

**FINAL**

**AMPHITHEATER PUBLIC SCHOOLS  
Tucson, Arizona**

**MINUTES OF REGULAR PUBLIC MEETING OF THE GOVERNING BOARD**

**Place, Date and Time of Meeting**

Wetmore Center, 701 West Wetmore Road, April 5, 2016, 5:30 PM in the Leadership and Professional Development Building.

**Board Members Present**

Deanna M. Day, President  
Jo Grant, Vice President  
Dr. Kent Paul Barrabee, Member  
Scott A. Leska, Member

**Central Administrators Present**

Patrick Nelson, Superintendent  
Monica Nelson, Associate Superintendent  
Todd A. Jaeger, J.D., Associate to the Superintendent and General Counsel (*Attending by phone.*)  
Scott Little, Chief Financial Officer

**Board Members Absent**

Julie Cozad, Member

**Call to Order and Signing of Visitor's Register**

Ms. Deanna M. Day

Ms. Day called the meeting to order at 5:32 PM and asked those who had not already done so to sign the Visitor's Register.

**1. EXECUTIVE SESSION**

**A. Motion to Recess Open Meeting and Hold an Executive Session for:**

**1. Discussion and Consultation with Representatives of the Governing Board In Order to Consider Its Position and Instruct Its Representatives in the Meet and Confer Process with Employee Organizations Regarding the Meet and Confer Process Regarding the Salaries, Salary Schedules or Compensation Paid in the Form of Fringe Benefits of Employees of the Public Body, Pursuant to A.R.S. §38-431.03(A)(5).**

Ms. Grant moved that the Board recess into Executive Session. The motion was seconded by Mr. Leska and carried 4-0. Ms. Day declared the Board recessed into Executive Session. The time was 5:33 PM.

**B. Motion to Close Executive Session and Reconvene Open Meeting**

Upon return to the Board Room, Ms. Grant moved to reconvene the meeting into Open Session. The motion was seconded by Ms. Day and carried 4-0. The time was 6:07 PM.

**CONTINUATION OF OPEN MEETING**

**Call to Order and Signing of Visitors' Register**

Ms. Deanna M. Day

Ms. Day called the meeting to order and asked any visitors who had not already done so to sign the visitor's register.

### **Pledge of Allegiance**

Prince Elementary School Students

Mr. Nelson asked Ms. Laurie Sheber, Prince Principal, to introduce the pledge leaders. Kaila Smith is a 5th Grader, the Student Council Treasurer and likes reading, basketball and homework. She plans to attend the U of A. Araiana Rescindiz is a 5th Grader, is Vice-President of the Student Council, loves school and how her teachers get everyone ready for college and plays soccer. She plans to attend U of A. Rahewa Gebrihiwot loves Math, to play and draw and plans to be a teacher and attend the U of A. Marcus Threat is in 5th Grade, is President of the Student Council and loves Math. He wants to make Prince the best school. He would like to attend the U of A, play football and be a doctor. The students lead the pledge and were presented with certificates of commendation by Ms. Grant.

### **Recognition of Student Art**

Prince Elementary School Students

Dr. Barrabee introduced the art on display. He asked members of the Student Council to explain their art work. Mediums included: stamping, sketches filled in with paper and cardboard, painted backgrounds with cold colors, how trees intersect and self-portraits.

### **Announcement of Date and Place of Next Special Board Meeting**

Ms. Day announced the next Special Meeting of the Board on Tuesday, April 19, 2016 at 5:00 PM, Wetmore Center, Leadership and Professional Development Center, 701 W. Wetmore Road, SE Parking and Entrance.

Ms. Day announced that Recognition Item 2.B., **Recognition of Canyon del Oro High School Superintendent's Student Advisory Council**, was being moved up on the agenda.

Mr. Nelson thanked the students for their participation and noted how they are a particularly special group. Mr. Paul DeWeerd, Principal of Canyon del Oro High School read the names of the council members who are: Timothy "TJ" Black, Abel Duarte-Upton, Camilla Escalante, Christine Bellavia, Adrianna Oropeza, Etienne Wegryzniak, Zach Hurst, Victor Jimenez, Amaia Mc Nair, Mackenzie Gruber, Isaiah Guevara, Joe Weichsel, Isabella Gaziano and Turner Washington. Ms. Grant presented certificates of commendation to those in attendance.

Ms. Day announced that **Action Item 8.A. Resolution of the Governing Board Recognizing the Contributions of Educational Support Personnel and Setting April 27, 2016 as a Date for Special Recognition** was also being moved up so that all present could view the appreciation video. Ms. Day read the resolution. Ms. Grant moved to approve the resolution setting April 27, 2016 as a date for special recognition for Educational Support Staff. Dr. Barrabee seconded the motion and it passed 4-0. The Educational Support Personnel appreciation video was shown. The video will be posted onto the main page of the Amphi website.

## **2. RECOGNITION**

### **A. Presentation of Distinguished Service Awards**

Board Book Information: *The Distinguished Service Award was established to recognize employees' initiative, collaboration, loyalty, and contribution to the Amphitheater Public School District. Employees are recognized on a monthly basis during the school year. All Amphitheater employees are eligible to be nominated by their colleagues for this recognition.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 2.A.]

Mr. Nelson introduced the Distinguished Service Awards (DSA), which provides an opportunity every month to recognize two employees from our hardworking staff and invited Mr. Bejarano to introduce the recipients for April 2015.

**Tammy Barrie**, Bus Driver, Transportation

Tammy has been with the District since 1998. She is currently the Wilson K-8 School Liaison who directs drivers. Tammy is a problem solver and works well with staff and schools. Student safety is her top priority. Mr. Leska presented her with a certificate of commendation.

**Nancy Jimmerson**, 1st Grade Teacher, Keeling Elementary

Nancy has been with the District since 1981. She is always finding new strategies for learning. Nancy is a cheerleader for No Excuses University. She is a role model, team player and accepts challenges with determination and strength. She is a leader that people look up to. Mr. Leska presented her with a certificate of commendation.

**B. Recognition of Canyon del Oro High School Superintendent's Student Advisory Council**

Board Book Information: *The students in Amphitheater School District are our most important assets. That is no more evident than when they step up to take leadership positions at their schools. The Governing Board would like to recognize the Canyon del Oro High School Superintendent's Student Advisory Council, and thank them for their service to their classmates and school. Their input during group discussions and their concern for Canyon del Oro provide the students and Superintendent an opportunity to talk informally about student issues and concerns. We know students have busy school, work, and extra-curricular schedules. Taking the time to discuss issues that are important to their peers is a clear indication that council members care about their school.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 2.B.]

**C. Recognition of Canyon del Oro (CDO) Academic Decathlon Team**

Board Book Information: *The CDO Academic Decathlon Team earned the top score at the Arizona Academic Decathlon in March 2016. This is the third consecutive state championship for the CDO Academic Decathlon team, and their sixth state title. The team will represent Arizona at the United States Academic Decathlon Finals in Anchorage, Alaska April 28-30. The CDO team scored 47,910 out of a possible 60,000 points beating the second place team (Chandler Hamilton High School) by 1,953 points. During the competition, each student answers nearly 350 questions related to the curricular theme of the year. This year the students studied the history of Modern India, including art history, musical traditions, literary movements, economic development, ecological conditions, and the interplay of empires of the Indian subcontinent with the colonial powers of Europe. Students also must write an essay, be interviewed and deliver a prepared and impromptu speech. Each team has nine students: 3 "A" or Honor students, 3 "B" or Scholastic students, and 3 "C" or Varsity students.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 2.C.]

Mr. Chris Yetman, Academic Decathlon Coach, introduced the members of the Canyon del Oro High School Academic Decathlon state championship team in attendance tonight: **David Arbogast, Zac Azares, Paige Dingman Manela, Alli Gilbreath, Piper Gray, Brady Lybarger, Christina Redford, Sarah Sheldon and Sarah Spurlin.** **Zach Azares** who is a Senior and placed 3rd in the state; **David Arbogast** who is a Senior and a top varsity student; **Sarah Sheldon** who is a Senior and also in Odyssey of the Mind; **Piper Gray** who is a Sophomore; **Sarah Spurlin** who participates in many choirs, musical theater, top in scholastics, broke the CDO record and has received scholarships for her work. As a sample of one of the component of Academic Decathlon, Sarah Spurlin gave her winning speech. Mr. Leska presented the team with certificates of commendation.

#### **D. Recognition of 2016 SARSEF Top Science Elementary School**

Board Book Information: *Lulu Walker Elementary School was named the Top Science Elementary School for 2016 by the Southern Arizona Research, Science and Engineering Foundation (SARSEF). This is the second year in a row that the school has achieved the honor, beating out schools from across the region, including the Sonoran Science Academy and BASIS.*

*The school submitted a total of 30 projects for the regional science and engineering fair and took home a total of 24 awards. Nineteen of their projects were named “exemplary.” The school with the most winning projects earns the title of Science Elementary School of the Year. More than 1,900 projects were registered for this year’s Southern Arizona Science and Engineering Fair (SARSEF) held at the Tucson Convention Center in March. At least eight of the winning projects have been submitted for advancement and the students will present their research in Phoenix during the state competition (AzSEF) on April 7th. In addition to hosting the fair, SARSEF has worked to promote science, engineering, mathematics and technology in Southern Arizona for 61 years.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 2.D.]

Mr. Michael McConnell, Principal of Walker Elementary talked about the award. The students received scholarship checks for their work. Mr. Grant commented on how enthusiastic Walker students are about Science when the Board visits the school. Ms. Grant presented them with certificates of commendation.

### **3. PUBLIC COMMENT**

Ms. Day read the Call to the Audience. Ms. Kathy Spencer, AEA Secretary, addressed the Board to share exciting and positive news. AEA has helped “Stuff the Bus”, had a table at the Amphi Foundation Gala and donated 4 each \$500 vouchers for “We the People Competition”. Upcoming activities will be gathering materials for “Grad Night” and supporting Proposition 123.

### **4. INFORMATION**

#### **A. Status of Bond Projects**

Board Book Information: *The administration will present the Governing Board with current information on the status of projects funded with Bond monies.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 4.A.]

Mr. Burns presented the Board with the latest information on the status of current bond projects.

### **I. INSTRUCTIONAL SPACE / PORTABLE REPLACEMENT**

A. Mesa Verde Elementary School Addition / Remodel: Construction is 99% complete. **Completed during Spring Break**: repair canopy outside library, replace Secondary Electrical System, install new drinking fountain by nurse’s office and demolish portables. Irrigation work has begun in former portables area as well as south of the New Building. The parking lot was re-configured for safety and easier parent pick-up and drop-off. An erosion issue along the east side of the bus loop will receive grouted riprap this summer. The Mesa Verde project is ahead of schedule and on budget.

B. Donaldson Elementary School Addition / Remodel:

**New Building**: underground utilities in the New Building pad area were completed, the concrete slab was poured March 25th and block walls are next on the schedule. **Data**: IDF closets have been wired and racks have been installed and decorative valances are being installed to cover the data lines in classrooms. The Donaldson project is on schedule and on budget.

## **II. NEW SCHOOL**

A. New Elementary School: Plan review/permitting process underway, Oro Valley – comments due back March 28th, Golder Ranch Fire District and Pima County Health. Working on construction and occupancy schedule. Core Construction has begun sub-contractor bidding process. Completion of soils testing and report, Guaranteed Maximum Price Contract to Governing Board 4/19/16, furniture sub-contractor working on bid package, kitchen equipment package being completed.

## **III. SOLAR CONSTRUCTION PROJECT**

### **Phase I under construction:**

Cross - Waiting on TEP Meter Set  
Harelson – Transformer arrived 3/22, scheduled to be installed by the 25th  
La Cima - Waiting on TEP Meter Set  
Walker – Waiting on transformer  
Mesa Verde – Waiting on light fixtures  
Holaway/Pre-School – Waiting on transformers  
Warehouse – Outage on 3/17 was successful

### **Phase II under construction:**

Food/Service Bus Barn – Building electrical gear  
Wetmore Center – Installing inverters, starting to build electrical gear  
Rillito Center – Begin inverter install & roof work  
Nash – Modules installed, begin electrical work  
Keeling – Top steel ongoing, module install to follow  
Rio Vista – Due to soil conditions we adjusted to spread footings instead of caissons, top steel to begin, modules installed on library roof

### **Phase III under construction:**

Amphi Middle – fence up, utility survey to begin with boring to follow  
Prince – fence up, utility survey to begin with boring to follow  
Amphi High 3/31/16 CDO 4/14/16  
Copper Creek 5/5/16 IRHS 4/28/16  
Wilson 4/28/16 Coronado 5/12/16  
Painted Sky 5/5/16 Donaldson 5/19/16

Mr. Burns asked the Board if there were any questions. Mr. Leska inquired about Phase II Solar Construction at Rio Vista and asked if the work to adjust the footings cost the District money. Mr. Burns said the cost was paid by the vendor.

### **B. Oro Valley Update**

Board Book Information: *Oro Valley Councilmember Mary Snider will present an update on the Town of Oro Valley. Ms. Snider is the council liaison to the Amphitheater School District.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 4.B.]

Mr. Nelson introduced Town of Oro Valley Councilmember Mary Snider to provide a yearly update. Ms. Snider is the founder of “Project Grad”. Ms. Snider said that many Amphi students live in Oro Valley and the town takes it seriously. Companies and businesses move to Oro Valley for Amphitheater schools as the District has a great reputation. Everyone has had good experiences preparing them for university. Oro Valley has a great partnership with Amphi and features Amphi art in their offices. Ms. Snider shared that there are several programs in Oro Valley they are proud of such as the Mayor’s Youth Council. The Mayor’s Youth Council has representatives from five high schools in Oro Valley, each providing one student, to advise the

Mayor and Council on things effecting youth in the town. They are also planning combined events to bring students from the different high schools together, such as the at the Aquatic Center. The town's plan amendment will be setting the path for the next 10 years. Oro Valley is holding workshops at the library for senior citizens on how to use technology. There is the "Spotlight on Youth" where the Mayor and Council recognize students for all accomplishments, not just academic ones. The students recognized are recommended by the schools. Oro Valley has a good relationship with the Explorer paper and they run a feature on "Spotlight on Youth". That lets people know we have good kids and helps garner support in bond elections. The Oro Valley Infrastructure Department is reviewing the STEM School plans as a courtesy. The Chief of Police is happy to offer services for traffic flow. Oro Valley procured an old portable from the District, have given it a face lift, and it is now an office. The town is looking at purchasing land near CDO, and looking at ideas for it such as making a park space. They are very excited about the STEM School. The community is anxious, wondering how they can enroll their children. The Town of Oro Valley partners with Amphi for School Recourse Officers (SRO), SROs have been in place since the mid-1970s, and value that partnership. When anyone is in schools in Oro Valley, they will be protected. Ms. Snider advised about road improvements that will be starting soon on Tangerine, and La Cholla will be widened up to Tangerine. The town convinced the Rural Transit Authority (RTA) to extend it. She asked for everyone's patience as the improvements are being made. Oro Valley will be begin budget talks soon and will present the budget in May, and the final budget in June. Oro Valley is strong financially. Ms. Snider asked if the Board had any questions.

Mr. Nelson commented that Ms. Snider is our liaison with Oro Valley and does a great job. The District can go to them. Chief Sharp provides great support and gave us kudos on the handling of a recent incident at one of the high schools. The District has a great relationship with Oro Valley. Dr. Barrabee commended Ms. Snider, thanking her for their support and told her how lucky the District is to have her working on the issues of our youth. Ms. Day thanked Ms. Snider on behalf of the Board.

Ms. Day called for a short break at 7:21 pm. The meeting resumed at 7:30 pm

### **C. School Reports - Prince Elementary and Keeling Elementary**

*Beginning this year, each school principal will present information about their school to the Board. This evening, Laurie Sheber, principal of Prince Elementary School and Annette Orelup, principal of Keeling Elementary School, will share news, data, and other information about their schools.*

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 4.C.] (Exhibit A)

**Prince Elementary** - Ms. Laurie Sheber began her teaching career in Marana teaching 1st and 3rd Grade for 6 years. She then transferred to Amphitheater working at Painted Sky teaching 2nd and 3rd Grade for 10 years. She became an Adjunct Professor at the University of Arizona teaching Reading and Writing to college seniors and observing student teachers. She returned to Amphitheater where she was an ISA and Assistant Principal at Amphitheater High School. She has been principal at Prince Elementary for 1 year. Ms. Sheber gave her presentation and offered to answer any questions. Ms. Day noted that the Prince Elementary Odyssey of the Mind teams are in state finals competition Saturday. Mr. Nelson shared that a former Prince Elementary teacher, who passed away recently, left an endowment for Prince to be used in the library and they are working on a plan to expand services in the library. Dr. Barrabee shared that he used to teach at Prince and he is in awe of what is being accomplished given some of the challenges. He complimented Ms. Sheber for her leadership in creating the culture needed. Ms. Day commented that she spoke with a volunteer at Prince who could not stop talking about how wonderful Prince is.

**Keeling Elementary** - Ms. Annette Orelup has been part of the Amphi family since 1990. She taught 5th Grade at Prince, was a Reading facilitator and instructional coach and later ISA at Amphitheater Middle School. This is her first year as Principal at Keeling. Keeling is focused on being the center of their community. They open their doors to parents, family, volunteers and all stakeholders encouraging them to join in giving an exceptional elementary experience for all the students. Ms. Orelup gave her presentation. Mr. Nelson said that both Ms. Orelup and Ms. Sheber have stepped into very challenging situations and have

handled things remarkably well for new principals. Thanks to Dr. Lopez for implementing new programs and supporting Ms. Orelup. Dr. Barrabee commented that when he visited Keeling the sense of community and enthusiasm was very evident.

#### **D. Periodic Legislative Update**

Background: *The current (52nd) Arizona Legislature is well in session, and bills affecting public school districts are moving. This periodic review will provide an update on the session so far. In the pages that follow, we provide summaries of bills status. Items in red are those bills that have not proceeded further since the last Board review; those in green have reached resolution (either voted down or signed by the Governor). Those bill summaries in black have proceeded to another step in the bill process.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 4.D.]

Mr. Nelson highlighted some of the key legislative bills related to education. The JTED bill was signed restoring \$29M dollars; however it came with more paperwork, accountability challenges and more requirements. Voucher bills are off the table; however, they can come back with a “strike all”. There was a deferment of HB2401, co-sponsored by one of our own representatives, which would have wiped out Desegregation funding over 5 years’ time. Right now it is off the table. Governor Ducey will not sign any more bills until the budget comes out. However in both the Governor’s budget and Senate’s budget there is no money for capital. In 2005 we received about 7.72M in capital. Last year we received approximately \$851,000; over an 83% reduction in 10 years.

### **5. CONSENT AGENDA<sup>3</sup>**

Ms. Day asked if there were Board Member requests to have any items addressed separately. There were no requests. Ms. Grant moved to approve Consent Agenda Items A. - K. Ms. Day seconded the motion and it passed unanimously 4-0. Appointment of personnel is effective provided all District, State, and Federal requirements are met.

#### **A. Approval of Minutes of Previous Meeting(s)**

Meeting Minutes for November 27, 2015 and December 8, 2015 were approved as submitted.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 5.A.] (Exhibit B)

#### **B. Approval of Appointment of Personnel**

Certified and classified personnel were appointed, as listed in Exhibit 1.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 5.B.]

#### **C. Approval of Personnel Changes**

Certified and classified personnel were appointed as listed in Exhibit 2.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 5.C.]

#### **D. Approval of Leave(s) of Absence**

Leaves of Absence requests were approved for certified and classified personnel as listed in Exhibit 3.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 5.D.]

#### **E. Approval of Separation(s) and Termination(s)**

Certified and classified personnel separations were approved as listed in Exhibit 4.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 5.E.]

#### **F. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,623,674.73 (Final Total)**

A copy of vouchers for goods and services received by the Amphitheater Schools and recommended for payment has been provided to the Governing Board. The following vouchers were approved as presented and payment authorized:

**2015-2016 Fiscal Year**

Voucher #324 \$814,569.86	Voucher #325 \$147,807.01	Voucher #326 \$213,278.00
Voucher #327 \$7,946.02	Voucher #328 \$266,855.00	Voucher #329 \$82,739.66
Voucher #330 \$90,479.18		

**G. Acceptance of Gifts**

The Board accepted the gifts and donations as listed.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 5.G.] (Exhibit 5)

**H. Receipt of February 2016 Report on School Auxiliary and Club Balances**

School Auxiliary and Club Balances were accepted as submitted.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 5.H.] (Exhibit 6)

**I. Approval of Disposal of Surplus Property via PublicSurplus.com**

The Board approved the sale of the listed surplus property via PublicSurplus.com

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 5.I.] (Exhibit 7)

**J. Approval of Out of State Travel**

Out of state travel was approved for staff and/or students (source of funding indicated).

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 5.J.] (Exhibit 8)

**K. Review and Approval of Supplemental Texts and Materials**

The Supplemental texts and materials were approved as submitted for the classes and grade levels indicated.

Board Book Information: *Attached is a list of new supplemental texts and materials. This is provided to the Board in November and April.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 5.K.] (Exhibit 9)

**6. STUDY**

**A. Study of Revisions to Governing Board Policy JEB Regarding Entrance Age Requirements for Special Needs Preschool, Kindergarten and First Grade**

Board Book Information: *Arizona law sets restrictions on the enrollment age for students for special needs preschool programs, Kindergarten and First Grade. See, A.R.S. § 15-821. The law provides that students may be admitted to Kindergarten students if they are five years of age, and the same law deems a child to be five years of age if the child reaches the age of five before September 1 of the current school year of enrollment. The law also specifies that a child is eligible for admission to first grade if the child is six years of age, which is deemed to be the case if the child is six years of age before September 1 of the current school year of enrollment. The Governing Board of each school district is given discretion under the law to admit children not reaching the required age(s) by September 1, if it is determined to be in the best interest of the children. Such determinations must be based upon one or more consultations with the parent(s), guardian(s), the child, the teacher and the school principal. In addition, the child must reach the required age of five for kindergarten and six for first grade by January 1 of the current school year enrollment. Existing Governing Board Policy JEB is consistent with Arizona law, but has been confusing to parents and staff. A proposed revision (attached) would separate each grade level for specific discussion, with the intention of providing greater clarity and relevance to specific inquiries. It was also appropriate to include other terms of law into the policy, such as the limitation on state funding to only one year of Kindergarten, where a child who was admitted early to Kindergarten is subsequently retained in Kindergarten the following year. The revised policy would also now direct the Superintendent to have procedures for determinations of early admission that include the consultations required by law.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 6.A.] (Exhibit 10)

Mr. Nelson introduced the item. As the Board item explains, we feel that the changes will clear up some confusion. And we have noticed over the years that there are some Kindergarteners who are younger than the current age requirement who are ready for Kindergarten. Mr. Nelson asked Dr. Rosanne Lopez to provide information on the revisions. Over the past several months the District has been investigating the need for clarification on the early entrance policy, as it particularly relates to Kindergarten. Our current cutoff date is September 1st and the State cutoff is January 1st. So some children who will turn 5 years old before December 1st and after September 1st are ready to start school and it is really in their best interest to do so. Other students are better served in a pre-school setting for another year, or at home, whatever their families choose. The changes in this policy will provide clarity, and will provide an avenue for those children who need to start school early. Guidance will then be provided to schools to determine whether or not early entrance is in the best interests of the child. That will be critical. This guidance will be in the form of procedural steps to follow; some of which are being piloted with some children now. In the future we will discuss those procedures with the Board. The policy is presented now for study. Dr. Lopez asked if the Board had any questions. Mr. Leska inquired how many students were admitted for the program this year. Dr. Lopez said she didn't have the total number right now; but as an example Harelson has 1 student being considered and Painted Sky has 5 or 6 students. Mr. Leska asked for a Friday Memo on the average number of students per year. He asked what the cost per child is for the program. Mr. Nelson said that the revisions would only allow a few children to enter Kindergarten early, where right now there are none. There would really be no additional cost as we are receiving funding. Mr. Leska asked if we receive more money. Mr. Nelson explained that we do not receive more money; we get half funding. When it comes to Special Needs preschool, we are required by law to provide information, literally a child find policy, we are required to go out and find children who need those services, and at age 3 years can enter preschool. Mr. Leska inquired about the cost for Special Needs per child. Mr. Nelson clarified that Special Education is a different ratio. Mr. Leska asked if we spend more money than we receive for Special Needs. Mr. Nelson pointed out that the funding towards all Special Education is underserved. Mr. Leska asked for a Friday Memo on the data. Dr. Barrabee commented that we only receive \$10.00 extra per Special Education student, per year to cover the costs of their Special Needs - which is hard to believe. Mr. Little provided that information.

**B. Study of Governing Board Policy JJJ and Administrative Regulation JJJ-R Regarding Extracurricular Activity Eligibility**

Board Book Information: *Mr. Leska requested the Governing Board review Policy JJJ regarding eligibility for student participation in extracurricular activities. The administrative regulation is also attached. Mr. Leska asked to review the policy with particular regard to the student attendance requirements. These requirements have been in place for a significant period of time and mirrored similar requirements in former AIA regulations. The attendance requirements are also included in the Athletic Packet issued to each athletic participant in the District, a copy of which is attached. The relevant language is located on page 2 of the manual. (See, item 8).*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 6.B.] (Exhibit 11)

Mr. Nelson introduced the item noting that Mr. Leska asked that we take a look at the policy. The basic part of the policy has to do with extracurricular activities and attendance at school. We have also listed for you not only the policy but the handbook for athletics. Mr. Leska said that most of the information covered in the Friday Memo answered his questions. He is passing that information on to those who were contacting him about the policy. Mr. Leska said that what created the question was the threat incident at CDO and later Ironwood that were not founded. Mr. Leska asked if there were other policies that could have been or were affected by threats to a school. Mr. Nelson asked Mr. Jaeger, who is attending telephonically, to answer the question. Mr. Jaeger said there are a number of policies that might touch upon safety protocols, disciplinary

code, etc. In terms of the particular problem or situation we had to deal with, the extracurricular activity was the only one he was aware of. Mr. Leska asked for a follow-up on anything that might be affected, and if there isn't that's fine.

## **7. STUDY/ACTION**

### **A. Study of Proposed Changes to Governing Board Policy IKF (Graduation Requirements) and Accompanying Administrative Regulations**

Board Book Information: *Last year, the Governing Board considered an appeal from the parents of a student who was initially denied high school credit for mathematics coursework taken during middle school at a non-district middle school. The initial denial of credit was made consistent with long-standing district practice at the high school level to only extend credit for high school courses taught at the middle school level by secondary certificated teachers who are highly qualified in the given content area (Mathematics or Spanish). This standard was in place to ensure that students enrolling in high school (and receiving credit for middle school work) are sufficiently prepared to move on to higher level content in high school.*

*The District, of course, ensures that its own middle school students are appropriately prepared by requiring that any high school course taught for high school credit in middle school is taught by its own qualifying personnel who also follow district curriculum that scaffolds in appropriate scope and sequence with the higher level high school courses in the content areas. In the situation of external middle schools, however, the District has no control over the professional preparation, ability and content knowledge of the teacher who provides the high school content in middle school. And, anecdotally, the District consistently sees many transferring students from external middle schools struggle in higher level content after taking high school courses in middle school, as well as fail the end-of-course assessment for the course for which high school credit is sought.*

*The changes primarily presented by this item, in Administrative Regulation IKF-RC, incorporates site level practices that have been effective in assuring student success in high school for many years by assessing student readiness for higher level content. This revision is consistent with state law on the matter of awarding credit for external/transfer credit.*

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 7.A.] (Exhibit 12)

There were two Agenda Item Specific public comment forms submitted for Study/Action Item 7.A. Ms. Day read the Agenda Item Specific call to the audience.

Ms. Michelle Barcanic, Counselor at Canyon del Oro High School, addressed the Board regarding the use of a Pass/Fail grade versus letter grades for middle school students taking high school credit courses in middle school. Ms. Barcanic said she supports the idea of Pass/Fail notation for high school credit courses taken in middle school versus assigning letter grades. Handouts of transcripts were provided for the Board. Ms. Barcanic reviewed the transcripts with the Board to show the real life impact that letter grades have on some of the students as well as some of the inconsistencies being dealt with. One transcript showed the result of a student who failed a high school credit course taken in middle school and how that hurt the GPA overall. The student failed Algebra II in 8th Grade and had to retake the class, but still suffers a hit to her GPA. Her GPA fell from what would have been a 3.1667 to a 2.333. The second transcript showed a student who passed a high school credit course taken in middle school and still took a hit to her GPA and class rank. With middle school grades factored in she has a 4.25 GPA and is 13th in her class. Without middle school grades she would have a 4.50 GPA and be tied for first. Transcript three showed the difference between out-of-district and in district students and how the out-of-district student had to test for the credit received a pass after scoring 80% or better. The fourth transcript shows the inequity between out-of-district students and in-district students. An out-of-district student took high school level Math in middle school but did not submit the middle school transcript with the low Algebra I and Geometry grades because he didn't want it to impact his GPA. Instead the student retook Algebra I and Geometry for a grade. In-district students do not have the

option. If they retake the class, both grades will still show on the transcript. The fifth Transcript showed a strong student who was now a senior and the middle school courses has less of an overall impact on GPA, they still always do have an impact. The student would have had a higher GPA and class rank if the student had not received a letter grade for the high school credit classes taken in middle school. She thanked the Board for their time and said she is pursuing the change as she truly believes it is better for students.

Ms. Kat Pivonka, Amphi Education Association (AEA) President, addressed the Board regarding the use of a Pass/Fail grade versus letter grades for middle school students taking high school credit courses in middle school. She stated that the AEA examined the issue and considered every option for a resolution to the problem. The AEA now publically supports a Pass/Fail grade for all high school credit courses taken in middle school. AEA believes it is the fairest and most equitable for all students. AEA thanks the Board for their careful and diligent consideration and they are confident that the Board will do what is best for all students.

Mr. Nelson introduced the item saying that there are several parts to the policy pointing out that there is a red and blue lined copy with the suggested changes. It has been on the agenda for study several times. On the first page of IKF two things to point out are that the Board reduced the Physical Education credits required from 1.5 to 1.0 beginning with the 9th grade cohort of 2016-2017; and the Board approved Financial Algebra as a Math class. On the second page is the State mandated Civics Test for graduation. On the regulation IKF-RA is to do away with section IKF-RB, changing it then adding many things for high school level courses taken in district middle schools, non-district middle schools and the 80% passing score on testing for credit voted on by the Board. Perhaps the Board would like further discussion and Ms. Nelson and Mr. Jaeger might have something to add to the policy review. Ms. Nelson wrote a very extensive Friday Memo to the Board last week outlining information from other districts. Ms. Nelson asked Mr. Jaeger (who was attending by phone) if he has anything further to add. He did not. The Board began discussion.

Dr. Barrabee said the information that Ms. Barcanic presents seems compelling. What is the reason not to follow her suggestion of using pass/fail grades. Mr. Nelson replied that without seeming to contradicting Ms. Barcanic, which I would not do, those were several students chosen to illustrate a point. What we need to remember is that the parents and children make the choice to take this high school class and the logic behind not counting it in 8th Grade but counting it in 9th Grade seems illogical. It is one year of difference, but again it is a choice to take a high school class. Information that Ms. Nelson provided in the Friday was extensive regarding not only what other districts do, but the rationale for maintaining what we have now. A quick review; remember in 2007 a lot of parents were asking if their child is taking a high school class, which at that time was essentially a pass/fail, why aren't they getting the credit and why aren't they getting the grade. The AZMerit scores from students who are taking high school Math credits in 8th Grade were all exceeds. Ms. Nelson said almost all were exceeds. They are achieving and it is their choice to take a high school credit class. Dr. Barrabee said when he heard about the student from out-of-district who did not show his middle school grades for high school classes in order to take the course over again for a good grade, he wanted to know if we offer that option to in-district students. Mr. Nelson said that in-district students can retake the class; however, both grades are averaged in. And the point about the out-of-district student [not supplying the transcript showing high school courses taken in middle school with low grades] is something that needs to be addressed because that isn't fair. Dr. Barrabee said they are young students in the 8th Grade and they may well have made a mistake in anticipating their ability to do well. He is not comfortable with them retaking the course and having the grades averaged instead of using the grade of the second attempt.

Ms. Day called on Ms. Grant. Ms. Grant said that Ms. Nelson's memo was helpful but raised a whole lot more questions for her. Then with Ms. Barcanic's information she is confused. If she understands correctly, if a student takes an Algebra class in middle school and passes, the student who gets a C and the student who gets an A or B, are all the same, if we give them just a "Pass". Ms. Nelson said that is correct, regardless of what the grade was it will be recorded as a "Pass". One of the interesting points that we collected when we surveyed the Math teachers that teach high school course in middle school was a request that if we did that

[use pass/fail] that we still convey how well each student had done in order to make an appropriate placement for students coming into high school. Ms. Grant said that is the second part of her question. How will Math teachers and counselors be able to know what level of Math a student should go into if they have "Pass" as their grade? Just because they passed Algebra and may have gotten a C but may not be as prepared as the A student for the next level. How will those teachers and counselors know what level or path to send those students down? Ms. Nelson said that nothing Ms. Barcanic has suggested would indicate that we would not share the grade with the high school counselors. In fact we hope that is something that we would continue to do even if we went to a Pass/Fail notation on the transcript, as that information is important to counselors and Math teachers when they make a recommendation for high school placement. Ms. Grant asked if they can still see the grade. Ms. Nelson confirmed they can. Ms. Grant said unless they are from out-of-district and we do not get their transcript. Ms. Nelson said as Mr. Nelson has said it seems highly unfair and needs to be looked at.

Ms. Day mentioned an in-district Sophomore who was taking Spanish was told that if they didn't get an A or B they wouldn't get a pass and wouldn't go on. Is that correct, or did they have the wrong information? Can you pass Spanish with a C and go on? Mr. Nelson asked Mr. Bejarano to respond as he chaired that committee. Mr. Bejarano said that in the previous policy before Spanish and Math were accepted with grades... Ms. Day interjected asking how long ago that was. Mr. Nelson said the years 2007-2008. Ms. Day said she was talking about a Sophomore in high school now. Mr. Bejarano continued saying that at that time if a student didn't receive an A or B they did not receive the "Pass."

Mr. Leska said that he is in concurrence with Dr. Barrabee's comments and concerns. It is harder for our students seeking to go into military academies than Harvard or other Ivy League schools; it is super competitive. There may only be a handful a year that apply, but it is critical for these rankings and GPAs to allow it to happen. It could be one grade that allows them to get in or not. It would be a tragedy if they are qualified and would be accepted but aren't because it was a P instead of an A. Yet we have someone from out-of-district or from outside of the Tucson area and can get that higher GPA. It should be an equal playing field.

Dr. Barrabee asked why we can't take the score of the second try instead of averaging them. Mr. Nelson said perhaps Mr. Bejarano could add to the discussion. It was pointed out we have current principals in attendance who could address it. Mr. Paul DeWeerd, Principal of Canyon del Oro High School addressed the Board. He said he hasn't been in the District long enough to know the philosophy behind not replacing the grade but he is sure there was a reason why they arrived at that conclusion at some point. The district he came from did use grade replacement and the student could repeat a class and was given the option to replace that grade. Mr. Nelson asked Ms. Barcanic how long she has been in the District and how long they have been averaging grades. She said she's been in the District for 18 years and when a class is retaken, the grades have been averaged. Mr. Nelson called on Mr. Jon Lansa, Principal of Amphitheater High School. Mr. Lansa said in his 5 years at Amphi High he has not had a student do a grade replacement. It is very uncommon and has not been requested since he has been there. He doesn't know the history of it; we've never really discussed how it came about.

Ms. Day commented it would be interesting if they knew they could do it, if it became a practice. Mr. Nelson clarified it is not in policy, it has been a practice. The Board could change the practice or write it into this policy. Mr. Nelson asked Mr. Jaeger if there was anything he wanted to add. Mr. Jaeger had nothing to add.

Ms. Grant asked for clarification that it could be a practice, that a middle school student who took a high school course and was not happy with their grade could retake the class in high school, perhaps got a B or C, they could retake the class and the middle school grade would not count, if it was made a practice. Mr. Nelson said they could do that which he would prefer to a Pass. Ms. Grant asked if it was made a practice how would they know it would be implemented fairly throughout all of our high schools, rather than making it a policy, so that a new counselor would know to tell a student with a C in middle school Algebra that they can retake the class, then the middle school grade would not count. She is concerned about being consistent between the

three high schools with practice rather than policy, because we are always quoting, "It's a policy." Mr. Nelson replied that we have three high school principals who are hearing this quite clearly and we can work on written communication with counselors. Mr. Bejarano meets with counselors four or five times a year.

Ms. Day asked about the scenario of a student not liking their grade, but not wanting to retake the course, just take the test and demonstrate proficiency at a certain level. Mr. Nelson said that according to State law once the teacher has given the grade, they would have to take the course again.

Mr. Leska asked if a high school student is proficient in Spanish, is a native Spanish speaker and wants to test out, can they do so like you can in college. Mr. Nelson asked Ms. Nelson to respond. Ms. Nelson said it is actually in this policy and there is a statement that does allow examination. In IKF-RA second bullet it says, "As an alternative to completing the course requirements a student may request upon showing familiarity with the subject matter of the course, an examination on the competencies of the course. The student may take an examination on a particular course only one time in an academic year. The examination shall be prepared by a teacher in the subject matter who is designated by the Superintendent. To receive graduation credit the student must demonstrate accomplishment of the standards and competencies adopted by the State Board of Education and the Governing Board respectively. Demonstration of accomplishment of the skills and competencies should be determined in accord with the accepted practices and evaluation of students. A copy of that test's results, verified by the appointed teacher, shall be filed in the student's records." Mr. Nelson said that he designated Mr. Bejarano to work on the end of course assessments for this very reason and he asked Mr. Bejarano to tell the Board which content areas are completed. Mr. Bejarano noted that in Math there is Algebra, Geometry, Algebra II and Intermediate Algebra. In Social Studies we have 7th and 8th Grade Social Studies. This year we started with U.S. History and World History. In Science we have Biology. We have Spanish I and II. We do not have any in English. Those are the courses we currently have and what we have been doing over the years is bring the teachers together, they create the exam, they do an item analysis depending on when they give it, as an end of semester or end of year assessment. Every year they rewrite the questions. Some of the tests we've had for a while like Math are starting to look fine. U.S. History, which has only been around for a year, the teachers are working on. It takes around 3-5 years to get a valid and reliable test, but we have to go through that process every year.

Ms. Day called on Mr. Leska. When they test out they get a P for the credit, but can't have a grade because they tested out of it from the policy Ms. Nelson read. Mr. Bejarano replied that he is not aware of the tests he is referring to being used to test out. Those tests are end of semester and end of year assessments. We haven't had a student use it, but that is what they would use. Mr. Leska reviewed then that we have a student who is in high school who can test out of it and get a "P", we have a student who's an incoming Freshman who can test out of it. But, we are penalizing 7th or 8th graders who are taking high school courses with a grade that could possibly harm them upon graduation in applying to colleges and ranking and such. He said doesn't think it's fair.

Dr. Barrabee asked if with the tests we have several years of experience with, is there a sense of a corresponding letter grade to go with the percentage they get on the test. Could we give letter grades for the tests? Mr. Bejarano responded that the test is used as part of the teacher assessment, and is part of the entire course. Mr. Nelson said it corresponds generally, but not specifically to an overall grade. The 80% talked about is a common mastery of the material but does not correspond to a grade. Dr. Barrabee asked why it doesn't. Mr. Nelson pointed out that teachers have their own grading scales so the ability to do that is difficult. Dr. Barrabee opined that it suggests that 80% doesn't mean very much either. Mr. Nelson clarified that it does because there is plenty of research that shows 80% is a commonly used mastery level. Dr. Barrabee asked what mastery actually means, a C? Mastery of the content but it doesn't correlate to grades; there is a lot that goes into grades. Dr. Barrabee said homework and such, but the question is ultimately what have they mastered, if you like, and how much have they mastered? Just because they didn't put in the seat time doesn't mean they are less qualified, depending upon how refined the test is. If it isn't refined it has limited validity, but if highly refined after several years, it's hard to understand why it doesn't relate to a grade.

Mr. Nelson said he wanted to go back to Mr. Leska's comment because it sounds like the assumption is students do not do well when they take these high school classes in middle school and they are penalized for grades. Just the opposite is true. Most of these students do quite well in 8th Grade. We are talking about very few students. You'll notice that one of the transcripts was from Basis and I cannot control Basis' grading. Ms. Day noted that one of the things we are working on with AdvancEd is district grading practices.

Mr. Leska said he would like to make a motion.

**MOTION:** I would like to accept everything in IKF as omitted (red lined) and added (blue lined) with the exception of the section on page 178 making it "the grades posted on their high school transcripts" a "P" for Pass or "F" for Fail [instead of a grade].

Ms. Day called for a second. Dr. Barrabee said he would second the motion for discussion purposes only. He would like the student to have the option to choose either the grade or Pass/Fail. Ms. Day told Dr. Barrabee that he could ask Mr. Leska for a friendly amendment. Mr. Leska said that was actually his original intent, but discussion ensued. He would be amicable to that with the caveat that they need to be highly coached, which might be a practice instead of a policy, by the counselors to help them understand the implications of their final grade, if it is going to help or hinder them, and whether or not to take the grade or the Pass/Fail. He will accept it as a friendly amendment. Dr. Barrabee seconded the amended motion.

Ms. Day asked Ms. Gardiner to read back the motion. She said the motion as she understood it was Mr. Leska moved to "accept everything in IKF as omitted (red lined) and added (blue lined) with the exception of the section on page 178 making it "the grades posted on their high school transcripts" a "P" for Pass or "F" for Fail." Dr. Barrabee made a friendly amendment that "students have the option to choose either the grade or Pass/Fail." Mr. Leska accepted the friendly amendment with a note that "students need to be highly coached by counselors to make the right decision in posting a numeric grade or a Pass/Fail." Ms. Day asked if everyone was clear and if there was any other discussion.

Mr. Nelson asked a question for clarification. He asked if the choice [of a grade or Pass/Fail] would be made before the class is taken or after. Dr. Barrabee responded saying after the class. Mr. Leska responded saying or anytime. Ms. Day inquired if they would like to say in 10 days after the class, 2 weeks, not just forever that they can change their grade. Dr. Barrabee said he thinks the issue is that students who do very well would like to have the grade if they feel good about it and it is in their best interests. For those who don't do well he'd like them to have the option of Pass/Fail and the option of taking the class over and not be hurt by the earlier grade. Ms. Day said one is policy and one is practice, about repeating the class. That can be dealt with separately.

Board Book Note: *When the students would make the choice between a Letter Grade or Pass/Fail was not clearly defined and was not added to the motion by amendment.*

**VOTE:** Ms. Day asked if they were ready for a vote. All in favor of the motion as read by Ms. Gardiner say "Aye", opposed "Nay". Motion carries 3-1.

Mr. Leska said he would like to make another motion regarding retaking a class.

**MOTION:** That any student who wishes to retake a course would not have the new grade calculated as an average of the two grades, but as a replacement.

D. Barrabee seconded the motion. Ms. Day called for discussion. Ms. Day asked Ms. Gardiner to read back the motion. "Any student who wishes to retake the course would be able to do so and then accept the course in which they made the higher grade. It would not be averaged together; the highest grade would be accepted." Ms. Gardiner said that was her understanding. Dr. Barrabee responded yes. Ms. Grant had a question for

Mr. Leska. She asked Mr. Leska to please clarify his motion. Are we talking about any class in high school they can retake? Any class? Mr. Leska said yes. For instance in college you would average the two like we do now. For example if they took a course and got a D, they could take the course again getting a better grade and it would replace the D. Dr. Barrabee said he certainly would like to hear any reason why that is not advisable. Ms. Day asked if there was another Call to the Audience. She asked if they were going to put this topic on as a Study. Mr. Nelson said he didn't know if any of the high school principals would like to comment since they deal with this. He would like to have a little more time to think about the implications because he is sure there are some. One of the implications would be, not that a lot of students would do it, but if a lot of students did do it, it would affect staffing and class size potentially. He would prefer that the Board give the administration some time to research the implications. Ms. Day said that see personally does not feel ready to make that decision tonight.

Dr. Barrabee requested to make a motion.

**MOTION:** I move to table. [That any student who wishes to retake a course would not have the new grade calculated as an average of the two grades, but as a replacement.]

Mr. Leska noted that to follow protocol the Board would either need to vote it down, or he as the motion maker could withdraw the original motion. Ms. Day and Dr. Barrabee commented that they did not believe it was necessary. Mr. Jaeger said that the motion (Mr. Leska's motion) was in order and needed to be voted on. Mr. Leska said he would formally withdraw his motion. Dr. Barrabee said it was not needed; the only thing to vote on was the motion to table. Mr. Leska pointed out that he already made a motion which Dr. Barrabee seconded. (*Dr. Barrabee's motion to table had not been seconded.*)

**WITHDRAWAL OF ORIGINAL MOTION** - Mr. Leska formally withdrew his motion regarding allowing students to retake a course and not have the new grade calculated as an average of the two grades, but the highest grade be recorded.

Ms. Day called up Ms. Jenny Bayse who had submitted a speaker form. Ms. Bayse thanked the Board for looking at the issue of using Pass/Fail versus of grades and complimented Ms. Barcanic on representing all students. She urged the Board to think about the timing of implementation. She expressed concern over students choosing a grade or Pass/Fail as they may think taking the grade is good, but looking further out it could be a detriment. Assuring they are counseled well is important in both policy and practice.

Board discussion continued. Mr. Leska brought up that they passed the choice of accepting a grade or Pass/Fail but did not put a time frame on it, so it is implemented now. Mr. Nelson said that would contravene everything they've ever done. You cannot retroactively go back and say this applies to them. Anything that is a policy change always starts with, for example, a new class. Just like with the PE requirement the Board voted on. Ms. Day interjected that she didn't think that was what Mr. Leska was saying and asked Mr. Leska to clarify. Mr. Leska said they did not put time frame on it, so right now it is immediate; maybe we can get Mr. Jaeger's input. Mr. Nelson said the assumption would be with the incoming 2016-2017 Freshman class. You cannot go back retroactively and apply this rule that students did not know when they took the class. Mr. Leska said we have students today who have ambitions who may not get in because if they had a Pass/Fail instead of a B or A. Ms. Day asked where the Board was in discussion. Dr. Barrabee said he was confused about why at the end of this year an 8th Grade student wouldn't have the option proposed. It is a decision a student is making at the end of the semester on the basis of how it worked out on them. Why wouldn't we implement it this spring to give current 8th Graders the option? Mr. Nelson explained that the District has been operating under a policy that has sent a letter home to the parents of students before they took the class indicating everyone taking the class that it counts on their high school transcript. To contravene that and retroactively go back - it's a bit chaotic and contravenes every time we have changed a policy. Dr. Barrabee said it doesn't bother him. Mr. Leska agreed with Dr. Barrabee and that it will only help students, we are here to help them not hinder them. This would only help them. They have the option to keep it on the transcript or

now it's going to be a "P" and the only hard part is the counselors now have to recalculate things. So yes, there is going to be some hardship on staff, but he thinks its good hardship because it only helps the students. He can understand other policies where we set it to start with incoming Freshmen, but thinks this is a good thing to do now. He understands that today the policy is changed by the Board's action. Ms. Day said that as she understands it, what they have changed today doesn't affect a Sophomore. Mr. Leska said it will and Dr. Barrabee said why not. Ms. Day said that just was not her understanding that they would move forward from middle school (students) now, but Mr. Leska is saying that anybody who is high school now, all of a sudden we are going to change. [Allow students who took a high school course in middle school for a grade to change it to a "Pass" instead.] Mr. Leska said if they choose to. [Have a grade for a high school course taken in middle school changed to a "Pass"] Dr. Barrabee said he is now confused if they are focusing on middle school students who take high school credit courses or something else. He was strictly thinking of middle school students taking high school credit courses. Ms. Day said correct, but Mr. Leska keeps mentioning the fact that (for example) this Sophomore is looking to go to the Air Force Academy and some course she took in middle school could affect her so he is suggesting that we go back retroactively a couple of years so she now gets the option to change the score 2 years later. Mr. Leska said from a "P" to whatever she had, and that is what we voted on. Mr. Nelson asked to clarify. The motion specifically referred to the section on high school courses taken in middle school; specifically referred to that. Ms. Grant commented that what Mr. Leska is saying and that perhaps the rest of the Board needs to understand this, is that if I am a Sophomore and I took Algebra in Middle School, he is saying now they can go back and change that credit from a grade to a "Pass". That's what you are saying? Mr. Leska said that is what they voted on. Board Members commented that is not what they voted on. Mr. Leska asked that the motion be read so everyone was clear. Dr. Barrabee said they could take another vote. Board Members commented they could vote again.

Ms. Gardiner reviewed the motion. The motion was to accept everything in IFK except for the section regarding high school courses taken in middle school except the "the grades posted on their high school transcripts". Originally Mr. Leska suggested Pass/Fail only, Dr. Barrabee made a friendly amendment saying that a student could choose between a grade or Pass/Fail, and we did not designate whether the decision was to be made at the beginning of the course or the end of the course, but that they can choose a Pass/Fail or have the grade go onto their high school transcript. Dr. Barrabee said that section defines it as dealing with middle school students. Mr. Leska said he would suggest but not make a motion, that if Board Members choose to, to make a motion for the time frame to start. Dr. Barrabee commented he would have it start with the spring. Mr. Leska asked if that would be for incoming Freshmen. Dr. Barrabee said essentially for incoming Freshmen. Exactly when it [grades] would be determined he assumed would be after the grades were given out. Ms. Day said it appears to her there has to be some deadline once grades are out. Is it 2 weeks after the grade or something like that, because you can't just give it in perpetuity. Dr. Barrabee asked how much time is reasonable from the point of view of staff for choosing and making the changes. Mr. Nelson said there are several issues here that need a degree of specificity. A time frame of 2 weeks is one of them, as suggested, but to be clear this applies to students in middle school **now**, not going back 2 years or 4 years. Ms. Day said yes that is what she voted for, not for going back. She asked Mr. Jaeger if they needed a motion on that. It was indicated a motion was needed. Dr. Barrabee made a motion.

**MOTION:** I move that the period of time that middle school students have the option of changing between a grade or a Pass/Fail terminate 2 weeks after the end of the semester.

Mr. Nelson asked to make a clarification. He recommended using the word "choose" rather than change. Dr. Barrabee agreed. Ms. Day asked for a second to the motion. Ms. Day seconded the motion and asked for any discussion. Ms. Grant asked if this is for current 8th Grade students or incoming 8th Graders. Dr. Barrabee said it would be for current 8th Grade students. Mr. Grant said it wouldn't necessarily be just 8th Grade, it could be a 7th Grader taking Algebra. Dr. Barrabee clarified Middle School students. Ms. Grant pointed out that if a middle school parent didn't sign their student up for a high school credit class because they didn't know if they would do well, they might not be very happy to find out they could have gotten a Pass/Fail. Dr. Barrabee said they would have to notify. Ms. Grant asked why they wouldn't start with the

incoming, the next class forward rather than the current class to let those parents all know. Because we sent out the letters and at the beginning of school we set up the rules. So now we would be changing the rules. Dr. Barrabee said that if we were proposing a more restrictive policy that would be the way to go. [Starting with a new class.] But this is a more expansive policy and it simply creates another option. If we believe that is a benefit to students, why wouldn't we start it as soon as we could. Mr. Leska said 2 weeks after they get the grade it is summertime. They have no time to get counsel from their future counselors. Parents going through this for the first time don't understand the implications of Pass/Fail or a grade on their transcripts. They have no one to counsel them within 2 weeks because they are not even registering till the end of summer and may not have time to talk with a counselor because there is so much going on. And some students are at registration alone having to make a choice not knowing what they want or what the future holds. To put 2 weeks on a 4 year decision is scary. Mr. Day commented that Mr. Leska may have just given the best argument for delaying it for a year. Mr. Nelson said for that exact reason we say delay it. Mr. Leska said that some parents may not be involved or aware of what is needed for the student's grades. Ms. Day said that by that same argument parents may never be prepared to make that decision. Dr. Barrabee said one of the problems with putting off a decision on which to choose would affect what courses the student might take, and the possibility of retaking the course. There is a point where the student needs to know which way to go: accept the grade, accept a "P" or retake the course for a higher grade. Maybe we need to reconsider all these possibilities in one package with better advice or additional advice from those who would be participating in the process to know what would work best. Professional input would help the Board. Ms. Day asked if Dr. Barrabee was suggesting redoing what they voted on. Dr. Barrabee replied yes. Ms. Day asked if he had a motion. Dr. Barrabee made a new motion.

Board Book Note: *Dr. Barrabee's motion that the period of time that middle school students have the option of changing between a grade or a Pass/Fail terminate 2 weeks after the end of the semester failed for lack of a second. Then a new motion was made.*

**MOTION:** Dr. Barrabee motioned to negate (rescind) the motion that was passed.

Ms. Day seconded the motion and called for any discussion. Mr. Leska suggested that they just table the time frame. The Board voted and it's a pretty solid vote as the topic has been discussed for about 2 months and it is really down to the timeframe. Mr. Leska agreed that they should get more input from counselors, staff and administration on when to implement it, then move on the time frame. Ms. Day said she believes they can do all of that, and the three votes are sitting right here and two of us would like to go ahead with the motion that is on the floor right now. Unless there is any further discussion. Ms. Grant asked to clarify the motion. She asked if the vote the Board is about to take is that the motion that Mr. Leska made earlier about the 8th Grade credit [high school credit classes taken in middle school] being a grade or Pass/Fail will not occur. Ms. Day said they are negating it. Ms. Day asked Ms. Gardiner to read back the motion. The motion was to negate or rescind the motion that the Board voted on and passed, which would allow middle school students taking high school credit courses to choose either a numeric grade or a Pass/Fail. The underlying reason was to have further discussion and include the three topics being talked about together into one, and to pass it at a later date. (*Rescind IKF revisions and the change of students having the option for a grade or Pass/Fail for high school courses taken in middle school.*) Ms. Day asked if everyone was clear. Ms. Grant corrected the terminology saying not to pass at a later date, but to discuss. Ms. Gardiner said yes, to discuss at a later date and possibly vote on the policy changes. Ms. Day asked for any further discussion. Mr. Leska said that also includes everything in IKF because it was part of the original vote. Mr. Nelson asked for clarification regarding the IKF revisions. The change was to high school courses in middle school. If he understands correctly if the vote succeeds we'd take that off the table, but would leave IKF for a further discussion. Mr. Leska said what they voted on and are un-voting on is accepting IKF in its entirety with the exception of grades for high school courses taken in middle school being changed to a grade or Pass/Fail. Mr. Nelson asked if Dr. Barrabee's motion was to rescind that. Ms. Day and Mr. Leska confirmed that was the intent, taking everything off. Ms. Day said she had seconded and asked if there was any further discussion.

Ms. Day called for the vote. All in favor say, "Aye", opposed "Nay". Motion carried 3-1. Policy IKF revisions will be presented again for Study/Action at a future meeting.

## **8. ACTION**

### **A. Resolution of the Governing Board Recognizing the Contributions of Educational Support Personnel and Setting April 27, 2016 as a Date for Special Recognition**

The Board approved the resolution setting April 27, 2016 to recognize the Contributions of Educational Support Personnel in the District.

Board Book Information: *While the fundamental nature of public education is instructional, all school district employees play a vital and valuable role in providing safe and successful schools; it takes many employees of every job description to operate a school district and provide an education to students.*

*The District's Educational Support Personnel (ESP), also known as "Classified Staff" serve in many crucial roles throughout the district, including but certainly not limited to: bus drivers and monitors, carpenters, groundskeepers, secretaries and clerks, food service personnel, and custodians. Each of these people serve our students and the public, and are essential in creating safe, clean, and welcoming school environments that meet student, parent and community needs.*

*While one day a year of recognition does not approach the level of appreciation due to these dedicated support staff members, the Governing Board has for several years set aside one day each year to shine a spotlight of sorts on their contributions. Accordingly, a resolution (attached) has been prepared for the purpose of setting April 27, 2016 this year as the date this year when the contributions of Educational Support Personnel are especially recognized.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 8.A.] (Exhibit 13)

### **B. Resolution of the Governing Board Recognizing the Contributions of Teachers and Other Education Professionals in the District and Setting May 2 - 6, 2016 as "Teacher and Educational Professional Appreciation Week" and Tuesday, May 3, 2016 as "Teacher and Educational Professional Day"**

The Board approved setting May 2-6, 2016 as "Teacher and Educational Professional Appreciation Week and May 3, 2016 as "Teacher and Educational Professional Day".

Board Book Information: *National Teacher Appreciation Week has been designated as such by the National PTA in cooperation with the NEA for decades. Observance of such recognition has been celebrated by schools across the country in one form or another since 1944. This year, National PTA "Teacher Appreciation Week" will be May 2-6, 2016 with "National Teacher Day" being observed on Tuesday, May 3, 2016. The contributions of teachers, nurses and other school employees are of course to be appreciated every day, but focusing a celebration of their efforts on specific dates can crystalize that appreciation and serve to remind everyone how much these personnel do for students and, in turn, our community as a whole. A resolution has been prepared to recognize their contributions.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50191198>, Item 8.B] (Exhibit 14)

Mr. Nelson introduced the item saying that the Board can pass the resolution tonight and at the May 3, 2016 meeting the recognition will be made. Ms. Day read the resolution. Dr. Barrabee moved to approve the resolution, Ms. Day seconded and the motion passed 4-0.

## **BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS**

Ms. Day asked the Board if there were any requests for future agenda items. Mr. Leska asked for Policy IKF.

## **PUBLIC COMMENT**

There was no Public Comment.

**ADJOURNMENT**

Ms. Grant moved that the meeting be adjourned, Ms. Day seconded the motion and the motion passed 4-0.  
Ms. Day declared the meeting adjourned at 9:20 PM.

Karen S. Gardiner  
Respectfully submitted,  
Karen S. Gardiner

Deanna M. Day  
Deanna M. Day, Board President

8/23/16  
Date

Approved: August 23, 2016