

**DCSD Special School Board Meeting
1-9-10**

Present: Ryan Stuart, John Carson, Douglas Benevento, Dan Gerken, Clifton Stahl, Justin Williams, and Meghann Silverthorn

8:45 a.m.: Superintendent Search Firm (Rick O'Connell and Ellen Bartlett)

- O'Connell: We are a little behind where we would like to be in this process but we can get started now. We are here to assist you in the process and it is your process and can be modified with timelines, events, etc. Time is of the essence because the firm has 30 other districts searching for a superintendent already. However, this is the only district that we (Ellen and Rick) are working on. We have had meetings with most of the Board members so we can cement what qualities you are looking for, we want to get that out soon because some candidates are waiting to see what you want. Some candidates have come forward already and some are willing to make themselves know and some not (because of their current professional situation). We will go through a flow chart that shows the process. Dan has been appointed as your liaison with us. We hope to have the leadership profile by early February and be able to post it on your website and our website. We will also discuss some of the candidates, confidentiality, and details of the postings and where they will be. Bartlett: (referenced the flowchart that has been given to the Board members). We have already begun interviewing Board members and setting up community discussions. Advertisements have already gone out, it is general at this point. Normally during the screening process is done by us and we bring to you a recommended slate of candidates but from early conversations with you and Dan, it has been mentioned that you want to be more deeply involved in the screening process. We need to have more details on how to do that, normally Rick and I do that ourselves. Dan, jump in here so we know what our role is. Gerken: my recommendation is for you to send me the resumes with your normal comments and I will make that available to the other Board members. Ellen: do you want those received piecemeal or all at once. They come in pieces, it would be a huge paper shuffle. Rick: I suggest you wait until they are complete. Gerken: that sounds fine. If you get something (a resume) that you think should be thrown out send that on and I will respond to it. O'Connell: I would caution to all of you that everything is highly confidential and under no circumstances can any of the names get out. Bartlett: regarding references, it is most appropriate for us to make those calls. Gerken: it that on the approach or at the final stages. O'Connell: the approach will be handled by us. Stahl: do you remember about how many candidates we had for Jim's job? Rick: I don't, I was not involved with that process. Stahl: we hired you as consultants so I don't feel like I am going to go through all of the applicants. Do you rank them? Rick: we rank them and then go through the 1's and 2's and then when we have about 12 we go through and interview them. Ellen: when we look through them and identify if someone is not qualified, we can weed them out. Benevento: a lack of a public education background would disqualify a candidate under your process? Rick: no. Ellen: someone with a strong financial background is going to important that is what we are hearing. Williams: from your conversations with the different board members are we being too "pie in the sky." Ellen: no, you want someone that is great. Gerken: as you do your 1,2,3 classifications lets make

that available to the board members. So we can discuss putting someone back in if they are taken out. It is up to the Board members and how much time they want to put in. Rick: we ask you, Dan, to coordinate the correspondence so we know it is a board decision to put someone back in. Stahl: Dan are you thinking we will respond to you and you will coordinate those comments? So if you are hearing from more than one board member you could put them back in. Gerken: lets wait and decide that. Stahl: why would we wait if a majority of the Board says they want someone back in? Gerken: yes, that is a good suggestion when we get further on and Ellen and Rick have scrutinized the candidates. Can we look and see if a majority of the Board sees that a certain candidate is missing we can put them back in? Bartlett: the application can be 30 pages long. Gerken: you have 1,2,3's how many 2's would you guess you would have? O'Connell: it depends. On paper they are great, but in person they are out. Bartlett: we don't sit and collect everything and wait. If we see a great candidate we will start interviewing them as soon as we can so we don't wait and lose a good candidate. Stewart: are we able to scan the applications into our Board packet? Bartlett: they will be available on our site, but you cannot access ours. Stewart: we just want to be able to access it early on, is that O.K.? O'Connell: it is just that you have to understand how highly confidential it all is.

- A timeline was handed out to the Board. Rick explained that they have already been touching base with candidates. The timeline deals with the initial screening of candidates and recommendations of two days of a slate of finalist candidates (all of this stays confidential). Candidates would be narrowed down from semi-finalists to finalists. When the finalists are identified that is the time when other people can become part of the process. Site visits may be used. It is recommended that you do a site visit to the candidate's site.
- Questions? Williams: you explained sometimes you have a finalist of one or a slate when you announce. Why would you announce more than one person and risk embarrassing the person/persons who are not selected? O'Connell: if something happens at the very end you don't have a fallback candidate. Gerken: you could come up with something odd in the diligence at the end. Bartlett: also, you may not have a far away candidate. O'Connell: you may also have a difference between the board. Gerken: I also discussed with Rick and Ellen bringing a select group of community leaders to take part in the semi-finalist to finalist stage. Rick was worried about confidentiality. So I wondered if we do make the decision on a few finalists involving some of our elected officials in the process. Bartlett: we have heard from several Board members that they would like to bring others into the process. O'Connell: that would most likely happen at the final stage. Other districts have involved teachers, classified staff, and parents at the final stage. The groups you want them to meet with are up to you.
- Thursday February 11th at 7:00 they will present all of the information they have gained. Another venue will have to be found because the Boardroom is not available.
- March 11th, informational meeting on background of candidates and will work to finalize questions. March 13th and 14th candidate interviews would begin. At the conclusion of the 14th interviews the Board will be identifying finalists. That information will become public for a two-week window (per Colorado law). The

final decision may be based on site visits and anything that comes out of the two-week window.

- Firm handed the Board members a list of the groups they typically meet with.
O'Connell: I certainly want classified people involved, not just administration and teachers. Benevento: are these individual meetings? Bartlett: these are group meetings set up to help you identify interests. Benevento: I am thinking about other groups like other superintendents of other districts. O'Connell: it is up to you. Benevento: I don't have a huge list, just some people that have some ideas about expanding options.
- Carson: this is a good time for me to bring up that I spoke with Rick Hess (American Enterprise Institute) he heads up their reform and results operations. I met with him on the phone and he summarized my views. Looking at this timeline and moving so fast we may want to go into the leadership profile now. Hess is interested in coming in and meeting with the Board and helping us with ideas of reform. I know I am interested in this and others on the board are as well. We as a board need to focus pretty quickly on the profile. I am not looking for five conventional public education candidates; I know I have discussed this with you (Rick and Ellen). I am not looking for a conventional leader, but someone who is going to come in and shake up the system and who fundamentally believes that the way we deliver K-12 education is broken. That we should move from a monopoly to a market driven system. I want to deliver that early before we get to far down the road so we don't end up with a group of candidates that we are not looking for, I am just speaking for myself. I am not even remotely looking for a conventional public education leader. Benevento: I agree completely with John. I want to guard against a process that the pool is just made up of folks who are the assistant superintendent of another district, if that is the entire pool we don't have all of the options before the Board. O'Connell: remember this is your process and it is our goal to bring you the most candidates. It is different to describe characteristics and if you have someone in mind than bring him or her forward. Benevento: so names should be provided. Typically you only look in public education so the burden is on you (Rick and Ellen) to look at former military possibilities, private school leaders... Williams: John, what is the background of who you are looking for? Carson: You can Google Chancellor Michelle Rhee of Washington D.C. Public Schools. She is controversial right now because she has shaken up the D.C. system and is trying to break up the system of employee retention and introduce choice. Early indications are she is making a lot of progress. Joel Klein, head of the New York City Public School System. Tom Boasberg (DPS Superintendent), he comes from business background. I think we should look at talking to Rick Hess who can give us more names and ideas. I think it will be a difficult search because we are not looking in the places we would conventionally be looking. The people we, I, am looking at are not conventional. We want someone to reinvent the system. O'Connell: that will be a shorter list, but we understand that and will go with that goal. Keep in mind, as we go forward in getting recommendations, that a lot of people will see it differently when we get feedback from other groups. Carson: I am prepared to say I would rather not make a selection if a longer process would not result in this. The system as it is running today is running fine. In my view if we just want to continue on as a reasonably high performing school district

that is the decision the Board can make. But I am looking at someone who will say Douglas County has all of these benefits and demand much higher results. That will involve a lot more choice and special interest. And not be real popular. Benevento: we are not Denver in a failed district. It is the people who were there (DPS) 50 years ago with a fine school district that didn't try to keep it that way. We have a fine district and without looking forward we could end up losing our performance. I personally believe we are living up to our demographics and not doing anything spectacular. Williams: I don't know what you are looking for? I don't know what Cliff is looking for or Meghann. Stahl: that is why I am confused isn't this what the leadership profile is for? Do I want to reform for the sake of reform, no? What is reform to you? That is incumbent upon me. To me that is why we have hired these folks to do a search. I agree that public education on a grander scale is broken, maybe. But in Douglas County we are a high-performing district, how do you make it better? I think that is the process through the leadership profile. Carson: I want to avoid a situation that a month from now we say wow this not it. I am a big fan of community involvement but the choice is of the seven people sitting in this room. Williams: I would like to hear from Meghann. Meghann: we have a system that is excellent and a budget crisis. We need someone who reforms and moves us from excellent to outstanding and can deal with a budget crisis. I can't see putting the district on the chopping block to be able to still reach outstanding. To some extent I agree with John and Doug that we need an overhaul but something will suffer. I understand where Cliff is coming from and right now we are moving along and see trouble from budget cuts and the ability to still provide what the community expects. But if we still go down the conventional path we. ...reform to what? Stewart: I completely agree with Meghann. If we continue down the same road with how we pay teachers...I think I know what John means by reform. But reform or change to what? Having a superintendent, how we pay teachers not based on how long they have been teaching or on their education. That needs to be a big part of what we change. I know that a number of members have spoken to choice in the system and I agree with that. I think a superintendent needs to focus on innovative ways to attain great teachers. That is the biggest reform piece I want to see. Williams: we come to these meetings some people say they want reform and others say nothing. I am still not totally clear.... Stahl: when you talk about reform, I am more interested in results. I have been a pretty big fan of policy of government because of the End Statements. If we as a Board want to change what that says is fine. Ryan is the first one to articulate what reform might look like. In the end did your kids perform? I agree Pay For Performance (PFP) from an ideological standpoint is the right thing to do. But I would like to see that in student achievement. What is the result are you trying to get with reform? You are typically a reform candidate, what does that mean? How are we going to do that? Just to say reform what does that mean. Benevento: I have never actually said reform. Innovate would be a word I would use. Just for the record I have never used the word reform. Stahl: what do we want to get with innovation? What is the objective? Benevento: I am curious about the difference between 3rd and 10 grade CSAP results and the performance differences between males and females on math. Choice is in delivery of education. We could offer every language on earth through Rosetta stone, why don't we? Stahl: we now

have schools of innovation. Communities can choose to do that. Why does a community decide not to do that? When you are talking about a superintendent choice what do you mean? Benevento: what I am hearing is the difference between 3rd and 10th (this is reference to a discussion held at the previous board meeting) is a function of a lot of other things. If that is the case we have no evaluation method. If that is the case we need to fix it. Stahl: that is great. That is what I am looking for. Carson: I have spent a number of years on this Board and I have never had a sense of what this Board means. Endless power point presentations are fine, and input from staff but the Board needs to get it out. Who else have we not heard from? I think the perception is that we are doing fine in Douglas County and that is false. Take a look at the data of other countries. We are living up to our demographics. Stahl: I will say that our choice options, we are not pushing them hard enough. They are not blowing anyone away. We don't have a list of charters completely blowing away the public schools. Having choice is just like PFP as an ideology and what we should have. Benevento: it is not ideological. Parents should be able to decide what their child needs. Gerken: we compare favorably in Colorado but when we look up there is a lot of space to get to. Stahl: I want to know what you want to get to? Gerken: in regards to a superintended who says I want to institute other evaluations with CSAP and these are the specific reform steps to get to that. If you are going to do some of these reforms. We don't think seniority should be such an overriding component of teacher compensation. Stahl: I agree with you, but you say risk reward. What is the reward? I would say with our choice schools we did not get the reward. The reward would be the same education for less \$/student. We didn't get that reward. Gerken: the reward is we are here now and the reward would be getting there (using hands to indicated a higher level). Stahl: but to say we want to get to here, what is the reward? Gerken: it is the improvement of those measurements. You could have a charter that fails, but by the same token you could have huge returns to that. Stahl: but we haven't seen that in our charter schools. Benevento, Gerken, and Carson: I don't agree with that. Benevento: when comparing schools the reward is the parents have the option to choose. Gerken: our charters are a success in the simple measure that parents are happy there. Carson: we have waiting lists for the schools. Benevento: we know where the demand is and it is often in a neighborhood school. Markets work, when there is more demand than supply we need to be able to deliver that. It is not a value judgment on the neighborhood or charter school. It is being able to deliver. Stahl: then where have we failed on that? Gerken: we are not meeting the demand. Carson: it is an environment. The charter school community has perceived a hostile environment. Stahl: ok that is a result we can obtain from a candidate. I am behind that; let's have those goals. We spend countless hours talking about 6% of our population (reference to 6% of the student population of Douglas County being in a charter or choice school), but not looking forward to the jump in poverty percentages like Cherry Creek (this is in reference to the previous Board meeting's presentations showing that 8% of Douglas County students are living in poverty). Gerken: Mike Miles in Harrison has goals he has worked on with his teachers. Some of them don't like it, older teachers are leaving and newer teachers are coming in because he doesn't have an ounce of seniority in his system. His goal is to have the best teachers. Stahl: if you have great teachers what are you looking for? Gerken: when

we think back to memories from school what we remember are the really good ones (teachers) and really bad ones (teachers). Ultimately a great superintendent is able to attract and retain and it drives the level of education of your students. Stahl: that is it, “the level of education of your students” the return to my stakeholders is that they have a better product at the end. If we can come to our constituents and show we have returned on 15 components (referring to the components of the Harrison School District PFP Plan) and delivered a quality student at the end of it. If we have flaws we need to understand what we are measuring. What did we really solve for? That you have a PFP, not that the kids are better off? I challenge that we need to see data that shows that? Gerken: we are on the frontier; we are not talking about mimicking what anyone else is doing. There are not many PFP systems like Harrison that have been around. You don’t get paid just for how many years you have been in a company. I can’t point to a school district but companies that do it. Benevento: I don’t need to see data if you pay people for how they are performing, rationally everywhere but government you get paid for the product you deliver. Williams: would we all categorize Douglas County as a traditional running district? Stahl: in the middle, Gerken agrees. Carson: we have attempted things but too slowly. Williams: we have options for choice. Stewart: we are non traditional in our labor relations. We have had in the past a very good working relationship with AFT and that is non-traditional. Williams: when we interview I think we should consider and give the candidates a breakdown of what we do and what we want to do differently. For example, we think people perform better when they are paid differently. What would you do and what would your plan be? I think all of us agree that we want changes. Stewart: I am not convinced that putting teachers on a bonus system that takes money out of their base works, that in the end they don’t share their information. Gerken: it is not a sum gain; the high performing teachers will be paid high. Stewart: I think the voters would be willing to raise taxes if the money went into PFP. Gerken: no one goes into teaching to become wealthy. But with PFP it can be demoralizing for people coming in to see people being paid two and three times as much as them because of how long they have been there. It is human nature to compare, if I leave at 2:30 and Doug is leaving at 5:00 and his scores are higher but I get paid more. Stahl: does everyone here agree that the PFP plan Ryan is working on with Brenda is a good thing? Then let’s move on. Williams: I want to see a candidate come forward with a plan. I want to hear a candidate say this is what I would do. O’Connell: that is very appropriate and typical. Bartlett: you would design your questions. Williams: everyone I hear saying we don’t want to go down the same path? Cliff? Stahl: Meghann was going to say something. Gerken: we are not looking at running out the clock but running up the score. Silverthorn: want to hear how they want to measure what we want to get done. Right now the public doesn’t know. Carson: to Rick and Ellen, I think that gives you an idea.

- O’Connell: Whom else would you like to talk to? Stahl: HOA’s. Stewart: our legislative group. Benevento: various advisory groups (Student Advisory, Health Advisory Committee, Sped., G/T). Carson: HOPE.
- O’Connell: when it comes to candidates, the general rule for inside candidates is that we grant them an interview, you need to let us know if you don’t want to follow that rule.

- At this point a discussion was held on the basics of what to release about the potential salary of a new superintendent: will be based on previous salary, neighboring districts, competitiveness. Gerken: we don't want to lose a candidate because of money, within reason. Carson: we can give them a range based on other Colorado districts. PFP will be part of that.
- The Board and the search consultants had a lengthy discussion on where to place additional postings, i.e. print media, etc. The Board Budget will be looked out to see if funds for the postings/publications can be taken from there. A decision was made for Gerken, Bartlett, and O'Connell to meet and finalize posting/publication decisions.
- Gerken: I am actively calling various foundations, for example the Broad Foundation, for their helping in coming up with candidates for the pool. Carson: logistically we will give names to you (Gerken) and you will give them to Rick and Ellen. O'Connell: we demand that everyone (in reference to applicants) needs to go through the application process even though it is a lengthy process. Carson: I agree with that completely.
- 11:45 end of discussion.

11:45 a.m.: Goals of the Board

- Carson: this will be a "free-wheeling" discussion on what you want to see on the Board's agenda for the next year. The entire district budget will be on-line by February. Stewart: can we consider pod-casting our meetings? Stahl: our problem comes from streaming and the capability to do that. Randy (question directed to Randy Weldon, DCSD CIO)? Weldon: we could do audio and video when we get the Wide Area Network (WAN) in place. Stahl: we can maybe put a deadline on that and see what the capabilities are. Carson: by what date do you want to roll out transparency? Susan Meek: we should be o.k. by the 19th, the only problem is that names show up from some schools and we need to meet with legal counsel about doing that (this is in reference to the fact that if a school reimburses a check back to a parent their names will show up on the budget for that school, etc.).
- Updates given on PFP timeline, etc. Herzog: the focus will be on teacher PFP, Classified and Admin/Pro-Tec is "dormant" for now.

12:00 p.m.-1:00 p.m.: break for lunch

- During the break, Board President John Carson showed segments of a John Stossel 20/20 series titled "Stupid in American" around public education. Click on the link below and scroll down the page to the section, "Stupid in America."

<http://abcnews.go.com/2020/Stossel/>

1:00 p.m.: Budget Reductions Discussion

- Discussion between the Board, Steve Herzog (Interim Superintendent) and Susan Meek (Communications) on how to present possible budget cuts to the community and parents. A feedback survey can be placed on the DCSD Website or another way. Presentations can be given to staff, parents, and community.
- Questions? Stewart: how would a furlough day work in relation to staff development? Herzog: a furlough day would most likely be taken on a "non contact day." There are three days built in the schedule that are non-student contact days... would take professional development days. Fante: it would impact feeder meetings around collaboration, curriculum alignment, and grouping of kids, etc. It would

impact the professional development of teachers and other staff. Also, in the articulation area and how those schools communicate around alignment of instruction and materials. Herzog: I want to point out that these (proposed cuts) are not in priority order they are just listed (Herzog noted the large amount of people in the audience that are most likely employees and how they could be viewing the list of proposed cuts). Gerken: do you want to go through each item and get a sense of how the Board feels about it? Herzog: yes, if that is what you want to do. Gerken: on the first one, if you increase class size by 2.2 students what does it save? Herzog: 1 student = 10 million $\frac{1}{2}$ was planned last year so it would be another $\frac{1}{2}$ student. We will be meeting with principals around how this would impact them, as it can be site/level specific. 2=20 million dollars. Stahl: so I am clear on how this works. We base our class count....Fante: it is actually a load not a count; we used counts before we moved to student based budgeting. At the secondary level load is 150 students, a school can organize a teacher's day around site control but load cannot be exceeded, if it is you have to remedy that an EA or additional compensation. Some of the load characteristics (limits) are 28 (students) for primary and 32 (students) for intermediate. Herzog: teacher stress is increased and individual student attention is decreased. Anecdotally, until you get up into the mid-30s (per class) you don't see a precipitous impact. Fante: however, parent satisfaction is impacted as class sizes go up. There could be 152+ fewer teachers (FTE) with that possible change. Varies from school to school. The smallest school might be 1 FTE to high schools with 6 fewer teachers. Herzog: to be clear SBB (site/student based budgeting) allows autonomy at the site and not all of it has to be based on class size alone. Stahl: in regards to engaging the public. We (in reference to his family) have been at a school for four years and with the institution of SBB I have never been asked to come down and discuss it. Herzog: the SAC (School Accountability Committee) monitors that. Stahl: who monitors them? Herzog: DAC (District Accountability Committee). Stahl: who monitors the DAC? Herzog: the Board. Stahl: and there you go. We need to monitor how the schools are going to their community with possible cuts. Herzog: in some situations the survey data (last year) trumped the SAC feedback. This year we may receive SAC feedback last so a survey doesn't trump what the involved parent representatives come up with. The other thing is that last year we accelerated the move towards SBB and pushed more into the buildings than was intended because of the budget cuts. Fante: all school staffs are being told budget cut information needs to be presented once if not twice, along with PTO's and SAC's. working with the DAC to end with two products. DAC from their SAC's and any direct questions the Board would like to ask parents through DAC to their SAC's. We want to know what the school priorities are in relation to the budget, etc. Stahl: would there be a component as to what degree they engaged with their community? Meek: yes, we can embed that. Stahl: we have discussed it is a failure on our part if things are not well attended. Fante: we had heard two priorities of the superintendent search and the budget. We were unsure how much to push through the SAC/DAC or how much the Board wanted to go out directly. Meek: we can direct that communications need to go out. Gerken: going back to raising class size by 1, correct me if I am wrong....there is a marginal difference when you move through the 20's (referring to class sizes in the 20's). Do you plan to leave this at one? Am I

correct that another positive aspect is decreased facility demand? Obviously no one wants to raise class size but it seems to be a relative painless way....Herzog: trying not to touch the classroom and the other part of this is laying people off. Last year it was by attrition and one-year-only positions. The more you get into class size the more you lay people off. We are the largest employer in the county. There is more to it...Furlough day's equal 1.3 million/day. The budget was built based on the state fully funding us. With the benefit savings plan we are trying to get 1.5 million in savings, either by success or minor changes for next year. Elementary planning time would also be by taking away supplemental planning time in the elementary level. Taking this time might be equivalent to what might happen at the secondary level. We are growing, but by almost 3 to 1 more at-risk kids so money will have to go to that. Gerken: if you increase classes size by 1 how many students? In terms of effects on existing employees you could add 2500 kids to existing classrooms. Herzog: most of our growth is in the early grades coming in. Fante: we have also made substantive changes in the high schools with a decrease in graduation credits and open campus. The differential between elementary and high school is shrinking. We hear from secondary leadership that changes are disproportionate on the secondary level. 2-3 classes less per school. An additional 60 kids into a school not with the existing staff of this year but with less staff. Herzog: we don't think the community needs to be engaged in discussions on employee benefits and furloughs (this was in reference to what would be taken to the community/parents as possible cuts). Carson: is the ultimate ceiling 150 kids per teacher? Herzog and Fante: at secondary, but some areas are different (i.e. Performing Arts, Physical Education, etc.). Carson: what are the elementary caps? Fante: 28 and 32. Carson: if the cap is 150 per teacher at secondary what is it at elementary? Fante: 28 and 32.... Herzog: there are 3 or 4 things in the contract that may need to be suspended to deal with this. The 150 number per secondary teacher and 282 minutes of contact per secondary teacher and the 28 at elementary and 32 at intermediate. Carson: are you going to propose splitting savings, I don't know how that would work. If they are willing to teach another class could they be paid more? Herzog: we have done that, but we are not saying we would pay teachers more, that would not result in savings. There is nothing in the contract that says they much teach only 5 classes, not contractually dictated. Fante: the load is the biggest factor there. A teacher could teach 6 sections, but you would have to keep it at 25 kids or less for each section. Herzog: to the second question about space, we are not in a space crunch. Seats are not the concern right now. However eventually it will be, for example at CVHS. We are not able to build their next pod. Also, during the core part of the day we need enough room for the students. Carson: you have 8 million coming in with new kids. What is the actual amount less we will have in hard dollars in 2010-11 versus 209-10? Herzog: David can answer this, yesterday we heard some new news that was not better. Hart: we are looking at a possible reduction of \$428/student. Yesterday this amount has increased. As for the 1.9%, it is now 2.3% and we have been put on notice for an additional 2 million on top of all of that, now at 12 million instead of 8 million (refers to the amount to be taken by the state). What they are not doing is funding growth. Estimates are for another 25%, 460 million, reduction next year, changing per pupil amount down to \$6400/student, which is \$600/student less (not concrete numbers yet,

as this information was received yesterday-Friday). Carson: so we are going to have, ballpark, 12 million real dollars less relative to this year? Herzog: with new students. Carson: how much less money? 12 + million which will change with new increases coming in. I am hopeful that at our next Board meeting will have a revised spreadsheet. Hart: that all being said, there are many who are lining up from everywhere saying these potential cuts may not be legally “doable.” That suggests that it is likely that lawsuits will be filed. Carson: when you say we have 35 million in cuts that is what we need relative to what we need to maintain our baseline of current services. Hart: take out 5 million that we forecasted. To your comment it is really 30 million. Herzog: as we talk through this, the actual is more like 45 million at the outside. Both David and I have heard similar things in two separate meetings. Carson: let’s wrap this up and have every Board member share if they have one thing they are adamantly opposed to being on the cut list. Hart: if I can share a piece about charters? Carson: yes. Hart: I am concerned that the charter schools are going to have difficulty servicing their outstanding leasing obligations if these PPF (Per Pupil Funding) cuts are as draconian as they appear to be. Fante: of the current 7 brick and mortar 6 want to come forward to the Board to amend. Carson: I agree, I think it needs to be addressed.

- Board addressed where they are concerned about proposed cuts: Carson: hesitant to reduce security. PFP, but I don’t think there are further plans to reduce more. Herzog: part of the compensation money would go to PFP. Gerken: not in favor of increasing the walk radius (for bus riders), and on the health care plan? Why would you get a negative reaction to bumping up the HSA (Health Savings Accounts) contribution from the district? Herzog: part of that is because it is so new and regarding the methodology to get the bump. Where would the money come from? Hart: it is a multi faceted approach to how to get those dollars. The potential for trading in dental and vision and adding that into the HSA has been discussed. Gerken: clearly you have a belief that you wouldn’t be proposing this. Hart: what we are suggesting is that in all things considered....that moral is an issue not only in the district but also nationally with health care. We have to have an understanding with our employees that this can further erode salaries. Herzog: we have not sat at the table with the employees. Benevento: Special Ed. Staffing..my understanding is it is already a stressed program. Fante: when we have gone through reductions Special Education was targeted for a decrease. (Last year) 1.5 million at first came at the expense of coordinators and specialists across the district. Increased caseload with mild and moderate and an increase in ratios in classified support. Predominately we fund for EA’s (Educational Assistants) to serve mild and moderate needs based on student enrollment and in line with RTI (Response to Intervention) guidelines. 300 to 1 previously and is now 400 to 1. The additional reduction here would eliminate mild/ moderate allocations to all schools. Benevento: when looking at SBB, how they handle it at the school and if they had to cut a % where they would make that cut. Did the BOE take any cuts? I think we should. Stewart: my concern is how I have looked at it before...keeping as many cuts out of the classroom as possible. I am concerned about increasing class size and furlough days as that impacts planning, which teachers need more of with more kids to teach, and staff development. I want to be careful with the amount of furlough days. Further, I send my kid to school for

an education not to ride the bus. I would be interested in talking about fees. Also, interested in learning more on reducing our vacuuming to two days a week. Herzog: the domino effect is allergies, H1N1 and increased absences. Silverthorn: I tend to agree with Ryan on discussing fees for busing. Can you explain the innovation fund? Fante: we took the override money from '06 and the money for FTE and special program moneys and divided it in a per/pupil allocation and put it out for each feeder. About 1million per feeder to use as seen fit, i.e. instrumental music, World Language, etc. Herzog: it is a pretty small portion of the whole budget, but we don't want to impact it. Williams: the schools you are going to take off of year round, sending 6th to middle school? Herzog: we estimate \$200,000 annual cost savings for utilities, administration (AP's), Special Education and extra staffing from that for 12-month employees. Keep in mind the 200,000 is not accurate for all sites, varies depending on the site....1 mill total savings for all of it, but not evenly distributed between sites. Williams: I have heard from several of the Board members they want to restore the busing? Carson: that is the next section. Stahl: as I have told the superintendent and many in my community I will listen to reductions working from the classroom out. Unfortunately that is going to cause pain. We may very well be in a situation to charge fees for what we have provided to our community in the past. The wider community told us through an election they were not interested in supporting it. We (parents) may have to pay ourselves. I rent a baseball field and it is only \$28/ 2 hours I was amazed. As I was listening to the 20/20 report it is not actually the systems but the managers of the system. Down to our grassroots of principals and the front line teachers. When I look at area baseball teams I would pay \$100/2 hours. Herzog: we try to be cost neutral when they are a Douglas County citizen working with Douglas County kids. Our taxpayers helped us pay for them...that has been our philosophy historically. Stahl: we may as users have to pay for bussing and enhanced nutritional services. Gerken: is it at all possible to start the school year later? What would be the savings in relation to utilities. Use less air-conditioning in June and highest in August. Any parent I have spoken with would like to start after Labor Day. Herzog: there would be savings. Bill Moffitt: it would be significant, off hand, roughly \$250,000. Herzog: our school community has always wanted to end the semester before winter break. Every year, when I sat on the Calendar Committee, it came up. Carson: Susan can we put that on the list for feedback? Gerken: other than utilities, are there any other financial savings from that? Herzog: not really.

- Carson: lets talk now about fees. I see the potential for several million dollars from fees especially in transportation. Parents should have this service, but we should ask them to share the cost. We spend \$1,100 dollars/student and that is not sustainable. Activities fees as well. Fante: they have recommended an increase in the fees and asked that of the SAC's. Right now the cost for sports is high school \$100.00/sport; and middle school \$50.00/sport. Gerken: I want to see something set up that wouldn't keep a child that can't afford it (fees) to be kept from playing sports or riding the bus. Fante: I am glad you brought that up, that is already a consideration. Benevento: are sports self-sufficient? Fante: no. high schools receive an operating budget of \$45,000 and middle schools \$7,000. Part of the reductions not impacted by fees either way, would be to decrease levels of sports and other changes (i.e. instead of doing four year levels of a sport, a reduction to three, etc.). Herzog: with

busing we don't want to change the combined busing of middle and high school. Where we are now versus last year is a completely different routing system. Moffitt: I want to discuss fees in general. Get some feedback on ground rules for fees. Would we forgive fees for free and reduced and no fees for Special Education? Want to consider this when analyzing the fees. Herzog: do we differentiate for distance? When I went out to the community I heard it should be a graduated fee schedule (regarding distance). When we discussed a threshold it was \$100/year. We have also polled for an ITS fee and how it would apply to a WAN. There is a strategy that Susan came up with to ask these types of questions. Gerken: what is the amount per dollar collected that would be a savings? If you would spend 95 cents of what you collect it might not be worth it. Hart: in any instance with fee's you have reactions that are affordability or philosophical in nature. In terms of how to get at this we need guidance on setting fees in offsetting a reduction. The other issue will be whatever the feel is this year we will need moving fee structures. As we ask the questions we need to know if we are going to a full enterprise status or system of off setting reductions. Carson: we need to poll the stakeholders and see what the reaction it is and they need to be aware of the alternatives (if extra funding through fees is not provided). Gerken: it is in the marketing. Pennies per ride per day, etc. Stahl: what do you mean by polling widely? Carson: we put it out there, if we set up fees for bussing and we end up with a boardroom full of unhappy parents I don't think it is worth it. Stahl: if we get only 200 parents at a Board meeting...out of 56,000 students we have probably made a good decision. Hart: the reason I am asking about the concept of enterprises is because if you want to tie a dedicated mil levy for transportation and ITS..it goes into what you want to do and about public good. Gerken: I am looking at it as more of a short-term answer to a budget crisis. I look at it as asking people to pay extra for services.

- Carson: I will ask the Board to look at the Board budget. If you see areas you would like to see reduced bring them back to the next meeting. How full is the agenda on the 19th? Eichelberger: very full. Carson: Why don't we put it on the first meeting of February, the Board's budget and also have the Foundation people come to present. Fante: would it be the Board's desire to hear about Math in February? I have staff on stand by for that? Carson: that is fine.

Susan Meek, presentation of the survey that could be used based on fees for the community.

Meek: do you want to do it (the survey) individually so you can go through it and see how it works? (Lengthy discussion on setting up the survey so that the correct information is learned). Meek: I would like some direction around transportation questions. Stahl: I would like to have a question around walk ratio. Carson: is it o.k. to put the actual cost on there? \$1,100/ student per year? Carson: when does the survey go out? Meek: cabinet meets on Monday, it needs to go out ASAP...mid-week?

Adjournment: 3:40 p.m.

- *Notes taken by Courtney Smith, DCF Office: Courtney.smith@dcsdk12.org. If you have any questions on the content of the notes feel free to contact her.