Dukes shared that the career trek would be held November 2 and 3 at the PLCC to assist eighth-grade students with career goals.

Nelson voiced concerns regarding the percentage of students who require college remediation classes and asked about the tracking process. Escárcega explained that the Colorado Department of Education (CDE) started tracking the percentage of high school students who entered state colleges or universities and required remediation a few years ago. She noted that this does not include students who were accepted to private or out-of-state postsecondary institutions.

Lewis asked how graduation requirements would affect special education students. Duke indicated that this is part of ongoing discussions.

Shepherd thanked Dukes and Youngquist for providing information to the Board. She shared that the Board is looking forward to hearing additional updates regarding high school graduation requirements.

III. INFORMATIONAL REPORT

Superintendent’s Report

Munn shared that the Board would receive a formal update of work around the Aurora Community-Based Transformation, Innovation and Opportunity Network (ACTION) Zone on September 1, 2015. He noted that the APS Zone Advisory Council has been convened and highlighted three purposes of the council, including (1) identify core workforce-related outcomes that the district will track for graduates of Zone schools, (2) identify and recommend themes for schools within Zones, and (3) participate in public communication strategies.
The APS Zone Advisory Committee roster is appended to the August 18 Board minutes.

Leadership Team Report

Interim Facilities Support Plan and Community Survey Results

Anthony Sturges, chief operating officer; Josh Hensley, planning coordinator; Rebecca Herbst, bond specialist; and Amy Spatz, director of construction management and support, provided an update of the 2008 bond program, interim facilities support plan to address short-and long-term challenges to enrollment and academic program needs, and the community engagement process and community survey results for nine Board-directed options to address school capacity challenges.

Spatz provided an update of bond projects that were completed this summer from the 2008 bond program. She indicated that staff is already planning for projects that will be completed next summer, and shared that approximately $2.4 million will be available in the contingency fund budget once all projects are completed.

Sturges expressed that 40 percent of district schools will be at or above 90 percent total capacity as of September 2015. He highlighted Board-approved options to address capacity challenges during the 2015-16 school year, including boundary adjustments for several schools and the new Edna and John W. Mosley P-8, which is scheduled to open September 10, 2015. He indicated that the Board will be presented with information and long-term recommendations to address capacity challenges in October, which includes a year-round school calendar option. He noted that work of the Long-Range Facilities Advisory Committee is ongoing and shared that committee members will conduct community engagement open houses in March 2016 to solicit feedback on the five-year draft facility plan. He added that remaining savings in the contingency budget, $2.4 million, will meet facility support needs through the 2016-17 school year. The focus of conversations to address capacity challenges will center on the 2017-18 school year.

Herbst highlighted open houses and public meetings to solicit feedback on Board-directed options to address school capacity challenges. She shared that approximately 600 community stakeholders attended open houses and provided feedback on the nine visually displayed Board-approved options. Information from open houses was posted on the district website, and an online survey was provided to solicit additional feedback from the APS community. Almost 1,000 surveys were collected in which half were from parents. The APS community will have opportunities to provide additional feedback following open houses in October 2015.

Shepherd asked about the percentage of community stakeholders who completed surveys and attended an open house. Hensley shared that 20 percent of surveys were returned at open houses and 80 percent were returned electronically.

Hensley summarized the feedback from open houses and public meetings that the Board received in advance of the meeting. He indicated that preferred feedback focused on options that would not reduce or alter academic programs, including possible placement of a bond question on the November 2016 ballot.
Other common themes emphasized on surveys included retaining electives, importance of early childhood education programs, and reducing class sizes.

Wildman voiced concerns regarding language under the Certificate of Participation (COP) option. Hensley concurred that language might be confusing to the general public. He shared that staff was available at community engagement outreaches to address questions and provide additional clarity as needed. Lewis was thrilled to see the number of survey responses. She shared that a lot of information was provided to the public during open houses, public meetings and via surveys, and believes options and questions were clarified as best as possible. Sturges shared that community engagement efforts are ongoing. Staff will continue to provide clarity around options until the Board takes official action.

Sturges highlighted next steps, including contracting with a firm to conduct a public opinion poll in which findings will be shared with the Board at a special meeting on September 29, 2015. He shared that staff will present specific recommendations to the Board on October 6. The APS community will have an opportunity to share feedback at the October 20 Board meeting. The Board is expected to take action on recommendations at either the October 20 or November 10 Board meeting.

Yamrick asked for clarification around the year-round calendar and split session options. Sturges emphasized that a considerable amount of time would be expended with the APS community and the new Board related to the year-round calendar and split session constructs if the Board approves either option. Munn reminded the Board that initial work and year-round calendar options were presented to the Board.

Shepherd thanked support services staff for providing information to the Board.

The Interim Facilities Support Plan and Community Survey Results presentation is appended to the August 18, 2015, Board minutes.

Andrews Foodservice 2015-16 Purchase Agreement

Bradshaw and Trautenberg provided an overview of the Andrews Foodservice 2015-16 purchasing agreement. Nutrition Services entered into a Request for Proposal (RFP) process to solicit bids for fresh produce for the 2015-16 school year. Five vendors responded to the RFP, including Andrews Foodservice, American Produce, Fresh Pack, Fresh Point, and Colo-Pac. The responses were evaluated on key factors such as quality of services offered, ability to provide desired number of deliveries, ability to conform to food safety guidelines, experience of the firm, management's experience, product cost and financial capability of the firm. Based on these factors, the award was given to Andrews Foodservice.

This item will be included on the September 1, 2015, consent agenda for approval.

Meadow Gold Dairy 2015-16 Purchase Agreement

Bradshaw and Trautenberg provided an overview of the Meadow Gold Dairy 2015-16 purchasing agreement. Meadow Gold Dairy has been selected to provide milk and dairy products for the purpose of providing school meals to
students and staff. Nutrition Services estimates annual expenditures with Meadow Gold Dairy to be $2,000,000. Nutrition Services entered into a Request for Proposal (RFP) process to solicit bids for milk and dairy products for the 2015-16 school year and 19 vendors on the E-Purchasing website were eligible to respond to the RFP. Meadow Gold Dairy was the only vendor to respond to the RFP. Factors considered in the evaluation of this RFP were the ability of the vendor to conform to food safety guidelines, price, and product quality. Based on these factors, the award was given to Meadow Gold Dairy.

This item will be included on the September 1, 2015, consent agenda for approval.

Stapleton Agreement

The Board was presented with the agreement between the City of Aurora and APS concerning development within the Stapleton boundaries. Hensley noted that there are currently two projects of the Stapleton development within the City of Aurora. He shared that the first phase of the Stapleton development would include a 25-acre dedicated space for a park and a 75-acre residential development similar to the Denver portion of the Stapleton development. He indicated that approximately 322 homes are planned for the Stapleton/Aurora portion of the development and is expected to yield around 200 students at build out. The application for the first phase is being reviewed by the City of Aurora and development is expected to begin within the year. The second phase consists of a high density commercial/mix-use development. The application for phase two has not been submitted to the City of Aurora, but both parties have requested to start the Tax Increment Financing (TIF) process.

Eyre shared that based on current discussions, the City of Aurora would retain 75 percent of the tax base and the district would retain 25 percent of the tax base. He indicated that the 75/25 split is based on future tax increment estimates, noting that the actual brokered deal with the developer would include a fixed dollar amount. He added that increased property taxes could result in additional revenue for the district or the district could elect to enter into negotiations with the City of Aurora to buyout the TIF in order to get the full property tax base prior to the 25-year expiration period.

Eyre stated that no formal action is required on this item. Superintendent Munn will take the necessary action related to the APS/Stapleton agreement.

A copy of the Stapleton/Aurora TIF Areas is appended to the August 18 Board minutes.

IV. CONSENT

Yamrick moved and Nelson seconded to approve the following items on the consent agenda as presented:

- Nome Park Lease
- Personnel

Smith recognized 12 retirees listed on the August 18 consent agenda for a total of 229 years of service to the district.

Roll Call: Drevon, Jorgensen, Lewis, Nelson, Shepherd, Wildman, Yamrick #8358
After evaluation of bids received, Food Services of America (FSA) has been selected to provide frozen and dry food for the purpose of providing school meals to students and staff. Nutrition Services estimates annual expenditures with Food Services of America to be $6,000,000.

Nutrition Services, through the Central Colorado Co-op, entered into a Request for Proposal (RFP) process to solicit bids for frozen and dry food for the 2015-16 school year. The RFP was advertised on the Rocky Mountain E-Purchasing website. Five vendors responded, including FSA, Sysco, Andrews, Front Range, and Hi Liner. Factors considered in the evaluation of the RFP were price, service capability, technology, and overall proposal content. Based on these factors, the award was given to FSA.

Drevon asked if FSA was a new vendor and if the co-op was new to the district. Bradshaw replied that FSA was not a new vendor, but the co-op was new to the district.

Drevon asked about the number of districts involved in the co-op. Trautenberg noted that four districts, including APS, make up the co-op.

Drevon asked about potential price increases if a district elects to opt out of the co-op. Bradshaw pointed out that volume causes prices to decline, noting that one reason the district entered into the co-op was to reduce the cost of breakfast cereals required for the Breakfast After the Bell Program. Trautenberg shared that staff could reevaluate the co-op agreement if a district elected to opt out.

Yamrick asked if other districts were able to enter into the co-op. Trautenberg noted that the current co-op is set up specifically for four districts. He indicated that discussions would most likely be held with the lead district, Mapleton School District, and other co-op districts prior to entering into a new agreement.

Drevon asked about projected cost savings to the district. Trautenberg shared that analysis of cost savings under the co-op agreement is approximately six percent. The projected savings to the district compared to the previous year is approximately $34,000.

Nelson moved and Jorgensen seconded to approve the agreement with Food Services of America for the 2015-16 school year.

Roll Call: Drevon, Jorgensen, Lewis, Nelson, Shepherd, Wildman, Yamrick #8359

Approved on a vote of 7-0

The Nutrition Services procurement procedures Q & A and FSA purchasing analysis is appended to the August 18 Board minutes.
VI. BOARD WORK

Ends Conversation

Open Dialogue

Standing Committee Report

Lewis shared that America’s Promise, Effective Education Committee, will be hosting a career expo for middle and high school students and families on October 22 at the PLCC.

Wildman provided the Board with a report of the June 24 Aurora Mental Health Center board of directors meeting.

Drevon shared that DAAC members had an opportunity to review Tier Intervention Grant applications and complete agenda planning work for the school year. The committee also discussed adding a review of school unified improvement plans to their agenda.

Future Business

Munn shared that the Board would continue to be updated around both Zone innovation work, and enrollment and capacity challenges.

Proposed 2015-16 Work Session Topics and Schedule

Shepherd and Wildman met with Marcelina Rivera, chief of staff, to review Board workshop topics generated at the August 4 Board meeting.

Shepherd suggested inviting a facilitator to work with the Board around policy governance. She also requested that the Board receive ongoing updates around the strategic plan, student achievement, legislation, and innovation and turnaround work.

Lewis asked about metrics related to the strategic plan. Munn reminded the Board that draft metrics were provided last year, adding that they are still in the process of being refined. He indicated that an informational item related to the state of the district would be provided to the Board in the near future.

Drevon suggested incorporating policies around discipline practices when the workshop is presented in April 2016. Shepherd shared that the policy proposal is still being defined. She plans to meet with Drevon to compare her proposal with policy updates provided by the internal auditor.

A copy of the workshop schedule is appended to the August 18 Board minutes.

Colorado Association of School Boards (CASB) Resolutions/FRN Meeting

Wildman provided the Board with potential resolutions that will be discussed at the upcoming CASB Delegate Assembly. She also provided an update of the recent Federal Relations Network meeting.

An update of the Federal Relations Network meeting is appended to the August
18 Board minutes.

Drevon requested that a follow up be provided to the Board regarding earlier comments by Shumika Jackson-Smith, parent, during Opportunity for Audience regarding safe school policy guidelines not being followed at Mrachek.

Drevon asked about sites that will not be supported by a SRO this school year. Sturges shared that SROs were reduced from 12 to 10. He indicated that two SROs would be assigned to Aurora Central, Gateway, Hinkley and Rangeview. One SRO will be assigned to Aurora West College Preparatory Academy and one SRO will be assigned to the Vista PEAK campus. SROs will continue to support remaining district schools as needed, along with APS security staff.

Drevon requested that questions on the physical education requirement form be reviewed for relevancy. Sturges will meet with the district athletic director to discuss.

Policy Perception Checklist

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

The Board did not receive information that required a policy change.

Did the Board receive information at tonight’s meeting that requires additional information or monitoring?

Additional information will be provided to the Board.

Board Self-Monitoring

Wildman noted that this was a good meeting, and everyone listened and participated.

VII. CONCLUDING ITEMS

Next meeting date

The next meeting of the Board of Education will be held on September 1, 2015, at 6:00 p.m. in the Dr. Edward and Mrs. Patricia Lord Boardroom of Educational Services Center 4.

Adjournment

The regular meeting of the Board of Education adjourned at 9:03 p.m.

___________________________
President

ATTEST ________________________
Secretary
Goal

- Provide the Board of Education with an update regarding the Graduation Requirements Menu of Options.
- Highlight the feedback from the APS focus groups.
- Discuss next steps and timeline.
Introduction

- State statute (section 22-2-106) required the State Board of Education to adopt a set of guidelines for high school graduation requirements by May 2013.

- Responsibility of the local school board is to approve a graduation requirement policy that "meets or exceeds" any minimum standards or core competencies/skills adopted by the state board.

- Local school board sets the minimum expectation of requirement for graduation across Aurora Public Schools.
Purpose of State Requirements

- To articulate Colorado’s shared belief about the value and meaning of a high school diploma.

- To outline the minimum components, expectations and responsibilities of local districts and the state to support students in attaining a high school diploma.
Several considerations the state board took into account, including:

1. Alignment with the description of postsecondary and workforce readiness;
2. Alignment with the postsecondary academic admission standards for public four-year colleges and universities;
3. Recognition of multiple and diverse pathways to a diploma;
Purpose of State Requirements Cont...

4. Articulation through a standards-based education system;
5. Attainment of skills necessary to succeed in the 21st century;
6. Importance of academic and career planning.
The Why: Why New Graduation Requirements?

Colorado by the Numbers

- Three quarters of high school students graduate
  - 76.9 percent graduation rate

- More than half of high school graduates enroll in college (55.2 percent)

- More than one-third of high school graduates need remedial classes in college
  - 37 percent remediation rate

- More than 10,664 students drop out of high school (2.5 percent)
  - $3.8 billion lost lifetime earnings

Source: Alliance for Education Excellence
The Why
Aurora Public Schools by the Numbers

District 2013-14 4-Year Graduation Rate: 55.8%

2014 Graduates Enrolled in College: 38%

APS’s 2013-14 Dropout Rate was 4.7% (921 students)

46.9% of 2013 Graduates Required College Remediation
Review Existing Graduation Requirements
**APS Graduation Requirements**

Beginning with Class of 2015

- **ENGLISH**: 4 units
- **MATH**: 4 units
- **SCIENCE**: 3 units
- **SOCIAL SCIENCE**: 3 units

*(Included in the 3.0 Social Science credits are 1.0 unit of U.S. History and .5 of Civil Government)*

- **WORLD LANGUAGE**: 1 unit
- **ADDITIONAL CREDITS**: 7 units
- **TOTAL**: 22.0 Units
The What
What Does the Change Look Like?

• Beginning in 2021, students must demonstrate competency—or show what they know. Their high school diploma will demonstrate they are ready to enter work, military, and college.

• They may select from a list of options to demonstrate competency. Students can fulfill one or more of these options any time during their high school career by:
  • Earning minimum scores on state and national tests
  • Completing rigorous learning projects guided by a faculty mentor
  • Passing college-level courses taken during high school
  • Earning professional certifications
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The How: How Will We Make the Change?

- **Adopt** revisions to meet or exceed state guidelines
- **Prepare to implement** with eighth-graders
- **Implement**:
  - 2017-18: starting with ninth-graders
  - 2018-19: with ninth and 10th-graders
  - 2019-20: with ninth, 10th and 11th-graders
- **Graduate** 2020-21: first class under revised guidelines

* Colorado Department of Education recommended timeline
Review Options
April – August 2015

Compare APS current graduation requirements to state guidelines and discuss menu of options. Identify areas of alignment for practices and policies.

Concept Development
August – March 2016

Draft a recommendation for options students may use to demonstrate college and career readiness in order to graduate from high schools. Engage employers, community members, higher education, accountability committees, students and families in conversations and provide feedback.

Recommendation and Adopt
April – May 2016

Present recommended graduation requirements that meet or exceed state requirements to the APS BoE for adoption.

Implementation
Beginning 2017-18

Implement revised local high school graduation requirements starting with ninth-graders, including a local menu for students to demonstrate college and career readiness.
Concept Development

- Concept Development: August – September 2016
- Local School District Work Session: October 2016
- Report to the Board of Education: November 2016
- Concept Development Feedback: November – March 2016
- Report to the Board of Education: February 2016
- Concept Revisions: February – April
- Final recommendation to the Board of Education: April/May
Initial Feedback

1. Demonstration of 21st Century skills is critical to ensuring success for APS students.

2. Capstone projects should receive consideration to support the completion of a student’s career and academic plan.

3. New requirements should embrace the student’s unique pathway by allowing students to demonstrate mastery in multiple ways.

4. New requirements should support options for students to accelerate their learning if they demonstrate mastery in core academic subjects and obtain the skills necessary for postsecondary and workforce readiness in less time than the traditional four year sequence of high school.
1. How do our current local high school graduation requirements compare to the Colorado’s graduation guidelines?

2. What additions do we need to meet the state guidelines?

3. Which of our current requirements no longer are needed?

4. Are there other requirements beyond the state’s guidelines that we should consider adding to our local high school graduation requirements?

5. How might we include demonstrations of mastery earlier than 12th-grade to facilitate student transitions?
Next steps

- Engage community and staff members in conversations about the list of options students may use to demonstrate college and career readiness.
- Continue to research promising practices.
- Identify additional resources needed to support new graduation requirements.
Questions
Norm Brownstein
Norm Brownstein graduated from Aurora Central High School.

A founding member and Chairman of the Board of Brownstein Hyatt Farber Schreck, Norm is nationally recognized for his extensive experience in real estate law, commercial transactions and public policy advocacy. Resident in the firm's Denver office, his policy practice spans the economic spectrum, extending to telecommunications, financial services, agriculture, tax and health care interests.

Norm has helped dozens of major organizations and corporations successfully develop and execute myriad legislative and regulatory strategies, including Apollo Global Management, Ardent Healthcare, Western Union, Caesars Entertainment, Federal Express, Ares Management, Guggenheim Partners, Neiman Marcus, Simon Properties, National Association of Real Estate Investment Trusts, Real Estate Roundtable, Comcast, Intelsat, the National Cable & Telecommunications, T-Mobile and the Vector Group.

In light of these and many successes in other legal areas, the National Law Journal named Norm one of the “100 Most Influential Lawyers in America” and Norm was named as one of Lawdragon's 500 Top Leading Lawyers in America. He has also been included in the Best Lawyers in America and Colorado Super Lawyers. Active in community affairs, Norm is involved in many activities on behalf of the University of Colorado and the American Israel Public Affairs Committee (AIPAC), where he is currently vice president. He is presently a director of National Jewish Health and a trustee of the Simon Wiesenthal Center. Norm is a past presidential appointee of the U.S. Holocaust Memorial Council (1996-2006).

Jim Kelley
Jim attended the following Aurora Public Schools: Sixth Avenue Elementary, South Jr. High and Aurora Central, graduating from Aurora Central, class of 1972.

Jim is a managing director and co-founder of Vestar Capital Partners. Prior to forming Vestar in 1988, he was a private equity executive with the First Boston Corporation in New York.

Currently a director of Sun Products, St. John Knits and HealthGrades, Jim previously served as a director for Celestial Seasonings, Del Monte Foods, Consolidated Container, Michael Foods and Wabtec, among others. He is also a board member at the National Fish and Wildlife Foundation and The Nature Conservancy Patagonia. Previous community boards include The Denver Foundation and the Clayton Foundation.

Jim earned a B.S. from the University of Northern Colorado, an M.B.A. from Yale University and a J.D. from the University of Notre Dame. Originally from Colorado, Jim is married with three children and lives in Denver.
**Mariana Ledezma-Amorosi**

Ms. Ledezma-Amorosi is a native of Guadalajara, Mexico. After moving to Colorado in 1999; she started her career in community development committed to serving the underserved and under-represented through a grassroots community development process. She worked for City of Aurora doing outreach to the Hispanic community to teach recently arrived immigrants about codes and regulations; she served as a liaison between the Hispanic community and the Aurora Police Department and spearheaded some of the neighborhood revitalization efforts in the Original Aurora area.

Ms. Ledezma-Amorosi also spent 4 years working for Adams County Community Development where she managed 2 large grants that funded programs in human services, affordable housing, community and economic development and neighborhood revitalization activities. She has provided oversight to over 21 non-profit organizations and 5 municipalities. Ms. Ledezma-Amorosi also worked directly with residents to increase their capacity in the areas of advocacy, constituency and community building and leadership development.

Prior to joining CPHP, Mariana worked at the Stapleton Foundation as the Director of Neighborhood Connections, where she worked with Community Based Organizations to provide capacity building and technical assistance.

**Mary Lewis**

Mary Lewis was elected to the APS Board of Education in 2007, and elected President of the Board in November, 2011. She is a long-time community activist and volunteer in Aurora. She has served as the president of the Conservatory Homeowners Association; was appointed by Governor Ritter to the Child Welfare Action Committee; supports Harvest of Hope, a fundraiser for the Africa Initiative of Church World Service; is the treasurer for the Aurora Action Coalition for Community Service; a member of the Aurora Housing Collaborative; and long-time volunteer with Habitat for Humanity and Aurora Warms the Night.

Lewis is a graduate of New Mexico State University and holds a bachelor’s degree in Police Science. She married David Lewis in 1981 and moved to Aurora that same year. She and David have been foster parents to many children. They have two grown children, who attended the Aurora Public Schools, and two grandchildren who are currently enrolled in the district.

**Ruben Medina**

Ruben currently works for the city of Aurora and is the facility manager for The Moorhead/Hoffman Youth and Community centers. He also serves on numerous boards and commissions including, the Denver Foundation, Stapleton Foundation, Fletcher Elementary School and RISE Colorado.

Ruben started his career in the emergency medical field and at 20 years old owned his own ambulance service. He was a firefighter and a member of the search and rescue team as well as a member of the medical team at Children’s Hospital.

Ruben spent 20 years working for the Metro Denver YMCA organization and during that time was involved in a variety of programs. In the past 30 years Ruben has worked in numerous professional roles as coach, trainer and referee for high school and USA National wrestling teams.
Over the years, Ruben has facilitated several seminars on community engagement, wealth building and motivational skills.

George “Skip” Noe
Noe was sworn in as Aurora’s city manager on Dec. 20, 2010. Most recently, Noe was a management consultant in Corpus Christi, Texas, with more than 30 years experience in city management. He served as the city manager and deputy city manager for the city of Corpus Christi between 1999 and 2008 where he managed 3,300 employees and an annual budget of more than $500 million.

He also worked for the Texas cities of San Antonio, College Station and Kingsville as well as Fort Collins, Colo. Noe holds a bachelor’s degree in English and political science from St. Mary’s University in San Antonio, Texas, where he graduated Cum Laude. He is also a Labor Relations Fellow from the Labor-Management Relations Service in Washington, D.C. Throughout his career Noe has worked on many key projects and issues including strategic performance measurement, development and public works projects, information technology and telecommunications, destination development and economic development, public safety, budget challenges and many others.

As city manager, Noe is responsible for overseeing the city’s $626.4 million budget and 2,665 full-time employees, and managing day-to-day city operations under the Aurora City Council’s direction. With the retirement of one deputy city manager and subsequent elimination of that position, Noe also directly supervises the Police and Fire departments as well as the Office of Development Assistance.

Betsy Oudenhoven
Dr. Betsy Oudenhoven assumed duties as Community College of Aurora’s president in December 2013 after a lengthy list of accomplishments as VP of Student Affairs.

Student Affairs under her guidance worked closely with Academic Affairs to support CCA’s academic mission and explore creative ways to foster student achievement. Her main tasks in her Student Affairs post included providing vision, innovation, direction, coordination, supervision, evaluation, and analysis in such areas as admissions, registration and records, advising, retention, financial aid, recruiting, student life, accessibility services and student success. Within two years, Oudenhoven helped implement numerous new policies, including: mandatory new student orientation for all first-time college students; on-campus counseling to serve students in need of short-term help or crisis intervention; new SARS software added to advising to increase access, customer service, departmental efficiency, and better management of the advising caseload; reinstitution of a Career Center to provide individual services, internships, employer relations, and career fairs on campus; and reorganization of the student conduct function, including a more proactive approach to behavioral intervention to address campus safety and student retention.

Prior to joining CCA, Oudenhoven served in higher education in varied roles such as assistant director, manager, director, dean, and vice president, dating back to 1979. Oudenhoven earned a Doctor of Philosophy in Higher Education from Loyola University in Chicago, a Master of Arts in Counseling and Guidance from the University of Colorado in Boulder, and a BS in Psychology from St. Lawrence University in Canton, N.Y.
Maisha Pollard

Maisha Pollard-Fields is a dynamic and passionate mother, wife, daughter, public servant and alum of Colorado State University. When asked what is your calling, she replied, “My passion is Health and my duty is to serve”. Mrs. Pollard began her career in the intensive care unit at King Drew Medical Center located in the heart of South Central Los Angeles, where she developed a sincere commitment to improving the lives of children and families whom live on the fringes of poverty. Maisha has also worked as an Infectious Disease Nurse practitioner and Public Health Nurse, where she specialized in the treatment, diagnosis and case management of HIV and AIDS patients. She is currently the Deputy Medical Director for Aurora Mental Health and is responsible for building out an integrative care model for vulnerable adults and children with mental illness.

In 2010, Maisha moved to back to Aurora, Colorado to help her mother Representative. Rhonda Fields run for the state legislature and establish the Fields Foundation and Dayton Street Opportunity Center. Maisha serves as the executive director of the Fields Foundation, a non-profit in Aurora, CO, established after the horrific death of Javad Marshall Fields and Vivian Wolfe, Maisha’s brother. Javad and his finance Vivian were murdered 30 days after graduating from Colorado State University in relation to him being a witness to a murder.

The Families created the Fields Foundation to ensure every child has a healthy start, a fair and safe head start in life towards a successful passage to adulthood. The Vision of the Fields Wolfe Memorial Fund is to empower children youth and families by providing access to health care, quality education, and positive character development. After a 3 year capital campaign Maisha was able to successfully raise over 400,000 for the build out of the Dayton Street Opportunity Center, a One-Stop-Community Resource Center, working to close the opportunity gap through early childhood education, health care, mental health services, and employment.

Karen Porter

Karen Porter is a parent of two Aurora Public School (APS) students. One Aurora Central High School 2014 graduate and her youngest child currently enrolled in Aurora Central with concurrent courses at Community College of Aurora.

Karen has served on multiple APS committees including budget, calendar, principal hiring panel and the African American Forum. She has also served as the District Accountability Chair and Chair Elect. Karen has a strong philosophy of parent’s becoming knowledgeable to empower and expand opportunities for their children.

Aaron Thompson

Aaron Thompson attended Crawford Elementary, West Middle School, and Aurora Central High School.

Aaron Thompson’s practice focuses on legal analysis, briefing, and strategy in complex trial and commercial litigation. He has represented clients in matters including data breach notification, constitutional challenges, and bankruptcy matters, in addition to more focused litigations involving corporate securities and regulatory inquiries. Aaron also has experience in issues involving zoning, land use planning, expert testimony, and spoliation of evidence. Aaron has performed extensive appellate work on behalf of clients and as Judicial Fellow at the Colorado Supreme Court and as a Clerk at the Colorado Court of Appeals, where he worked on criminal and civil appeals.

Aaron is a regular contributor to the firm’s Class Action Lawsuit Defense blog.
Interim Facilities Support Plan and Community Survey Results
Purpose of the Presentation

- Provide a status update on the 2008 Bond Program

- Provide status update on the Support Services interim facilities support plan to address enrollment growth and academic program needs through the 2015-16 school year

- Provide information on the community engagement process regarding school capacity options and community survey results through June 2015

- Next steps
Support Services Mission Statement

Our job is to work with stakeholder groups to create, maintain and support safe and highly functional school and work environments that accelerate learning for every APS student every day.
Current State

➢ Bond update:
  – 2015-16
    • Virginia Court kitchen addition
    • Mrachek cafeteria remodel
    • Pickens Roofing and Mechanical repairs
    • Aurora Central Roof Repairs (BEST grant match)
    • Central gymnasium bleacher replacement
    • Gateway & Aurora Central Intercom replacements
    • Classroom conversions at Kenton, Laredo and Paris
    • Mobile relocations
    • Gateway girls locker replacement
    • Energy Conservation Projects at Iowa, Pickens & Vista PEAK
    • District-wide Upgrades to freezer/cooler controls
    • **Voice Over Internet Protocol - VOIP (phone system upgrade)**
  – 2016-17
    • Dartmouth HVAC Retrofit (BEST grant match)
    • Montview boiler replacement
    • Dalton recirculation line repairs
    • Rangeview gym bleacher replacement
    • M&O building roof repairs
    • Montview roof repairs
    • Mobile relocations as needed
    • Energy Conservation Projects at West, Gateway, Hinkley, Crossroads, Pickens, Transportation and William Smith
Projected Bond Project Status
September 1, 2016

Completed Projects, $187,633,685

IT Projects, $20,193,000

Contingency, $2,396,065

Construction Program Administration, $4,777,250
Current Facility Challenges

- As of September 2015, 40% of all schools will be at or above 90% of total capacity (with mobiles)
- Enrollment is projected to increase 1-2% annually over the next three years
- The district has had limited bonding capacity
  - The 2008 bond was designed as a five-year program.
  - In the opinion of our bankers, the earliest likely date to recover sufficient capacity for a new bond election is 2016
  - The earliest a new school would open is August 2018 pending successful passage of a bond question in November 2016
Interim Facilities Support Plan

2014-15

**APS actions**
- Complete all scheduled bond-related construction projects.
- Proceed with the Board recommendation to construct a new P-8 school on the APS Community Campus.
- Complete a strategic boundary review process for the new P-8 school, including boundary recommendations to the Board of Education for the new school and boundary adjustments at other schools.
- Deploy additional mobile classrooms at overcrowded schools, as needed.
- Address the most critical facility and enrollment capacity needs that are not bond funded with funds from the Support Services Capital Projects budget.
- Begin a formal assessment process to determine the viability of a year-round calendar for schools with projected high enrollment vs. capacity.

**APS Long Range Facilities Advisory Committee actions**
- Continue to analyze and develop recommendations for the next five-year Facility and Technology Needs Report.

Accelerating learning for every APS student, every day.
Interim Facilities Support Plan

2015-16

APS actions

- Implement the boundary changes approved by the Board.
- Deploy additional mobile classrooms at overcrowded schools, as needed.
- Address the most critical facility and enrollment capacity needs that are not bond funded with funds from the Support Services Capital Projects budget.
- Open the new P-8 school on the APS Community Campus.
- Make recommendations to the APS Leadership Team and the Board of Education in fall 2015 regarding schools that are viable candidates to be placed on a year-round calendar.
- If the year-round calendar recommendations are approved, district leadership will work with affected schools and stakeholders to develop an implementation plan for adoption in the 2017-18 school year.

APS Long Range Facilities Advisory Committee actions

- Hold Community Engagement open houses including surveys regarding the proposed five-year Facility and Technology Needs Report in March 2016.
- Present proposed five-year Facility and Technology Needs Report along with community feedback to district leadership by April 2016.
- Present the Facilities and Technology Needs Report along with community feedback to the Board of Education by May 2016.
Interim Facility Support Timeline - Initial

<table>
<thead>
<tr>
<th>2008 Bond Program</th>
<th>Interim Facility Support Plan and Complete 2008 Bond</th>
<th>Discuss Facility Support Options for 2016-17 and 2017-18</th>
</tr>
</thead>
</table>

Accelerating learning for every APS student, every day.
Interim Facility Support Timeline – Revised

NOTE: At the January 20, 2015 Board of Education meeting, Support Services along with the Division of Equity in Learning presented nine options to address enrollment vs. capacity challenges and academic program needs in the near and long term. The Board of Education then instructed Chief Operating Officer, Anthony Sturges, to gather community feedback on the nine options.
On January 20, 2015, the Board considered nine options to address capacity for future enrollment growth and academic program needs:

1. Consider placing a bond question on the November 2016 ballot to fund building improvements and new school construction beginning in the 2017-18 school year
2. Close some school-based preschools and evaluate expanding preschool opportunities at APS Child Development Centers
3. Convert kindergarten from full-day to half-day sessions at some schools
4. Consider operating overcrowded high schools with alternative schedules or split sessions
5. Maximize existing space by moving electives such as technology, art and music to carts or offer as after-school options
6. Increase average class size at some schools and add paraeducator support as needed
7. Adjust district budget to use General Fund dollars to purchase mobiles, make minor space modifications and fund the most critical maintenance repairs beginning in the 2016-17 school year
8. Authorize additional Certificates of Participation (COP) to fund new school construction, building additions and/or mobile classrooms
9. Beginning in the 2017-18 school year, implement a year-round calendar to add 25% capacity at overcrowded schools
Community Engagement
Methodology

- Conducted 14 open houses and public meetings
  - Approximately 600 participants
- Developed visual displays in English and Spanish to share information about enrollment growth, capacity and nine options
- Invited parents, staff and community members to open houses to review the information and provide feedback
  - Communication via mailings, fliers, Aurora Sentinel backpage, APS website, social media and SchoolMessenger calls
- Provided Spanish interpretation at open houses and translated handouts into top eight languages
- Collected feedback via print and online surveys
  - Nearly 1,000 completed surveys
    - 45% parents, 39% staff, 12% students, 4% residents
Community Survey Results
Through June 2015

Options Ranked by Total Support

Options to Fund Facility Expansions

<table>
<thead>
<tr>
<th>Option</th>
<th>Total Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1 - Vote on Bond</td>
<td>88%</td>
</tr>
<tr>
<td>Option 7 - Use General Fund</td>
<td>73%</td>
</tr>
<tr>
<td>Option 8 - Use COPs</td>
<td>73%</td>
</tr>
<tr>
<td>Option 4 - Split Sessions</td>
<td>40%</td>
</tr>
<tr>
<td>Option 2 - Reduce Preschool</td>
<td>39%</td>
</tr>
<tr>
<td>Option 9 - Year Round Calendar</td>
<td>39%</td>
</tr>
<tr>
<td>Option 6 - Increase Class Size</td>
<td>33%</td>
</tr>
<tr>
<td>Option 3 - Reduce Kindergarten</td>
<td>24%</td>
</tr>
<tr>
<td>Option 5 - Electives on Cart</td>
<td>17%</td>
</tr>
</tbody>
</table>

Options to Utilize Existing Facilities

Accelerating learning for every APS student, every day.
Community Survey Results

• Preferred strategy to meet capacity needs by funding facility expansion
  – Option 1: Vote on Bond (88% total support)
  – Option 7: Use General Fund (73% total support)
  – Option 8: Use COPs (73% total support)

• Options to meet capacity needs by reducing/altering academic programming, modifying calendars or schedules, or increasing class size not supported by majority of respondents
  – Option 4: Split Sessions (40% total support)
  – Option 2: Reduce Preschool (39% total support)
  – Option 9: Year Round Calendar (39% total support)
  – Option 6: Increase Class Size (33% total support)
  – Option 3: Reduce Kindergarten (24% total support)
  – Option 5: Electives on a Cart (17% total support)
Community Survey Results

• Anecdotal Survey Comments
  – Majority of comments expressed preference to solve capacity challenges in a manner that does not reduce or alter academic programs
    • The majority preferred placing a bond question on the November 2016 ballot
  – Common themes:
    • Do not remove electives from dedicated classroom time and space
    • Do not reduce preschool or kindergarten offerings
    • Do not increase class size
Next Steps

- Conduct a public opinion poll in mid-September, 2015.
- At the September 29, 2015 Board of Education meeting, the results of the public opinion poll will be presented.
- APS will inform stakeholders about Leadership Team recommendations and invite them to the upcoming Board meetings and work sessions.
- At the October 6, 2015 Board of Education meeting, Support Services and the Division of Equity in Learning will make recommendations to the Board of Education regarding options to address enrollment vs. capacity challenges and academic program needs for the 2017-18 school year.
- At the October 20, 2015 Board Work Session, the Board will be discussing and gathering feedback from stakeholders regarding the recommendations presented on October 6.
- At the October 20 or November 10, 2015 Board of Education meeting, the Board will give the Superintendent direction to address enrollment vs. capacity and academic program needs for the 2017-18 school year.
Questions?
Appendix
1. How much is spent on food and supplies by Nutrition Services?

In 2014-15, approximately $7 million was spent on food and about $571,000 was spent on supplies to provide school meals to our students and staff. We expect to spend similar amounts in 2015-16.

2. What guidelines are followed for the procurement of Nutrition Services food and supplies?

District policy DJB, Purchasing Guidelines, and District regulations DJB-1-R and DJB-2-R, revised December 2013, provide guidance on the District’s current purchasing and solicitation procedures. Quoting from the policy, “All purchases, financial commitments and contracts for services, except insurance premiums and approved capital projects, of $750,000 or more shall be approved by the Board of Education.” Quoting from regulation DJB-1-R, “Cooperative purchasing with other school districts or governmental agencies is encouraged.”

Other guidelines for nutritional content of prepared food are dictated by the Healthy Hunger Free Schools Act.

3. What procurement guidelines have been used previously?

Past practices were based on previous policy and regulation. Policy DJB, revised September 2012, states, “Contracts for services or equipment purchases with a unit value of $750,000 or more shall be approved by the Board of Education.” Historically, none of the previous Nutrition Services’ purchases exceeded the unit value rule. Previous guidance also encouraged the use of cooperative purchasing agreements.

4. Why is the agreement with Food Service of America (FSA) different from previous agreements?

The agreement with FSA is the first time that Nutrition Services has entered into an agreement with a “prime vendor.” A prime vendor contract is defined as a pricing mechanism that distributors offer to operators for items operators frequently buy. The prime vendor contract provides a degree of assurance that the vendor has a market for the company’s products and the operator (Nutrition Services) has a reliable supply of goods at a reasonable cost. In 2014-15, Nutrition Services used a variety of vendors and purchased food from 15 vendors. These vendors were Andrews Foodservice, Atlas Distributing, Churchfield, Dawn Foods, Front Range Wholesale, Stafford Flour, Stillman Meats, Sysco Denver, Advance Beef, Cargill Food Solutions, Jennie-O Turkey,
JTM Foods, Land-O-Lakes, Michael Food, and Tyson Chicken. In 2015-16, Nutrition Services will consolidate food buying purchases to a single prime vendor, FSA.

In addition, this is the first time that Nutrition Services entered into a cooperative buying agreement with three other school districts. APS currently participates in other buying cooperatives. Examples are: US Communities, Western States Contracting Alliance, BOCES and the Cooperative Educational Purchasing Council. These coops provide classroom furniture, technology items, LED signage, audio/visual equipment, appliances, marker boards and more.

5. What was the procedure followed for the FSA award?

The Request for Proposal (RFP) was posted on the Rocky Mountain E-Purchasing website. APS routinely uses this website to advertise our RFPs. Five vendors responded to the RFP: FSA, Sysco, Andrews, Front Range, and Hi Liner. Representatives from the four districts in the cooperative reviewed the responses and rated them for price, service capability, technology, and overall proposal content. FSA received the highest score and received the award.

6. How is the District financially obligated to the four-district cooperative? Any other obligations to the cooperative?

APS’s only financial obligation is limited to paying for the items that we purchase. Listed below is the RFP language that explains how the coop or part of the coop may cancel or terminate services with the prime vendor.

**Termination** – The Contracting Officer, by written notice, may terminate this contract, in whole or in part, when it is in the Government’s interest. If this contract is terminated, the Government shall be liable only for payment of this contract for services rendered or goods provided before the effective date of termination.

7. What are the advantages of participating in the four-district cooperative?

The purchasing cooperative is formed and operated to meet the needs of its members. Cooperatives leverage the buying power of four school districts to purchase products or services. Historically, APS food prices have increased about eight percent each year. An analysis of high volume items, based on co-op prices, indicates an average cost decrease of about six percent. Please see the price comparison and projected cost analysis on the last page of this FAQ. Based on market conditions, some food prices could increase while others decrease. The collective buying power of the coop is expected to protect us from large variances in prices. One example of the power of collective buying power is the expected price decrease in breakfast cereal. Our Breakfast after the Bell program will benefit from those reduced costs.
8. What other contracts or awards does Nutrition Services expect to award that exceed the $750,000 Board approval threshold?

The Board will receive information about two additional awards that are expected to exceed the $750,000 threshold: 1) Meadow Gold Dairy for daily milk deliveries and 2) Andrews Foodservice for fresh produce.

9. How does the Nutrition Services staff assure that the food and supplies are of the best price and quality?

Prices for standard inventory items are bid out at least once a year. Cafeteria managers, coordinators and the Director of Nutrition Services perform quality checks on prepared food. Nutrition Services warehouse employees and the Nutrition Services buyer check for price compliance to the bid or award.
<table>
<thead>
<tr>
<th>Item</th>
<th>SY 12-13 Case Price</th>
<th>SY 12-13 Qty Purch</th>
<th>SY 12-13 Total Cost</th>
<th>SY 13-14 Case Price</th>
<th>SY 13-14 Qty Purch</th>
<th>SY 13-14 Total Cost</th>
<th>SY 14-15 Case Price</th>
<th>SY 14-15 Qty Purch</th>
<th>SY 14-15 Total Cost</th>
<th>SY 15-16 Case Price</th>
<th>SY 15-16 Qty Purch</th>
<th>SY 15-16 Total Cost</th>
<th>Projected Savings over Prior Year</th>
<th>% Cost increase/decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef, raw 90% lean</td>
<td>$147.00</td>
<td>704</td>
<td>$103,488.00</td>
<td>$146.25</td>
<td>882</td>
<td>$128,992.50</td>
<td>$144,613.50</td>
<td>$126.34</td>
<td>842</td>
<td>$106,378.28</td>
<td>$38,235.22</td>
<td>26%</td>
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</tr>
<tr>
<td>Pizza, Cheese</td>
<td>$62.94</td>
<td>3501</td>
<td>$220,352.94</td>
<td>$51.26</td>
<td>4938</td>
<td>$253,121.88</td>
<td>$319,396.77</td>
<td>$52.49</td>
<td>6277</td>
<td>$327,380.13</td>
<td>$(7,983.36)</td>
<td>-2%</td>
<td></td>
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</tr>
<tr>
<td>Cereal, Grr Toast Crunch</td>
<td>$20.10</td>
<td>3646</td>
<td>$77,304.60</td>
<td>$19.53</td>
<td>2422</td>
<td>$47,301.66</td>
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<td>$(3,018.75)</td>
<td>-7%</td>
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</tr>
<tr>
<td>Cereal, Fr Mini Wheats</td>
<td>$18.64</td>
<td>3081</td>
<td>$57,429.84</td>
<td>$22.60</td>
<td>108</td>
<td>$2,440.80</td>
<td>$7,951.85</td>
<td>$7,951</td>
<td>443</td>
<td>$1,634.67</td>
<td>17%</td>
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<tr>
<td>Catsup</td>
<td>$17.83</td>
<td>1654</td>
<td>$29,490.82</td>
<td>$17.01</td>
<td>1517</td>
<td>$25,804.17</td>
<td>$14,345.30</td>
<td>$18.04</td>
<td>835</td>
<td>$15,063.40</td>
<td>$(718.10)</td>
<td>-5%</td>
<td></td>
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</tr>
<tr>
<td>Tomatoes, Diced</td>
<td>$22.79</td>
<td>546</td>
<td>$12,443.34</td>
<td>$18.74</td>
<td>114</td>
<td>$2,250.36</td>
<td>$16,999</td>
<td>16.99</td>
<td>959</td>
<td>$16,293.41</td>
<td>$(469.91)</td>
<td>-3%</td>
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<tr>
<td><strong>Annual Cost and Savings</strong></td>
<td><strong>$550,133.59</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td><strong>$516,418.32</strong></td>
<td><strong>$33,717.27</strong></td>
</tr>
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</table>
# Board of Education Proposed Workshop Schedule
## 2015-16 School Year

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 15</td>
<td>Nutrition Services, Free and Reduced Lunch/CEP/Meals for Students</td>
</tr>
<tr>
<td>Sept. 29</td>
<td>Enrollment and Capacity Community Survey Results</td>
</tr>
<tr>
<td>Oct. 20</td>
<td>Aurora Compact and Partnership/Development Opportunities with City of Aurora</td>
</tr>
<tr>
<td>Nov. 17</td>
<td>Report from P-20 Learning Community Directors</td>
</tr>
<tr>
<td></td>
<td>- Overview of District Schools (map and one page snapshot, including Charters, Pilots, Innovation, Child Development Centers)</td>
</tr>
<tr>
<td></td>
<td>- Overview of District Programs (including Time and Opportunity/Expanded Learning Opportunities; IB, AP, Aurora Lights, etc.)</td>
</tr>
<tr>
<td>Dec. 15</td>
<td>Board Policy Governance and District Policies Review</td>
</tr>
<tr>
<td></td>
<td>(review policy governance after November election)</td>
</tr>
<tr>
<td>Jan. 19</td>
<td>State of School Finance and Legislative Update</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>Assessments, Accountability and community engagement Update</td>
</tr>
<tr>
<td>March 15</td>
<td>Recruitment/Retention of High Quality Teachers</td>
</tr>
<tr>
<td></td>
<td>- Teachers and Staff Diversity/Hiring Model</td>
</tr>
<tr>
<td></td>
<td>- Equity (Yemi Stembridge)</td>
</tr>
<tr>
<td>April 19</td>
<td>Discipline Practices (including Restorative Justice);and Building Climate Surveys (TELL)</td>
</tr>
<tr>
<td>May 17</td>
<td>Hold Open</td>
</tr>
<tr>
<td>June 21</td>
<td>Hold Open</td>
</tr>
</tbody>
</table>

Ongoing information reporting on:
- APS 2020 Strategic Plan;
- Student Achievement;
- Legislative Updates; and
- School Innovation and Turnaround work
Federal Relations Network (FRN)

The Federal Relations Network Committee met on August 14 at the CASB office. The committee was joined (via conference call) by staff members from Senator Bennett’s office and NSBA during the course of the morning.

There are three important education topics at the federal level.

**Reauthorization of ESEA.** It has been over 8 years since Congress has updated and reauthorized the cornerstone legislation regarding federal involvement in public education. Congress has made significant progress towards coming to an agreement.

- H. R. 5 (House side of the bill) was passed on July 8.
- ESEA - S. 1177 (Senate side of the bill was passed on July 16th).

Positive aspect of both bills – 1) **Affirmation of local and community leadership in public education.** Congress adopted NSBA’s language that seeks to prevent local school districts from coercion into ill-advised or misguided federal education mandates.

Both bills must be reconciled and re-voted upon by both the House and the Senate before it can go to the President for his signature. (There were over 100 amendments and 65 were adopted in the House version.)

**Action:**

1) Thank members of Congress for their work in making public education one of the most important issues before this congress.
2) Keep the momentum going to reauthorize and modernize ESEA this fall while the differences between the two bills are reconciled.
3) Give the President a final bill to sign that reaffirms local governance and decision making in public education and rejects private school vouchers.
4) School boards have unique language in both the House and Senate bills to prevent coercive, misguided policies so please continue to support these provision as the bill continues its journey to the President.

**Sequestration**

As Congress returns to what many refer to as “regular order” with customary legislative action underway for appropriations and other bills, the House and Senate are facing another constraint similar to Fiscal Year 2013 – the possibility of a subsequent round of across-the-board budget cuts, called **SEQUESTRATION.** This was imposed by the **Budget Control Act of 2011!!** There needs to be an agreement to avoid sequestration in the next fiscal year which begins October 1.

**Fiscal Year 2016 funding –**

- House Appropriation Committee bill would raise the federal investment in special education grants under IDEA by **$500 million** and would **sustain funding for Title 1 grants** for disadvantaged students.
- Senate Appropriations Committee’s respective bill would also increase the IDEA investment by **$125 million** and would provide an **additional $150 million to Title 1 grants.**

**Action:** 1) **Protect education** as an investment critical to economic stability and American competitiveness, including Title 1 and IDEA. 2) Encourage leadership and involvement in bipartisan discussions so that the Budget Control Act can be amended and forge a solution that will address the across-the-board cuts to education that would affect our students and communities.
Concern has been expressed about an Obama veto.

**Child Nutrition**

The *Healthy, Hunger-Free Kids Act* (current version of the Child Nutrition Act) expires on September 30, 2015. It authorizes six federal food programs, including the school lunch and breakfast programs. Over thirty million children rely on these programs as part of their educational experience.

Many districts report the following:

- Increased costs
- Decreased participation and other unintended consequences
  - Whole grain requirements
  - Sodium reduction

School districts have been challenged in their ability to deliver on the law’s promise. Other issues include inadequate federal reimbursement, competitive food standards and new reporting/administrative requirements also present operational and fiscal challenges.

**Action:** Craft a child nutrition reauthorization bill that gives local school districts the authority and flexibility to make adjustments honoring the spirit and intent of the law so they can provide students with healthy, nutritious and appetizing meals that children need to succeed academically.
II – INFORMATIONAL REPORTS

A. BOARD OF EDUCATION REPORT

1. **APS Foundation**
   
   **Overview**
   
   The Board will meet the new Executive Director and hear from the chair about Foundation updates and strategic priorities.

B. SUPERINTENDENT’S REPORT

   **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.**

C. LEADERSHIP TEAM REPORT

1. **Policy Governance Audit Report**
   
   **Presentation**
   
   (Attachment under separate cover)
   
   The Board of Education will be presented with the third quarter 2014-15 school year Policy Governance Audit Report by Internal Audit staff.

2. **Aurora Community-Based Transformation, Innovation and Opportunity Network (ACTION) Zone Update**
   
   (Attachment under separate cover)
   
   The Board will hear an update related to the Aurora Community–Based Transformation, Innovation and Opportunity Network (ACTION) Zone.

   
   (Attachment under separate cover)
   
   Under C.R.S. 22-45-102(1)(b), the Board of Education shall review the financial condition of the school district at least quarterly during the fiscal year. The unaudited financial information as of June 30, 2015, is presented to the Board for its review. The report includes budgeted and actual amounts spent and received for each fund for the current and prior fiscal year, expected year end balances, and a comparison of the expected year-end fund balances with the amount budgeted for that fiscal year.
4. Policy IKA/IKAB, Grading Assessment Systems

Overview

(Attachment II-C-4)

Policy IKA/IKAB, Grading Assessment Systems, has been revised to correspond with CASB recommendations.

Five-Minute Recess 7:45 - 7:50
III – CONSENT AGENDA

A. BOARD OF EDUCATION
   No Items

B. SUPERINTENDENT OF SCHOOLS
   No Items

C. DIVISION OF ACCOUNTABILITY AND RESEARCH
   No Items

D. DIVISION OF EQUITY IN LEARNING
   No Items

E. DIVISION OF FINANCE

1. Meadow Gold Dairy 2015-16  
   Staff Responsible – Trautenberg  
   Purchase Agreement  
   7:50 - 7:51

   Meadow Gold Dairy has been selected to provide milk and dairy products for the purpose of providing school meals to students and staff. Nutrition Services estimates annual expenditures with Meadow Gold Dairy to be $2,000,000.

   Nutrition Services entered into a Request for Proposal (RFP) process to solicit bids for milk and dairy products for the 2015-16 school year. The RFP was advertised on the Rocky Mountain E-Purchasing website. Nineteen vendors on the E-Purchasing website were eligible to respond to the RFP. Meadow Gold Dairy was the only vendor to respond to the RFP. Factors considered in the evaluation of this RFP were the ability of the vendor to conform to food safety guidelines, price and product quality. Based on these factors, the award was made to Meadow Gold Dairy.

   RECOMMENDATION: The Board of Education approve the agreement with Meadow Gold Dairy for the 2015-16 school year.

2. Andrews Foodservice 2015-16  
   Staff Responsible – Trautenberg  
   Purchase Agreement  
   7:51 - 7:52

   After evaluation of bids received, Andrews Foodservice has been selected to provide fresh produce for the purpose of providing school meals to students and staff. Nutrition Services estimates annual expenditures with Andrews Foodservice to be $1,500,000.

   Nutrition Services entered into a Request for Proposal (RFP) process to solicit bids for fresh produce for the 2015-16 school year. The RFP was posted on the Rocky Mountain
E-Purchasing website. Five vendors responded to the RFP, including Andrews Foodservice, American Produce, Fresh Pack, Fresh Point, and Colo-Pac. The responses were evaluated on key factors such as quality of services offered, ability to provide desired number of deliveries, ability to conform to food safety guidelines, experience of the firm, management’s experience, product cost and financial capability of the firm. Based on these factors, the award was made to Andrews Foodservice.

RECOMMENDATION: The Board of Education approve the agreement with Andrews Foodservice for the 2015-16 school year.

F. DIVISION OF HUMAN RESOURCES

1. Classified Personnel

   Staff Responsible – Smith
   7:52 - 7:53

   a. Resignation

      1) Winnifred Baxter 08-28-15  Assistant, Nutrition Services, East
      2) Nicola Brunner 05-20-15   Assistant, Nutrition Services, Clyde
         Miller P-8
      3) Jacqueline Candelaria 8-11-15 Clerk, Department, ECE, ESC 2
      4) Maria Cruz 09-04-15  Assistant, Nutrition Services, East
      5) Audrey Erger 08-18-15  Paraeducator, Severe Needs/Life Skills, Kenton
      6) Liliana Esqueda 08-10-15  Paraeducator, Classroom, Sable
      7) Billy Harrison 08-28-15  Custodian, Aurora Hills
      8) Catherine Hughes - 08-10-15 Bus Driver, Transportation
         Robinson
      9) Jennifer Leibson 08-14-15  Paraeducator, Transportation
      10) Sarah McLean 09-01-15  Educational Assistant, Technology, Hinkley
      11) Matthew Melendez 08-12-15  Paraeducator, Emotionally Disabled, Columbia
      12) Carolynn Price 08-07-15  Paraeducator, Transportation
      13) Jose L. Sanchez 05-20-15  Bus Driver, Transportation
      14) Lynette Sessions 08-24-15  Secretary, Principal, Peoria
      15) Kaneshia Sherman 08-14-15  Paraeducator, Transportation
      16) Lisa Sorensen 08-14-15  Paraeducator, Severe Needs/Life Skills, AWCPA
      17) Ann Tan 05-20-15  Assistant, Nutrition Services, Aurora Frontier K-8
      18) Derrick Tanner 08-20-15  Paraeducator, Transportation
      19) Brandon Williams 05-20-15  Bus Driver, Transportation
      20) Antonette Zanders 08-21-15  Campus Monitor, Hinkley

   b. Appointment

      1) Yusra Aboqalam 08-14-15  Paraeducator, Classroom, Virginia Court
      2) Arely Aguilera 08-10-15  Paraeducator, Infant Lab, Early
3) Mai Ali 08-10-15
   Paraeducator, Severe Needs/Life Skills, Vassar
4) Neosha Allen-Singleton 8-11-15
   Paraeducator, Emotionally Disabled, Century
5) Jennifer Araiza-Hernandez 08-18-15
   Paraeducator, Classroom, Altura
6) Marilyn Ayala 08-10-15
   Paraeducator, Severe Needs/Life Skills, Dartmouth
7) Jessica Bahena Melchor 8-10-15
   Paraeducator, Classroom, Kenton
8) Dianelis Banus-Caballero 08-06-15
   Bus Driver, Transportation
9) Shanique Bascombe 8-20-15
   Paraeducator, Classroom, Crawford
10) Reuben Beachem 08-06-15
    Paraeducator, Transportation
11) Darcy Bentley 08-10-15
    Paraeducator, Classroom, Virginia Court
12) Kim Black 08-12-15
    Educational Assistant, Technology, Vaughn
13) Chaival Booker 08-17-15
    Paraeducator, Preschool, Mosley P-8
14) Leah Breitung 08-12-15
    Paraeducator, Classroom, Vaughn
15) Ariane Brown 08-10-15
    Paraeducator, Severe Needs/Life Skills, Peoria
16) Spencer Burns 08-06-15
    Educational Assistant, ELA, Tollgate
17) Reiley Byers 08-10-15
    Paraeducator, Severe Needs/Life Skills, Fletcher
18) Enoc Castillo 08-10-15
    Campus Monitor, APS Online High School
19) Colleen Collier 08-17-15
    Paraeducator, Preschool, Mosley P-8
20) Mistelle Comeau-Jimenez 08-10-15
    Paraeducator, Classroom, Dartmouth
21) Chrystal Cooper 08-17-15
    Paraeducator, Severe Needs/Life Skills, Fletcher
22) Louise Cortez 08-10-15
    Educational Assistant, Media Technician, Mrachek
23) LaTyra Crowder 08-12-15
    Paraeducator, Classroom, Iowa
24) Donald Daniels 08-06-15
    Bus Driver, Transportation
25) Nicole Deason 08-10-15
    Paraeducator, Classroom, Fletcher
26) Maila Dean 08-04-15
    Facilitator, Preschool, Virginia Court
27) Charlotte de Souza 08-10-15
    Paraeducator, Preschool, Laredo CDC
28) Brandon Duran 08-06-15
    Paraeducator, Transportation
29) Michelle Esquivel 08-13-15
    Paraeducator, Classroom, Wheeling
30) Vivian Flores 08-07-15
    Paraeducator, Classroom, Tollgate
31) Carol Franke 08-14-15
    Paraeducator, Classroom, Fletcher
32) Debra Galbreth 08-10-15
    Paraeducator, Classroom, Clyde Miller P-8
33) Ashley George 08-17-15
    Paraeducator, Classroom, Mosley P-8
34) Iarrell Gilliam 08-13-15
    Educational Assistant, Media Technician, Rangeview
35) Stefan Ginsberg 08-06-15
    Bus Driver, Transportation
36) Alonzo Grainger 08-10-15
    Campus Monitor, Aurora Hills
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**c. Leave of Absence**
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<tr>
<td>Janel Sitta</td>
<td>05-20-15</td>
<td>Paraeducator, Severe Needs/Life Skills,</td>
<td>Crossroads</td>
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<td>08-10-15</td>
<td>Interpreter, Educational Sign Language,</td>
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<td>Jeanetta Arenholz</td>
<td>08-10-15</td>
<td>Educational Assistant, Classroom to Educational</td>
<td>Dalton</td>
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<td>Assistant, Media Technician</td>
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<td>Crystal Revoal</td>
<td>08-10-15</td>
<td>Paraeducator, Classroom to Paraeducator, Classroom</td>
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<td>Rose Stokes</td>
<td>08-10-15</td>
<td>Paraeducator, Emotionally Disabled to Paraeducator</td>
<td>Columbia</td>
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<td>Arlem Sanjuan</td>
<td>08-03-15</td>
<td>Assistant to the Deputy Superintendent to Assistant</td>
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<td>Cynthia Willer</td>
<td>08-05-15</td>
<td>Clerk, General Ed Support to Clerk, Department,</td>
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<td>Monica Carrillo</td>
<td>08-07-15</td>
<td>Paraeducator, Severe Needs/Life Skills, Laredo</td>
<td>Fulton</td>
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<td>CDC to Paraeducator, Health/Office</td>
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<tr>
<td>Catherine Dean</td>
<td>08-10-15</td>
<td>Paraeducator, Severe Needs/Life Skills,</td>
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<td>to Campus Monitor</td>
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<tr>
<td>Plezhette Dudley</td>
<td>07-28-15</td>
<td>Assistant, Nutrition Services, ESC 3 to Manager,</td>
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<td>Cook I, Mosley P-8</td>
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<td>Jessica Garcia</td>
<td>08-10-15</td>
<td>Paraeducator, Classroom, Vista Peak Exploratory</td>
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<td>to Arkansas</td>
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<td>Rosio Jenkins</td>
<td>08-10-15</td>
<td>Paraeducator, Classroom to Educational Assistant,</td>
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<td>Lucas Martinez</td>
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<td>Paraeducator, Classroom to Educational Assistant,</td>
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<td>Magdalena Ocampo</td>
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<td>Estephan Sanchez</td>
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<td>Georgina Sevier</td>
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<td>Shataquwha Thomas</td>
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<td>1)</td>
<td>Rebecca Dater</td>
<td>09-30-15</td>
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<td>Lorrie Huff</td>
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<td><strong>Licensed Personnel</strong></td>
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<td>a)</td>
<td>Resignation</td>
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<td>1)</td>
<td>Kimberly Johnston</td>
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<td>Laura Kennedy</td>
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<td>Appointment</td>
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<td>1)</td>
<td>Ian Calvert</td>
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<td>Olivia Fiergola</td>
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<td>Carol Gianfrancisco</td>
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<td>Joi Green</td>
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<td>Darcia Head</td>
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<td>Alexis LaHendro</td>
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<td>David Loudenslager</td>
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<td>Riley Martin</td>
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<td>Bonnie Martinez</td>
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<td>15)</td>
<td>Jenna Prewitt</td>
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<td>16)</td>
<td>David Robinson</td>
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<td>17)</td>
<td>Beth Roshon</td>
<td>08-06-15</td>
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c. Leave of Absence

1) Susan Clark 08-21-15 Medical
   First Grade, Sable
2) Katrina Maccalous 08-19-15 Medical
   First Grade, Peoria
3) Amber Swain-Robisch 6-03-15 Medical
   English Language Arts, Vista Peak Preparatory

d. Return From Leave of Absence

1) Amy Bradac 08-06-15 Science, Aurora Frontier K-8
2) Christa Cecere 08-06-15 Fifth Grade, Murphy Creek P-8
3) Erika Irvin 07-29-15 English Language Arts, Vista Peak Exploratory
4) Katherine McQuown 08-06-15 ELA Teacher, AWCPA
5) Mildred Mejia Calix 08-06-15 Foreign Language, Gateway
6) Taicha Myers 08-06-15 Foreign Language, Hinkley

e. Reassignment

1) Staci Jordan 08-06-15 Psychologist, Dartmouth to Dartmouth/ESS-ESC 2
2) Ann McLane 08-06-15 Kindergarten, Fulton to Side Creek
3) Hana Stoneman 08-03-15 Speech Language Pathologist, Mrachek/ESS-ESC 2 to Jewell/Side Creek

f. Transfer

1) Jennifer Bielke 08-25-15 Second Grade, Peoria to TOSA, Teaching Partner – General Instruction, Altura
2) Jannelle Davis 08-06-15 First Grade/TOSA, Teacher Leader, ELA, Wheeling to First Grade, Mosley P-8
3) Robert Hultman 08-06-15 English Language Arts, Vista Peak
4) Amanda McLean 08-17-15 Exploratory to East
Third Grade, Aurora Quest to TOSA, Instructional Support, Division of Equity in Learning, ESC 2

5) Kimberly Petersen 08-24-15 Cross Categorical, South to TOSA, Instructional Support, Mrachek

6) Kerrie Schultz 08-06-15 TOSA, Teaching Partner-General Instruction, Mrachek to Gateway

7) Vanessa Valencia 08-04-15 TOSA, Administrative Support to Assistant Principal, Vista Peak Exploratory

8) Kristin Wiedmaier 07-27-15 Math to Assistant Principal, William Smith

g. Retirement

Yvonne Buck 09-09-15 Occupational Therapist, ESS – ESC 1

3. Non-Licensed Administrative & Professional/ Technical Personnel

Staff Responsible – Smith 7:54 - 7:55

a. Appointment

1) Fayette Augillard 07-27-15 Coordinator, Post -Secondary Workforce Readiness, Division of Equity in Learning, ESC 2

2) Fatimah Ben-Masaud 8-31-15 Coordinator, Post -Secondary Workforce Readiness, Division of Equity in Learning, ESC 2

3) Robert Epstein 07-27-15 Coordinator, Post -Secondary Workforce Readiness, Division of Equity in Learning, ESC 2

4) Joshua Kusch 08-31-15 Specialist, Post-Secondary Workforce Readiness Partnerships, Division of Equity in Learning, ESC 2

5) Jenise Rosa 07-27-15 Coordinator, Post-Secondary Workforce Readiness, Division of Equity in Learning, ESC 2

6) Pamela Rouch 08-03-15 Coordinator, Post-Secondary Workforce Readiness, Division of Equity in Learning, ESC 2

7) Brandon Wright 07-27-15 Coordinator, Post-Secondary Workforce Readiness, Division of Equity in Learning, ESC 2

RECOMMENDATION: The Board approve the personnel actions as presented.
G. DIVISION OF SUPPORT SERVICES

No Items
IV – ACTION ITEM

A. 1. **Action on Arbitration Decision**  
7:55 - 8:10

(Attachment under separate cover)

In accordance with Article 44 of the master agreement between the School District and the Aurora Education Association, the Board of Education is asked to take official action on an Association grievance.

A grievance was filed by the AEA in which it was alleged that the District violated the collective bargaining agreement when it unilaterally changed the salary schedule by adding step increases for teachers at a single school. Grievance steps in accordance with the master agreement were followed. An arbitration hearing was held in June 2015, and following the hearing, a written advisory opinion was issued on July 20, 2015. Pursuant to Article 44 of the Master Agreement, the Board must now take official action on the decision of the arbitrator.
V – BOARD WORK

A. Ends Conversation

1. **Open Dialogue** 8:10 - 8:25
   - Standing Committee Report
   - Future Business

2. **Policy Perception Checklist** 8:25 - 8:35
   - 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?

B. **Board Self-Monitoring** 8:35 - 8:45

Mary W. Lewis, Self-Monitoring Facilitator
VI – CONCLUDING ITEMS

A. OPPORTUNITY FOR AUDIENCE

B. NEXT MEETING DATE

The next work session of the Board of Education will be held on September 15, 2015, at 6:00 p.m. in the Mt. Massive Conference Room of the Professional Learning and Conference Center.

C. ADJOURNMENT
Attachment II-C-4

Policy IKA/IKAB, Grading Assessment Systems
GRADING/ASSESSMENT SYSTEMS

Student evaluation is a multi-faceted process for identifying and communicating student progress. Evaluation occurs before, during and after specific learning experiences. Evaluation takes place in an educational setting which stresses the needs, characteristics and well-being of the learner. Multiple evaluation techniques are used to determine the progress of the students.

State Assessment System

State and federal law require district students to take standardized assessments in the instructional areas of English language arts, math and science. State law also requires students to take standardized assessments in the instructional area of social studies. Accordingly, the district shall administer standardized assessments pursuant to these state and federal legal requirements.

State law also requires the district to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and the district's assessment calendar. This policy and its accompanying regulation represent the district's processes to address these requirements.

Pencil and Paper Testing Option

The district may determine that a specific classroom or school within the district will use pencil and paper to complete the computerized portions of a state assessment. Factors that will be considered in making this determination include:

- the technological capacity and resources of the particular school/classroom;
- students' previous experience with computerized and written assessments;
- whether the instructional methodology of the particular school/classroom is consistent with the use of computerized assessments or written assessments; and
- the logistics of administering the state assessment in different formats at a particular school or schools.

Prior to making this determination, the superintendent or designee shall consult with the school principal(s) affected by this determination as well as parents/guardians of students enrolled in the district.

For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment shall be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

Parent/Guardian Request for Exemption
GRADING/ASSESSMENT SYSTEMS

A parent/guardian who wishes to exempt his or her child from a particular state assessment or assessments shall make this request in accordance with this policy’s accompanying regulation.

In accordance with state law, the district shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments.

This policy’s exemption process shall apply only to state assessments and shall not apply to district or classroom assessments.

Sharing of Student State Assessment Results with Parents/Guardians

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the district and for each public school in the district based on the state assessment results for the preceding school years. This information shall be included in each student’s individual student record. Appropriate school personnel, including those who work directly with the student, shall have access to the student’s state assessment results and longitudinal academic growth information and shall share with and explain that information to the student’s parent/guardian.

District Assessment System

In addition to the state assessment system, the district has developed a comprehensive assessment system that:

- challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge;
- includes “early warning” features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary;
- provides reliable and valid information on student and school performance to educators, parents/guardians and employers; and
- provides timely and useful data for instructional improvement and improved student learning, including feedback, useful in determining whether the curriculum is aligned with the district’s academic standards.

Additional Assessment Information for Parents/Guardians

In accordance with state law and this policy’s accompanying regulation, the district shall distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and district assessments that the district plans to administer during the school year.

Classroom assessment system
Classroom assessment practices shall be aligned with the district’s academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning.

**Student progress communication to parents/guardians**

Student progress is communicated to both students and their families in many forms. One method for this communication is the report card. The report card seeks to accurately report the progress of the whole child based on information from many sources. In support of the child, this report reflects achievement, effort and the professional judgment of teaching personnel.

Student report cards shall be completed at the end of each quarter (nine weeks) of the school year. Schools requesting a reporting system other than by quarters shall require prior approval of the Superintendent or Deputy Superintendent.

Teachers, counselors and administrators are encouraged to contact parents or guardians by phone, e-mail, U.S. mail, home visits or conferences to discuss student progress at any point throughout the quarter for any student who is 1) failing a particular course; and/or 2) in the opinion of the teacher, not performing to potential. This does not preclude sending progress reports in the form of commendation or utilization of additional appropriate means to enhance the reporting of student progress.

Understanding, concern and involvement are necessary among family, student and teachers to make communication about student progress most effective.

Criteria for grading student progress will be prescribed by the Superintendent of Schools.

**LEGAL REFs:**

C.R.S. 22-7-1006.3 (1) *(state assessment implementation schedule)*

C.R.S. 22-7-1006.3 (1)(d) *(district must report to CDE the number of students who will take the state assessment in a pencil and paper format)*
GRADING/ASSESSMENT SYSTEMS

C.R.S. 22-7-1006.3(7)(d) (state assessment results included on student report card if feasible)
C.R.S. 22-7-1006.3 (8)(a) (policy required to ensure explanation of student state assessment results)
C.R.S. 22-7-1013 (1) (district academic standards)
C.R.S. 22-7-1013 (6) (policy required regarding the use of pencil and paper on state assessments)
C.R.S. 22-7-1013 (7) (procedure required concerning distribution of assessment calendar to parents/guardians)
C.R.S. 22-7-1013 (8) (policy and procedure required to allow parents to excuse their children from participation in state assessments)
C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009)
C.R.S. 22-11-203 (2)(a) (principal required to provide educators access to their students’ academic growth information “upon receipt” of that information)
C.R.S. 22-11-504 (3) (policy required to ensure explanation of student state assessment results and longitudinal growth information)

CROSS REFS.: AED, Accreditation
IKAE-R, Grading – Student-Initiated Course Withdrawal
JE-R, Student Attendance
JRA/JRC, Student Records/Release of Information on Students