

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, May 3, 2016, 5:00 PM in the Leadership and Professional Development Building.

Board Members Present

Deanna M. Day, President
Jo Grant, Vice President
Dr. Kent Paul Barrabee, Member
Julie Cozad, 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
Scott Little, Chief Financial Officer

Board Members Absent

Call to Order and Signing of Visitor's Register

Ms. Deanna M. Day

Ms. Day called the meeting to order at 5:01 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) Student Disciplinary Action in the Consideration and Decision Upon Expulsion Hearing Officer's Recommendation, Pursuant to A.R.S. §15-843(F)(2), Regarding:

- a. Student # 30048641;**
- b. Student # 30052026; and**
- c. Student # 30049267.**

Ms. Grant moved that the Board recess into Executive Session. The motion was seconded by Ms. Cozad and carried 5-0. Ms. Day declared the Board recessed into Executive Session. The time was 5:02 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. Cozad and carried 5-0. The time was 6:03 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
Rillito Center Students

Mr. Nelson asked Ms. Linda Haller, Principal of Rillito Center to introduce the students here to lead the pledge. Ms. Haller introduced five very special students who attend Rillito Center. All five students have made huge progress in their school programs. They work hard in school every day and through their efforts they set a wonderful example for everyone. Our first two students have made major gains in both their academic and social skills and both are leaders in their class. Ms. Haller introduced Tristan Rowe and his parents. Tristan has made unbelievable growth in his entire program, but the area that is so noticeable is his language. A couple of years ago Tristan was pretty much non-verbal and now it's just the opposite and we love every minute of it. Ms. Haller then introduced Franco Clinch and his parents. Franco is a class leader and amazes them every day with his academic skills. Ms. Haller introduced Emma Sabala and her parents. Emma is a joy to have in class and has become a social butterfly this year. Ms. Haller introduced Luis Martinez Trahin-Torres and his mother. Louis has taken off in his ability to read and is writing sentences of three to four words in length independently. And one of his notable achievements is his ability to put together four to five word sentences when talking, and we are very excited for Louis. Ms. Haller introduced Logan Johnson and his grandmother. Logan has had an awesome school year. He's been attending Amphi Middle for Art and in fact his art piece was chosen to be displayed at the Tucson Mall. Logan is a leader in his class, and he also participates in Special Olympics in Bowling and Track and is a very competitive athlete. Logan has become more efficient with his communication device, using, navigating and talking with it. The students led the pledge and were presented with certificates of recommendation by Ms. Grant.

Recognition of Student Art
Rillito Center Students

Dr. Barrabee introduced the art on display. Rillito Center students used wiki sticks to create stained glass drawings as well as texture balls and thumbprints to create their pieces.

Announcement of Date and Place of Next Special Board Meeting

Ms. Day announced the next Special Meeting of the Board on Tuesday, June 7, 2016 at 6:00 PM, Wetmore Center, Leadership and Professional Development Center, 701 W. Wetmore Road, SE Parking and Entrance.

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=50198766>, 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 May 2016.

Holly Abeles, Budget Technician, Finance Department

Holly has been with the District since 2005. She has spent those 11 years as the Budget Technician for the Finance Department. Her main responsibilities have been: preparing and entering journal entries, weekly deposits, preparing agenda items, entering department requisitions and general office management for the Finance Department. She's been an excellent liaison and resource person between the Finance Department and

school administrative assistants, department administrative assistants and school bookstore managers. She's been an active member of the Wetmore Social Committee for 10 years. Her hard work and diligence have been an inspiration to everyone and vital to the Finance Department. She's a valuable member of the team and her dedication and commitment to the District is evident in all she does. Her ability to read minds and predict the future will be the skill most missed when she retires later this year. Dr. Barrabee presented Holly with the Distinguished Service Award. Holly thanked the Board and Mr. Nelson for the award and said how much it means to her. She said there are a lot of school districts within Tucson and she thinks what sets Amphi apart is the teamwork. Everyone from the Governing Board Members to the Administrators to the Principals to the Teachers to the Support Staff truly love and care about their students. She is retiring and her last day will be May 20th.

Nicole King, Special Ed Facilitator, Coronado K-8

Nicole has been a member of the Coronado family for 12 years, and in that time she has proven to be a valuable educational leader on campus. She is an advocate for all her students and a role model for her dedication and service to students and parents. She looks for solutions to problems and focuses on the resources available and how she can provide the best education experience possible. Nicole is a lifelong learner. Her thoughtful nature drives her to seek new knowledge and this is evident in her work with students. She works closely with and utilizes District office resources and personnel to strengthen her craft. Nicole is reflective in her decision making and purposeful on the behalf of her students' needs. She is a strong proponent of collective decision making and seeks the support expertise of those around her. Each and every day she has tremendous impact on our students' lives. And she does so with a positive outlook, a warm personality and a kind demeanor. Dr. Barrabee presented Nicole with the Distinguished Award thanking her for the special contributions to our Special Education students. Nicole said she loves what she does, loves being at Coronado and is really glad to be part of the Amphi group. She thanked everyone saying the award makes her happy.

B. Recognition of Odyssey of the Mind Teams

Board Book Information: *Amphitheater Public Schools continues to be the top district in participation and achievement in the Arizona Odyssey of the Mind program. Odyssey of the Mind is an international competition that provides creative problem-solving opportunities for students from kindergarten through college. Team members apply their creativity to solve one (or more) of five long-term problems involving building mechanical devices, building balsa wood structures designed to hold hundreds of pounds, building vehicles that are used to complete tasks, presenting a theatrical performance solving a dilemma, or presenting their own interpretation of literary classics. In addition, teams are scored on "style", or, the creative way in which they present their solutions. Finally, each team must participate in a spontaneous problem at the competition that is "top secret" until after the end of the day. This portion of the competition prepares students for what we all face in real life, unexpected problems that require teamwork, given limited resources. This year, a total of eight teams (one team that solved, competed, and placed in two problems) will all compete during World Finals May 25-28, 2016 at Iowa State University. The following students and their coaches are to be commended for their dedication and high level of accomplishment in this academic competition. (To see the list of teams, click on the link below and go to Item 2.B. in the Board Book.)*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 2.B.]

Mr. Nelson introduced the item saying that 52 Amphitheater students, 7 teams, are going to the Odyssey of Mind World Finals this year. He asked Dr. Rosanne Lopez, Chief Academic Officer of Elementary Education K-5, to talk about the teams. Dr. Lopez said it was a great pleasure to introduce the Odyssey of the Mind teams. Amphitheater School District continues to be the top District in participation and achievement in Arizona for Odyssey of the Mind. In fact, one third of all teams going to world finals this year from Arizona are from Amphitheater Public Schools. Odyssey of the Mind is an international competition that provides creative problem solving opportunities for students from Kindergarten through college. Team members apply their creativity to solve one or more problems. They work on five long term problems involving building mechanical devices, balsa wood structures, designing, building vehicles that

are used to complete tasks, theatrical performances and presenting their own interpretation of literary classics. In addition they are judged on style, the creative way they present their solution and finally, and perhaps most importantly, they participate in a spontaneous problem where it is top secret and they are given just a few minutes to solve the problem. And that is something we do in life; solve spontaneous problems every day. This year a total of eight teams, including a team that competed, solved and placed in two problems, will all compete in World Finals May 25th - 28th at Iowa State University. Dr. Lopez called up the teams to be introduced by school. Ms. Day said that one good way to define Odyssey of the Mind is it is where Science and Technology come together with the arts. Ms. Day presented the teams with certificates of commendation.

C. Recognition of SkillsUSA

Board Book Information: *SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled work force. The SkillsUSA Arizona Championships is the premier showcase for Arizona's trade, technology and service students. This annual conference features 70 skill and leadership competitions that determine who will represent Arizona at the national SkillsUSA Championships. Employers, experts from industry and educators work together to design, judge and recognize our members for their accomplishments in competitions that have real-world challenges. Contestants use math, science, reading and language skills in conjunction with hands-on technical skills to compete against the best in Arizona. Currently, more than 14,000 teachers, students, and school administrators serve as SkillsUSA Arizona members. The following students from Canyon del Oro High School finished in 1st or 2nd place in their respective categories at the SkillsUSA Arizona Championships:*

- Architectural Drafting - **Dylan Bellah** (1st place, advances to Nationals)
- Basic Architectural Drafting - **Jenna Sullivan** (1st place)
- Basic Architectural Drafting - **Alicia Pisciotta** (2nd place)
- Electrical - **Jordan Mapp** (2nd place)
- Plumbing - **Jon Black** (2nd place)
- SkillsUSA advisor - **Jim Luckow**

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 2.C.]

Amy Sharpe, Director of Community Relations, introduced the item and asked Mr. Jim Luckow, SkillsUSA Advisor, to introduce the students and their accomplishments. Mr. Luckow said that 21 CDO students went to Phoenix in April for competition and 11 students medaled in their competitions. This year Alica Piscoth and Jenna Sullivan won Amphitheater's first medal in Architecture. Usually Phoenix schools dominate this category and this year they beat them. Ms. Grant presented them with certificates of commendation.

D. Recognition of Family, Career and Community Leaders of American (FCCLA)

Board Book Information: *Family, Career and Community Leaders of America (FCCLA) is a dynamic national student organization that helps young men and women become leaders and address important personal, family, work and societal issues through family and consumer sciences education. FCCLA members have opportunities to expand their leadership potential and skills for life for future families, communities and workplaces. Members can demonstrate family and consumer sciences skills, career skills and interpersonal skills through competitive events. The following students from Canyon del Oro High School finished in 1st or 2nd place in their respective categories at the 2016 Arizona FCCLA State Leadership Conference:*

- **Lindsay Hoel** (Teach and Train - 1st place, National Contender)
- **Brenna Griesser** (Early Childhood - 2nd place, National Contender)
- **Chelsea Iszler** (Literacy Connection – Story Stretching - 1st place)
- FCCLA Early Childhood Advisor - **Jennifer Atteberry-Pierpont**

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 2.D.]

Ms. Sharpe introduced the item and asked Ms. Jennifer Atteberry-Pierpont to introduce the winners and their accomplishments. These three ladies competed at the State FCCLA Leadership Conference, along with 20 other students. Lindsay Hoel competed in the Teach and Train Event. She chose a pre-school teacher and did 40 hours of job shadowing and interviewing the teacher to find out what that job entails. She then volunteered in the classroom and put together a parent night on STEAM, which is Science, Technology, Engineering, Arts and Math and how to take STEAM home. Lindsay will compete in nationals this summer in San Diego and she earned a Grand Canyon University Scholarship. Chelsa Iszler took 1st place in a story stretching and literacy event. She chose the book "The Funny Little Women" and stretched it into a Math, Science, Dramatic Play and Citizenship type activity. The judges then pulled a topic from a cup on the spot and she had to go create a lesson plan, prep all the materials and teach it to the judges connecting it to the Arizona Early Learning standards. Brenna Griesser competed in the Early Childhood event. She had to create a 32-page portfolio showcasing her knowledge of the development of children. She could specialize down so she chose 4-5 year old children. She showcased her time in working with them, knowledge of their development and abilities, three to five of her best lesson plans and proof of her teaching that throughout the year. Brenna is unable to go to San Diego to compete as she is heading off to Boston College, so she gave her place to the next place person who happens to be a CDO student. Ms. Day presented them with certificates of commendation.

E. Recognition of IRHS Indoor Percussion

Board Book Information: *The Ironwood Ridge High School Nighthawk Vanguard Drumline had a first place finish in the 2016 Winter Guard Arizona (WGAZ) Championships held at Grand Canyon University in early April. Their impressive score of 88.65 for their "Nothing Gold Can Stay"-themed performance of a Robert Frost poem put them at the top of the "Scholastic A" Class. This is the second time the drumline has achieved the rank of State Champion, but this marks the first time they earned the honors at the Scholastic level. (To see the team and staff list, click on the link below and go to Item 2.E. in the Board Book. <https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 2.E.]*

The IRHS Nighthawk Vanguard Drumline performed their winning piece in the courtyard of Leadership and Professional Development building. Ms. Sharpe introduced the item. Mr. Mark Hodge said that the performance piece and show was totally an Amphi product. Mr. Damon Knepper, our student teacher, who wrote the show is a 2010 CDO graduate. His brother Nick Knepper is a 2014 graduate and Andy Stegen graduated from CDO in 2010 as well. Mr. Hodge said it was a great pleasure to be at Grand Canyon University competing with thousands of drummers, and for the Nighthawk Vanguard to be selected as the top in their field. It was a great experience for all of them. Mr. Leska presented them with certificates of commendation. Ms. Grant thanked them for performing the piece.

F. Recognition of Rosemary Badian

Board Book Information: *Amphitheater Public Schools is fortunate to have a large number of dedicated volunteers that assist our students in schools each year. Rosemary Badian, a retired Raytheon Engineer, has shown dedication and leadership in her volunteerism by recruiting a cadre of retired engineers who have spent nearly every Thursday at Keeling Elementary School working with teachers and students to implement Engineering is Elementary (EiE). On any given Thursday at Keeling, you might see these dedicated volunteers preparing a kit of materials for a classroom, or working in conjunction with the teacher to assist students in learning basic engineering concepts. Through teacher leadership, and the assistance of these volunteers, Keeling had their first Science and Engineering Fair in over 10 years.*

The following quote from the principal at Keeling sums up the impact that Ms. Badian and the other volunteers have had on the school: "Rosemary has been instrumental in coordinating our STEM volunteer program this year at Keeling. She recruited and trained numerous retired Raytheon volunteers who selflessly dedicated their time to supporting our school. She helped to organize the volunteer schedule and communicated with the volunteers, our teachers, our STEM coordinator, and with me on a weekly basis. Rosemary also provided training for our classroom teachers on the implementation of their individual EiE kits. Ms. Badian always has a smile on her face and is friendly and outgoing with both adults and children.

Our students adore her and look forward to STEM Thursdays when she is on campus. I have seen their faces light up when she enters a classroom and their excitement is evident as she works with them. Her leadership, dedication and passion for STEM education is directly reflected in the amazing growth of our STEM program at Keeling this year. I truly don't know what we would have done without her." – Annette Orelup, Keeling Principal

Rosemary Badian is to be commended for her dedication in the implementation of high quality engineering programs for elementary students, and, for her leadership in recruiting others to assist her in this worthy endeavor.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 2.F.]

Mr. Nelson introduced the item by saying the District has a very special person to recognize for her volunteer efforts and asked Dr. Lopez to tell the story. Dr. Lopez said that when she decided to start Engineering is Elementary in the District she got a phone call from Ms. Rosemary Badian. Rosemary said she heard we were going to start Engineering is Elementary in Amphitheater and asked if she could come help. She had been helping another District but lives in our District and it would be much easier. And it has been an absolutely wonderful gift. We want to commend Rosemary Badian for dedication in the implementation of such high quality engineering programs for elementary students and also for her leadership in recruiting a large group to come and help her every single week. Ms. Cozad presented Ms. Badian with a certificate of commendation. Ms. Badian thanked Dr. Lopez, Principal Annette Orelup and Sandy Shiffman the coordinator of the EiE program. Without all of their hard work and dedication none of this would be possible. She said if anyone has not had a chance to go to a school and see Engineering is Elementary she strongly recommends coming by Keeling. You can see how excited the students are by the things they get to do.

3. PUBLIC COMMENT¹

There was no public comment.

Ms. Day called for a short break at 6:59 PM. The meeting resumed at 7:09 PM.

4. INFORMATION

A. Teacher Appreciation Week

Board Book Information: *On April 5, 2016, the Amphitheater Governing Board approved a resolution recognizing the contributions of teachers and educational professionals in the District. Teacher Appreciation Week has been celebrated by schools across the country in one form or another since 1944. This year, the National Education Association has designated May 2 - 6, 2016 as "National Teacher Appreciation Week", with National Teacher Day being observed on Tuesday, May 3, 2016. To recognize the special contributions which teachers and other professional employees of the District make every day, we have prepared an appreciation video.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 4.A.]

Ms. Sharpe introduced the item and showed the appreciation video which will be featured on the District website.

B. 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=50198766>, Item 4.B.] (Exhibit A)

Mr. Burns, Executive Manager of Operational Support, presented the Board with the latest information on the status of current bond projects. Of note is a website with a real time monitor that shows the solar power energy generation at the schools, how many gallons of water were saved, etc. Mr. Leska inquired if the public had

access to the solar power system links to look at the graphs. Mr. Burns responded that they are internal now to assure they are correct, and will be public later.

C. Periodic Legislative Update

Board Book Information: *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 are new to the list or have proceeded to another step in the bill process.*

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 4.C.] (Exhibit B)

Mr. Nelson introduced the item noting that it was a rather interesting legislative session. Mr. Jaeger provided a briefing of the key items of interest to public education. We began the year with hopes the legislators were all doctors, "First, do no harm". And to some degree that has been realized. However, there were previous harms that had been inflicted that have not yet been realized in terms of their correction, most notably, current year funding. Although there is no bill put forward to reverse that or delay its implementation for next year, there is some indication that its implementation may not be possible, in a physical sense, as the State Department of Education has indicated they are not yet prepared or able to implement the law. Although they have indicated they will. We also have some indication that there is movement within the legislature to hold us harmless from the impact of that particular funding mechanism next year through application of additional funding. The largest component of this years' budget and the impact on schools will be the outcome of Proposition 123. We had good news regarding desegregation funding. The bills put forward to phase out that funding have stalled with no indication they will be revived. We did provide a detailed listing to the Board of all the bills that could potentially affect us, most of which actually see no movement. Mr. Jaeger offered to answer any questions.

5. CONSENT AGENDA³

Ms. Day asked if there were Board Member requests to have any items addressed separately. Mr. Leska asked to set aside Consent Agenda Item **5.N. Approval of Fourth Amendment to Intergovernmental Agreement with the Arizona Department of Economic Security for the Funding of Services to District Resident Refugee Students** for discussion.

Ms. Grant moved to approve Consent Agenda Items A. - M. Ms. Day seconded the motion and it passed unanimously 5-0. Appointment of personnel is effective provided all District, State, and Federal requirements are met.

Mr. Leska asked how many refugee students we serve a month, if the contract is renewed monthly. Mr. Nelson said that Mr. Jaeger could explain the contract further and we can gather the information on the number of refugee status students. Mr. Leska asked if the District received a stipend or amount per student. Mr. Nelson explained the District receives very little grant money, the State decides the amount and it is not on a per student basis. Mr. Jaeger explained that the IGA is written with the presumption that the District will serve so many students and there is a ceiling for reimbursement. We are not fully reimbursed per student. When the count rises the IGA is amended. Mr. Leska asked if we still receive the regular per student funding for refugee students and if the grant is for services like interpreters, etc. Mr. Nelson mentioned part of the funding is for materials. Mr. Jaeger added that the funds are also for interpretation services, ELD in the summer and language support. Mr. Leska asked if the refugees were mostly from the Middle East or Africa. Mr. Jaeger said they can be from anywhere, and that currently we have a significant amount from Nepal, Somalia and Syria. Mr. Leska requested a Friday Memo on the countries refugee students are from and other statistics.

Mr. Leska moved to approve Consent Agenda Item N. Ms. Grant seconded the motion; motion passed 5-0.

A. Approval of Minutes of Previous Meeting(s)

Meeting Minutes for January 26, 2016 were approved as submitted.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 5.A.] (Exhibit C)

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=50198766>, 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=50198766>, 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=50198766>, 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=50198766>, Item 5.E.]

F. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,896,917.76 (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:

Voucher #338	\$806,076.58	Voucher #339	\$336,360.38	Voucher #340	\$275,924.62
Voucher #341	\$6,885.83	Voucher #342	\$284,381.64	Voucher #343	\$113,841.25
Voucher #344	\$46,891.39	Voucher #345	\$26,556.07		

G. Acceptance of Gifts

The Board accepted the gifts and donations as listed.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 5.G.] (Exhibit 5)

H. Receipt of March 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=50198766>, Item 5.H.] (Exhibit 6)

I. Award of Contract for Harelson Elementary School Multipurpose Building Roof Replacement Based upon Responses to Request for Bid (RFB) 15-0023

The Board approved award of contract to Progressive Roofing based on their bid response to RFB 15-0023 contingent upon the School Facilities Board (SFB) approving the funding for this project at the next SFB meeting scheduled for May 4, 2016. The Governing Board determined that the price submitted for this project is fair and reasonable, and that other prospective bidders had reasonable opportunity to respond to this solicitation.

Board Book Information: *Request for Bid 15-0023 was e-mailed to 132 contractors and published on the District's website. This solicitation requested pricing for a roof replacement for the multipurpose building at Harelson Elementary School. One vendor responded with a responsive, priced net bid of \$40,765.00.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 5.I.] (Exhibit 7)

J. Award of Contract for Security Guard Services Based Upon Responses to Request for Bid (RFB) 15-0018

The Governing Board approved award of contract to Chief Building Services based on their response to RFB 15-0018.

Board Book Information: *Request for Bid 15-0018 was e-mailed to 13 vendors and published on the District's website. This solicitation requested pricing for security guard services for all schools and sites within the District. Eighteen vendors responded with responsive, priced bids; one vendor was deemed non-responsive due to not completing the District's required form.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 5.J.] (Exhibit 8)

K. Award of Contract for Walker Elementary School Classroom Building Roof Replacement Based Upon Responses to Request for Bid (RFB) 15-0026

The Governing Board award a contract to Progressive Roofing based on their bid response to RFB 15-0026 contingent upon the School Facilities Board (SFB) approving the funding for this project at the SFB meeting that takes place on May 4, 2016. The Governing Board determined that the price submitted for this project is fair and reasonable, and that other prospective bidders had reasonable opportunity to respond to this solicitation.

Board Book Information: *Request for Bid 15-0026 was e-mailed to 132 contractors, e-mailed to General Contractors via Procure AZ (Arizona State Bidder's List), and published on the District's website. This solicitation requested pricing for a roof replacement for the two-story classroom building at Walker Elementary School. Two contractors responded with priced bids. One contractor was deemed non-responsive due to not completing the required District forms. The responsive contractor submitted a net bid amount of \$43,599.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 5.K.] (Exhibit 9)

L. Award of Contract for Network Switches, Aggregate Switches, and Access Points Based Upon Responses to Request for Proposal (RFP) 15-0021

The Governing Board award a contract to CDW Government LLC based on the submitted proposal from Matthew Flood for RFP 15-0021.

Board Book Information: *Request for Proposal (RFP) 15-0021 was published on the USAC (Universal Service Administrative Company) website and a link to the USAC website was provided on the District website. Three vendors submitted four responsive proposals (one vendor submitted two identical proposals from two different people). The Evaluation Team scored each proposal based on the evaluation criteria listed in the RFP. The results were:*

- CDW Government LLC (submitted by Matthew Flood) – 100 points
- CDW Government LLC (submitted by Larissa Newman) – 100 points
- NVision Networking, Inc. – 99 points
- CenturyLink Communications, LLC – 98 points

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 5.L.] (Exhibit 10)

M. 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=50198766>, Item 5.M.] (Exhibit 11)

N. Approval of Fourth Amendment to Intergovernmental Agreement with the Arizona Department of Economic Security for the Funding of Services to District Resident Refugee Students

The Board approved the fourth amendment to the DES IGA as presented.

Board Book Information: *The Arizona Department of Economic Security (DES) receives funding from the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Refugee Resettlement, Refugee School Impact Grant. Through this Grant, by way of an Intergovernmental (IGA), DES reimburses the district for services provided to those student refugees placed within the district's attendance boundaries. On June 3, 2015 the Board approved the Third DES IGA amendment submittal for*

the August 15, 2014 - August 14, 2016 contract year which set the reimbursement ceiling for the contract period at \$23,000. The attached amendment revises the \$23,000 reimbursement ceiling for the August 15, 2015 - August 14, 2016 contract year to \$31,613.42.

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 5.N.] (Exhibit 12)

6. STUDY

A. Consideration and Discussion of Special Bond Election

Background Information: *The continuing deep cuts to the District's capital budget (ostensibly disguised by its renaming as "District Additional Assistance") show no signs of reversing any time soon, and the District's most basic capital needs continue to grow. This item is presented to permit the Board to study and discuss the consideration of a bond election to be held in November of 2016 which would provide the local district community with the ability to provide a solution to this ongoing dilemma. Information is offered to provide some historical context for the Board's discussion and for public input. (To view the information click on the link below and select Item 6.A. in the Board Book.)*

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 6.A.] (Exhibit 13)

Mr. Nelson introduced the item. We are currently finishing the projects from the 2007 bond election. A couple of things that have happened since then, that were not known when the bond was passed in 2007, was that school facilities and maintenance funding would go away. Capital funding has now been cut to approximately \$800,000 which is an 87% cut. Mr. Jaeger will present background information about bonding, Mr. Burns will talk specifically about a Capital Plan and Mr. Little will talk about the financial side and the impact on taxpayers.

Mr. Jaeger said the Board has previously studied the history that has brought us to this moment with respect to capital and facility funding needs within the District. Our District was also involved in the Roosevelt vs Bishop litigation several years ago which first challenged the adequacy of school district construction across the state on a state level. Challenging specifically whether or not the system that was in place at that time, a Class A Bond-based system, was uniform and consistent across the state. A phrase that has been raised in education funding since is, "general and uniform". The Roosevelt case essentially stood for the proposition that there could be great disparity between districts, and obviously there was, as to the quality and nature of their physical facilities depending upon how rich the local community in a district was based on their property base. The example cited in the materials was the comparison of the Ruth Fisher Elementary in Saddle Mountain School District, Tonopah/Buckeye, AZ which had assessed valuation at the time of \$5,800,000 worth of property per student compared to the San Carlos Unified School District in Gila County which had property valuation of \$749 worth of property per student. Ruth Fisher was so property rich because sitting in that district was a nuclear power plant. Even in our local community we see those disparities today. Within our own District we happen to be a more property rich district because of retail space and housing developments. That case led to "students first" funding system, the School Facilities Board (SFB) system. Part of that system involved the Building Renewal Funding mechanism. First was the deficiency correction. The SFB developed some basic standards that all school facilities should meet and all schools across the state were brought up to that minimum standard. Previously Class A bonds allowed Districts significant latitude, assuming their voters approved it, to improve their facilities as much as that local community might determine. Along with the deficiency correction and the building renewal system, the legislature eliminated the Class A bonding authority and put in its place more limited Class-B bonding. Once deficiency correction was finished one would think that all facilities across the state would meet the expectations of their communities. However, we found that when we began the deficiency correction process Amphitheater had about 96 portable classroom buildings and when the process ended we had 92 portables. So we did not benefit greatly because in the past our local community had seen that our schools were fairly well equipped and in some respects the deficiency correction protocols worked against our district in particular because we had larger classrooms, such as the classrooms at Walker Elementary and the large vestibule at Wilson K-8 School where that larger square footage counted against the District. Deficiency correction still left the District in need of additional facilities support. Those needs were addressed through the 2007 bond program Class B bonds with voters initially approving \$180,000,000 in bonds. We still have

deficiencies because the building renewal has never been fully realized, and for some years now we have not received any of the funding from the State that was supposed to keep our facilities, and all school facilities across the state, at a certain level of basic upkeep. Things such as: roofs, air conditioners, painting, etc. There is still that Class B bonding authority available to support those needs with the voters' support and approval. A more recent development is the authority granted by the legislature to allow Class B bonding to support capital property needs for FF&E, furniture, fixtures and equipment provided that the life of the bonds is adjusted accordingly for the life of that property. So we have options available to us to address the growing issues we have with respect to deficiencies to our facilities in space, quality, repair and maintenance issues that are going unmet because of the reduction in funding leaving us with \$800,000 to pay for all of our capital needs. Recognizing that to maintain all our computers on a 5-year renewal cycle is a million dollars a year.

Mr. Jim Burns presented information on facilities conditions and a capital plan that is being developed. Mr. Burns has been working on the plan since his arrival in July of 2014. One of the goals in the continuous improvement plan is to develop a 5 and 10 year capital plan that will support the District. That work began in September of 2014. There are a couple of different ways that a capital plan can be developed. The most common way is to go around and ask people what they need, which is not really an effective way to do capital planning. With his military background they developed a facility condition assessment and a facility condition index approach which utilizes data to give you analytics which you can use to project out for the entire life of a building if you like, for when that particular piece of equipment is going to fail. It's also important to mention again the 2007 Blue Ribbon Committee, which he reviewed extensively when he arrived. They did an excellent job of developing a plan for the space of the District. However, the District was receiving \$7.72M in capital and \$2.2M dollars of facility renewal monies at that time. The idea that Blue Ribbon Committee would focus on the safety of the schools, removing portables, and focusing on transportation and technology was really important. What they did not focus on what the actual remaining conditions of our campuses and that is what this capital plan does. Mr. Burns said that the spreadsheets are complex enough that they need to look at some simple definitions. The first is Facility Condition Assessment. It is an inspection method where you use a documented methodology in which you have your technicians, craftsmen and item inspectors go through a building and really rate the equipment and condition of the facility using a rating scale of 0 to 5. Zero means that your building is now a pile of rubble and five meaning the building is brand new. That is followed by the Facility Condition Index which is simply a ratio of how much of the equipment in a building needs to be replaced compared to the actual value of a building if you were going to replace the entire building. Mr. Burns showed the formula used. They spent a lot of time in 2014 finding out what the current replacement value was of a facility. They inspected and captured updated information, including photos, on each building's condition and the condition of the systems in them and placed the information in a spreadsheet that Mr. Burns created. Normally you would use a software program. Mr. Burns continued describing the spreadsheet, formulae, categories and definitions providing examples as well as explaining projected funding needs to maintain the buildings at different levels. Mr. Burns then called for any questions.

Dr. Barrabee commented that the information is very sobering. He thanked Mr. Burns because the professionalism that has gone into creating the picture of the reality in our district is convincing because of the professionalism that went into it. It is an extraordinary accomplishment. Dr. Barrabee inquired about the funding available. Mr. Nelson explained that the \$800K is the capital money from the State. The SFB has about \$16M for emergency distribution. We have received \$350K from the SFB fund due to the skill of Mr. Burns. Dr. Barrabee said we will have to appeal to the community for assistance and this information will be helpful. The community really needs to know about the situation such as buildings potentially having to be closed and students having to be moved. Mr. Leska asked if there was a budget cap for the bond election. Mr. Nelson said that Mr. Little will explain the financial aspects. Mr. Leska then asked about expenditures from Unrestricted Capital of \$6.3M and what it is. Mr. Nelson said that the District had been setting aside capital and spending it slowly because of what has happened to public school funding. Mr. Little will provide the details.

Mr. Little said that in the beginning of the bond program in 2007 the District started anticipating the need for expenditures from our capital fund. At that time we had an unrestricted capital and a soft capital fund that we

were not able to use bond funds for. So beginning of 2007 we started setting aside capital dollars knowing that we would have large expenses associated with the bonds program. Over time we built the balance up in order to make expenses associated with the bonds. We have been consistently bringing that down averaging about \$4.5M to \$5M a year in expenses while, for example putting only \$800K into it. So we are currently spending four to five times what we are putting into the fund. Current projections have that fund exhausted in about 18 months. What happens with the nature of our fiscal year is that our fiscal year ends on June 30th and begins on July 1st which means we are doing a lot of work in the summertime and those expenses generally don't hit till the following year. When we present the budget revision agenda item we'll go into more detail on that. What money is there is the capital fund, we have to have the money there to spend it and at the current rate it will be exhausted in 18 to 24 months meaning we would be completely out of capital money. Which means that our expenses would completely have to stop and would be limited to what is coming in this year, which is \$804K.

Ms. Cozad commented that Mr. Burn's presentation was clear, she could understand it and follow it and the Excel spreadsheet was phenomenal. Mr. Burns concluded by saying that the Facilities Support Staff has just been phenomenal in creating it, the amount of inspections and data collection was amazing.

Mr. Little spoke about the fiscal impacts of a bond election. The voters in 2007 approved \$180M dollars' worth of bonds and we only sold \$141M dollars of those bonds. The taxation debt servicing plan has a small capacity in it based on us not selling the full amount of the authorized bonds. In 2007 we looked to the future and said this bond will deal with expenses for approximately 7 to 8 years and we designed a capacity into the debt servicing schedule beginning next year where there is a capacity for additional bonds without ultimately changing the property taxes. Meaning, we would not change the tax levy. In the mid-2000s during the economic ramp up a lot of political subdivisions built bonding plans around the growth and assessed valuations and really anticipated that the growth and valuations would continue. Then when the economic downturn happened, those political subdivisions found that they had built their plans on having to have this growth happen in the market in order to keep feeding itself. And what they were ultimately faced with was having to increase property taxes when the market conditions went down. We built our plan based on keeping the total levies stable; which means if the market goes up or the market goes down, the taxes will fluctuate with the values but overall tax bills remain really consistent. The only thing that really causes a change for a homeowner's property taxes under our plan is if something changes with their property more or less than what the averages do. Our property taxes have been really stable for the last 7 years.

Mr. Little explained that we have plenty of capacity within our bond and presented a chart showing the bonding capacity which shows a very modest change in property values. We have averaged over a 3% growth over the last 10 years. What we are looking at here is a very conservative model where we assuming about a 2% growth in assessed valuations largely coming from new construction, not from a change in property values. Currently, next year we would have a bonding capacity of about \$301M under the statutory limits. We would have the ability to bond up to \$196M more. There's plenty of capacity under the mathematical limits for the District. The problem for us is not the capacity, it is what we can do while keeping the tax rate stable, without impacting the voters. What we have done in the plan is to construct a theoretical staging plan for a bond sale. Based upon current numbers we are comfortable in projecting about \$58M in new bonds with no increase in property taxes. The plan for the \$58M would take us up to the year 2029 in which there would then be new capacity available in the schedules for additional bonding without having to increase the tax rates. We have a number we can work with in which there is no increase in property taxes. It's based upon refinancing what we have in existing debt as well as structuring the new debt. It also has the capabilities of having some funds capable of supporting technology needs. When we passed the 2007 bond furniture, fixtures and equipment were not an eligible bonding expense. The law has changed and the limit for us is that we can't bond for longer than the useful life of the items we are purchasing, so we have to structure some of the debt shorter term and some longer term. We have the potential of approximately \$2M out of each issue that could go to technology and still keep up within the life cycle requirements. This is not enough to address all of our needs, but it is what is capable without creating a tax rate impact. Based on projections about interest rates and most things we could expect to happen,

we should be able to honor a promise to the voters of \$58M in new bonds and we will not increase the bills to the tax payers.

Mr. Leska asked what the payoff of current bond was. If we paid it off and decided to go debt free, what's the current pay off, what year? Mr. Little responded that the original bonds were authorized by the voters at up to 20 years. So the initial bond sales from 2007 have a 20-year life. As we issued addition bonds and subsequent issues the life became shorter to that nothing went beyond that 20-year window that we set. The structure of the debt actually has an approximately \$13M annual debit servicing payment that's built into our tax rate. In the fiscal year 2017 that will drop by approximately \$2M, then it would go away in the year 2027. Mr. Leska then asked what the current interest rate on the debt was and would it increase with an additional bond. Mr. Little said he would have to look it up as different bonds have different maturities and the longer the maturity the higher the interest rate. On average the interest rate would be about 4% over the life of the bonds. Mr. Leska then asked what the projected interest rate would be. Mr. Little said it will probably be 5.25% so we do not impact the tax rate and 2037 is the end life. Mr. Nelson thanked the staff for the information provided and noted that this item will be on as a Study again on June 7th. Should the Board decide to call for a bond election it would need to be approved at the second Board Meeting in June to meet the election deadline.

Ms. Day called for a short break at 8:23 PM. The meeting resumed at 8:41 PM.

B. Study of Governing Board Policy JFB Regarding Open Enrollment

Background Information: The Administration has identified a need for a thorough review of Governing Board Policy JFB and its accompanying Regulation and Exhibit regarding Open Enrollment. In its review, staff has identified revisions that are presented with this evening for the Board's review and discussion. Review and modification of the policy is made necessary, in part, by the planned construction of the new STEM elementary school to be built in Oro Valley. As a school without a defined attendance area, one with an open enrollment only student population, the new school requires adaptation of the current policy to allow for this new approach to determination of student enrollment through an entirely open process.

[\[https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766\]](https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766), Item 6.B.] (Exhibit 14)

Mr. Nelson introduced the item and Mr. Jaeger explained the open enrollment policy revisions. Arizona is an open enrollment state and students who reside in the state have the right to go to school at any school within the state and all districts are required to accept open enrollment subject to certain factors including capacity. For many years we've had an open enrollment policy and have a good number of open enrolled students. This policy has become more important given the development of our new STEM elementary school because this will be a school built without its own attendance area. The intention being that since this is a unique school, all students within the District should have an equal opportunity to enroll in. We had to take a look at this policy with that in mind at the same time recognizing that there will be people from outside our District interested in open enrollment. That also is good as in this highly competitive world of public education we live in, the more we can maximize new students entering the District or bringing students back into the District the better off our District is financially and programmatically. We have prepared a draft for initial study only to give the Board time to think about it. The draft reviews existing terms and makes modifications as appropriate for the STEM school. It sets forth some beginning language about the philosophical basis for the policy in general and required definitions. For some time we have included in our resident student definition, not just those who live within the attendance area of the District, but also the children of our employees and students attending under certificates of educational convenience. The definitions come into play on the next page. What we have done is try to simplify policy and distinguish it appropriately from regulation. The details of timelines, etc. are things that should be in the regulation and those will be forthcoming. Capacity is a relative thing for any school. It depends on the number of staff you have, the number of classrooms and also the general facilities. The size of the library or the cafeteria space that can serve a certain number of students. All those factors are considered when determining the capacity of a school. Programmatic capacities have to be looked at as well. How many 4th Grade classes can we possibly fill, how many Science classrooms can we fill within a high school for example. The next section is where the important parts of the revision are found. The District has long

distinguished and set out priorities on which students are accepted for open enrollment first, and which are accepted second if additional capacity remains after the first priority students. We have identified that the first priority will be for currently enrolled District students so that our existing students have a higher probability of being admitted into any District school for which they are seeking open enrollment including perhaps the new STEM school. Currently enrolled District students would also include those students who are already open enrolled in to a District school outside their normal attendance area and students already attending from outside the District. Something this Board has long said is that once a student from out of district has been enrolled in our schools, we don't want them to feel different than any other student. We welcome them, they are our students, we want to keep them and nurture that relationship to foster their educational progress in our District. There are of course circumstances where capacity is insufficient to meet the needs of allow open enrollment applicants for any given school. Whether that will be the case for the new STEM school remains to be seen. But we know that there has been a great deal of interest. There may be circumstances where we have to make selections. If there is not enough capacity for all of the first priority students, we will take an equal number of the currently enrolled District students and the currently open enrolled out of district students in the first priority category. Then the second priority enrollment would be non-district students who are seeking to open enroll for the first time in the District. By combining the first three groups into the first priority, we have no need for the third priority group. Another thing that we established was that a student had to be in good disciplinary status. An interesting fact about Arizona school law is that it specifically allows schools to refuse to admit students who are expelled or in the process of being expelled from another school. However, the law is silent on the issue of suspension. The only change added here was, "In the process of expulsion." It was something we needed to include as it was not there. You will also see some revision to transportation language. Previously we did not permit students who were open enrolled from within the district or outside of the district to utilize our transportation services. Again, we know that other districts are providing transportation services to open enrollment students as an incentive for them to come to their districts. So several years ago the Board authorized open enrolled students to utilize transportation services within the District provided they did not create a capacity issue that made it impossible to serve its own students, and provided that the routes didn't have to be changed to accommodate those students. If parents from outside the district could get their student to a route stop, then from there they could ride to school. We needed to make some changes here for the STEM school realizing it is our intention to draw students from all over the District to provide transportation to and from their home area schools or communities to the STEM site. Then there are students who move during the school year. Those who are moving from one District attendance area to another and those who are moving outside the District. What we have always done is allow students who are moving out of the District to complete their year at the same school if they wish. Then they would apply for open enrollment to continue at that school the next year. Mr. Jaeger asked if there were any questions.

Mr. Leska had questions regarding the students who move section versus the prioritization for open enrollment section. Mr. Jaeger explained that the priority section is primarily for applications for open enrollment in a new school year and how we process that batch of applications. What we make allowance for in the students who move section is allowing students to forego that process when they move within the current school year, then if they wish to continue at the same school the next school year, to open enroll.

7. STUDY/ACTION

A. Determination of Governing Board Position on ASBA Legislative Action Agenda Items

Board Book Information: *The Arizona School Boards Association, of which the District is a member, is holding its annual ASBA Delegate Assembly on September 10, 2016. The Delegate Assembly determines ASBA's positions for any future Special Sessions of the current legislature and for the Second Regular Session of the Fifty-second Legislature. In advance of the September Delegate Assembly, ASBA is requesting that individual Governing Boards review its 2016 Political Agenda as compiled at its 2015 annual meeting. From the Agenda, ASBA asks the Board to affirm its top five (5) priorities and then select two additional priorities for consideration by the ASBA Legislative Committee. The deadline for submission of the priorities is May 20, 2016. At its June 3rd meeting, the Legislative Committee will create a draft document to be circulated to all governing boards and superintendents. That document will be the basis for*

discussion at the official Delegate Assembly on September 10th. The Item for appointment of a Delegate and Alternate to the ASBA Delegate Assembly will be submitted to the Board in August. ASBA's 2016 Political Agenda is attached for the Board's consideration and discussion, as is the Governing Board's own legislative priorities for 2016.

[\[https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766\]](https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766), Item 7.A.] (Exhibit 15)

Mr. Nelson introduced the item. The District has to submit their list of legislative priorities to ASBA by May 20, 2016. Mr. Jaeger said that ASBA asks that we identify our top priorities that we want them to pursue. Included are ASBA's legislative priorities from last year for reference. Discussion ensued regarding the ASBA list. Key topics were the addition of burdens to districts without providing funding for implementation, making the process to receive SFB Grants streamlined and easier and restoring JTED funding for 9th Grade. The Board developed a list of five priorities and two alternates:

1. Combine 1, 4 & 8 on the ASBA list to restore adequate funding for K-12 education, Special Education and ELL
 2. Repeal the "current year" funding practice
 3. Establish a reliable and adequate source of funding for the School Facilities Board, simplify the process and not require buildings or systems to fail first in order to receive funding.
 4. Fully fund full-day Kindergarten and include Kindergarten students in the override calculation
 5. Protect Desegregation funding from any cuts or modifications
- Alternate 1. Fully restore 9th grade JTED funding and repeal CTE and JTED cuts slated to take effect in FY 2017
Alternate 2. Protect and support educators' due process rights

Ms. Grant motioned to accept the list of five priorities and two alternates for the ASBA legislative agenda. Dr. Barrabee seconded the motion and the motion passed 5-0.

B. Adoption of the FY 2015-2016 Expenditure Budget Revision 2

Board Book Information: *The State of Arizona requires governing boards to make a final revision of the operating budget for the school year no later than May 15th. The significant changes in budget since the December budget revision are listed below:*

Page 1 of 8:

The Maintenance and Operations budget is being increased by \$3,262. This increase is being applied to the Regular Education budget

Page 4 of 8:

Line 10 - The Unrestricted Capital budget has been adjusted to reflect the final legislative budget reduction of \$5,637,66. The funding formula should provide the district \$6,441,718. The percentage of the formula funded by the legislature this year is 12.5% (\$804,052).

[\[https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766\]](https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766), Item 7.B.] (Exhibit 16)

Mr. Little reviewed the minor adjustments that were made. Mr. Little offered to answer any questions. Dr. Barrabee asked if capital funding from the State is going to zero. Mr. Little said that the budget for next year maintains cuts across the State at the same amount.

Ms. Grant moved to approve the FY 2015-2016 Expenditure Budget Revision 2. Ms. Cozad seconded the motion; motion passed 5-0.

C. Study/Approval of Proposed Changes to Governing Board Policy IKF (Graduation Requirements) and Related Administrative Regulations

Board Book Information: *Policy IKF (Graduation Requirements) was last presented for the Board's discussion at its April 5th meeting. Although discussed, the Board directed that this Policy be presented*

again to permit further discussion. 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. While anecdotal information has been offered to suggest that high school courses taken during middle school should only be recorded as pass or fail on the high school transcript, the weight of information indicates that students who pursue the accelerated option are not disadvantaged and generally continue to excel throughout their high school careers. Also included in this presentation is the incorporation of the Governing Board's action to adjust the physical education and elective course credit requirements for graduation. Finally, the Arizona School Boards Association Policy Advisory recommends the following revision that has been incorporated into the draft presented with this Item.

Competency requirements. Any student who is placed in special education classes, grades nine (9) through twelve (12), is eligible to receive a high school diploma without meeting state competency requirements, ~~but reference to special education placement may be placed on the student's transcript or permanent file.~~

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 7.C.] (Exhibit 17)

Mr. Nelson introduced the item saying that the changes are what the Board has agreed upon so far if they would like to take action tonight. There were several Agenda Item Specific speaker cards submitted for Item 7.C. Ms. Day read the Agenda Item Call to the Audience.

Mr. Mike Robinette, AEA Vice-President, addressed the Board regarding pass/fail versus letter grades for high school credit courses taken in middle school. Mr. Robinette said AEA has been vocally adamant about support of all constituent voices in the District, and allowing each constituent voice to be heard, respected and valued. As an Advanced Placement Calculus teacher he has expertise in his classroom that is simply unrivaled by others who do not perform the tasks that he does in educating his students and helping them strive to be the best upper level Math students they can be. While he is a seasoned veteran in his profession, he confesses that he doesn't fully understand the problems and challenges that other members of his profession face as they execute their professional responsibilities day in and day out. Therefore he must value and trust the professional judgement that others in their field share when they relate anecdotal evidence that suggests the need for change that ameliorate the pathways to success that we provide our students. Our counselors have taken great effort to study and identify a problem that they, in their professional judgement, believe could be improved by a simple change of Governing Board policy. They've come to us requesting this change because they truly believe that this

change will serve to benefit all of our students as they progress from middle school through high school and on to college and career. Because our counselors have presented such a compelling argument, it is incumbent upon each of us to listen, value and respect their voices. Therefore in an effort to promote a school district that flourishes on caring respect it behooves each of us to heed our counselors' advice and amend Governing Board Policy to reflect a pass/fail documentation on high school transcripts of high school courses taken at the middle school level.

Ms. Michelle Barcanic, Counselor at CDO, addressed the Board regarding pass/fail versus letter grades for high school credit courses taken in middle school. A lot of information has come to her in the past couple of weeks in relation to this issue; some of the information is very relevant to the topic and some of it is not. We should take a minutes to remind ourselves what the real issue is and that is equity for all of our students in terms of middle school credits [for high school courses taken in middle school] and GPA. We need to find a way to level the playing field for all of our students both in District and out. This issue not about who is the Valedictorian or even about the students who are in the top 10% of the class. It is also about those students who are not at the top, those who were not that successful in middle school. This issue impacts all students who take high school classes in middle school, it is about supporting all of our students equally and reaching their full potential. A couple of weekends ago she went through all the current 9th Grade CDO transcripts to get a concrete idea of how big the issue is. She was not surprised to find that 42% of their current 9th Graders have credit from middle school on their high school transcript. The issue of NCAA eligibility was brought up in relation to this issue and looking into it further, she found out there are in fact some issues we do need to consider so we do not penalize our student athletes. Because NCAA converts "P"s to the lowest passing grade, when calculating GPA, our students would have a "P" converted to a D. She is glad that the District discovered this issue so that we can avoid causing problems for our students. The newest proposal that she offered would allow us to begin to level the playing field without jeopardizing anyone's opportunity to play sports in college. She believes they should post the middle school letter grade and the credit to the high school transcript, but not include those grades in the high school GPA. In other words start calculating high school GPA the first day after 8th Grade promotion. She was able to review the proposed new policy and she is concerned that not only doesn't it level the playing field, but increases the inequities. The new [proposed revised] policy requires that all out of district students take the common final in order to receive their middle school credit, rather than just those who come from a non-high school district middle school. So now we have a situation where a student attends Cross and gets D in Algebra I, still gets that grade posted to his transcript, has to retake the class anyway, but if a student attends Torillita and gets a D they are not going to pass the common final with an 80% or better and that grade doesn't go on the transcript. Now District students are taking a hit to their GPA while out of district students do not. As she stated earlier, she believes that a policy stating high school courses taken in a middle school will be posted to the high school transcript with credit and a letter grade, but will not impact GPA, or that high school GPA will begin the first day after 8th grade promotion is the best way to begin to level the playing field. She also feels it is important that the students who pass the common final have the grade posted not the pass.

Ms. Julie Cota, Counselor at CDO, addressed the Board regarding pass/fail versus letter grades for high school credit courses taken in middle school. As she said earlier in this discussion, earlier in the semester, she has seen a lot of change in the District with regard to impact on students both negative and positive. She has been with Amphitheater since 1995 and in taking a look at different trends with time and change, things do change. The number one job, or one of the many jobs, that we do as school counselors is to identify impact on students. At the inception of this particular policy, it was created as something that was a positive impact on students, so it made sense to start that at that time. But since that time there have been several things that have changed within the culture of school. One is that more students are taking high school credit classes in middle school, and the other is the impacts that the economics have had on budgets within the State of Arizona and nationally. We are seeing a trickle-down effect not only in our District and the impact of budget crunches, but also within the college-level ability to disseminate Merit Scholarships. So those little point differences in GPA that are created based on current policy can and do...we are seeing the effect of certain student who by that, you know, by that 0.1pt percent within being eligible for a certain scholarship is keeping students from being able to do that. So removing that in and of itself will create an opportunity for students to be eligible for scholarships. So though

the inception of that policy [letter grades for high school courses taken in middle school courses which count in the high school GPA] was positive, but has changed and is starting to impact students negatively.

The Board began discussing the topic of Pass/Fail vs letter grades that figure into GPA. Dr. Barrabee recounted the letters the Board received from our three high school principals that were valuable in giving the Board a sense of what is most important to them in this discussion. Overall what is important is to improve GPA equity, rectify unacceptable performance in middle school or high school and appropriate placement of students into high school classes. He suggested dealing with these three topics one at a time and the first would be to improved equity in GPA. Dr. Barrabee said they should consider only giving grades that count to GPA for high school courses actually taken in high school, not high school courses taken in middle school. We cannot make the system perfect. Don't discourage students from taking challenging high school courses in middle school.

MOTION: Dr. Barrabee moved that our policy be, "In regard to GPA the District only consider grades from courses actually taken in high school."

SECOND WITH FRIENDLY AMENDMENT: Mr. Leska seconded the motion with the addition of a friendly amendment of, "In regard to GPA the District only consider grades from courses taken after 8th Grade Promotion." The reason being that after students graduate from middle school they can take 9th grade courses in the summer. Dr. Barrabee accepted the amendment to his motion.

Ms. Day noted that Ms. Grant had something she would like Dr. Barrabee to consider. Ms. Grant said that she would like to make a substitute motion and asked if she could do that. She said get out the book (Robert's Rules). Dr. Barrabee said there can only be one motion on the floor at a time. Ms. Grant asked if she could make a substitute motion. Dr. Barrabee said no. One can say what they would like as part of the discussion on the current motion, but only one motion on the floor at a time. Mr. Jaeger clarified that one can make a motion to amend the current motion on the floor and then that would need to be seconded.

MOTION FOR SECOND AMENDMENT TO THE ORIGINAL MOTION: Ms. Grant moved for a second amendment of "Beginning in the 2016-2017 school year, middle school students who take high school level classes (Algebra I, Algebra II, Geometry, Spanish) and who receive an A or B will receive the grade on their high school transcript, but the grade will not be included [calculated] in the GPA." Ms. Day seconded the amendment for discussion purposes.

Discussion ensued on Dr. Barrabee's original motion with Mr. Leska's accepted friendly motion and Ms. Grant's amendment request with Ms. Day's second.

Dr. Barrabee said one of the concerns that has been expressed from administration is that if we are going to make a change it should begin with the incoming Freshman class. Ms. Grant said that it would have to affect middle school students like the 7th and 8th Graders who are taking Algebra. If she was an 8th Grader taking Algebra and received an A, that grade would transfer to high school but the A would not be calculated into the GPA on the high school transcript. This would be mostly effect middle school students because once they are in high school none of this applies. She said her motion is really only for middle school. Dr. Barrabee asked for clarification. Ms. Grant said the way that she understands it is... Dr. Barrabee asked what it is she is adding or changing. Ms. Day and Ms. Grant said the timeline and the grade. Ms. Grant said if they got a C or D, none of it would apply. Ms. Day commented that part of the discussion on this topic before was that the grade appears so that it could be used for placement purposes. Ms. Grant said right, but not for GPA. Dr. Barrabee said that placement is another subject. Ms. Day said right, but that would be the reason for putting that, or might be a reason for including it, but not having it calculate in the GPA; she believes that is what Ms. Grant is saying. Ms. Grant confirmed that is what she is saying.

Mr. Leska asked if an 8th Grader gets a C will they get a Pass/Fail and not have it on the transcript at all. Ms. Day said she thinks there is concern with Pass/Fail when reading some of the material on what a Pass does

for NCAA. She had a parent call her regarding Pass/Fail. For the student's Spanish class if they receive a Pass/Fail, they get a D when NCAA calculates it. Mr. Leska pointed out that only affects 6% of students, because only 6% of students go into NCAA. That is only for eligibility into NCAA to compete, not for acceptance into college. NCAA only requires a 2.5 GPA, so if a student is getting a 3.0 and has one D out of all their grades, they might have a 2.8 then. It would affect people who are just on the edge, but most of our student athletes going into NCAA achieve academically as well. Mr. Leska said a C should also be included on the transcript, but not calculated into the GPA.

Dr. Barrabee said he doesn't have any problem with the middle school grade for a high school course showing on the transcript and not calculating into the GPA. Dr. Barrabee said that he would like some input from administration as to when the policy should go into effect. Mr. Nelson said that generally a timeline of when to implement is when a new policy is set. Perhaps Ms. Grant is saying to begin the 2016-2017 school year which would cover those 7th and 8th Graders taking Algebra I, Geometry, Spanish I and II. Dr. Barrabee pointed out that if it is put into effect before 9th Graders have graduated, is that it changes the rules they are currently operating under so he is seeking administration's guidance on what would be the best time to implement. Ms. Monica Nelson had a question for Ms. Grant. What would we say about those students who are already in the pipeline? For those who are already 8th graders and completed Algebra in 7th Grade, and are now taking Geometry, the letter they got that described this process to them back in 7th Grade said this grade will be posted on your high school transcript and calculated in your GPA. She asked Ms. Grant if that was a concern of hers at all, that it would change the path on which they thought they were operating. And as a follow up question, realizing that times change and that Ms. Cota's point is well taken, she remembers this becoming an issue when she was at Coronado K-8. The arguments she heard loud and clear from many parents was that their child could go to school 7 miles from Coronado, get a C and not have to repeat that course, and because they are taking it in middle school...and they were very upset. They felt like that was an uneven playing field. Ms. Nelson said she realizes we are looking at trying to even the playing field now and she thinks that is a tremendous goal we have to have. Right now we are looking at different things in place where parents may or may not give us a grade that they got on a transcript, and some students are sitting in high school without Algebra and Geometry showing while students going to Cross or Coronado have it showing on their transcript. There are multiple playing fields that are already in the process, so her question to Ms. Grant is what about those children who are already in the process even though they are still in middle school, who believe they were on this particular track.

Ms. Grant asked if it could begin with incoming 7th Graders then, or actually 6th graders. Mr. Nelson confirmed that given past practice we would start with the earliest grade that potentially could be impacted which would be next year's [2016-2017] 6th Grade class. Ms. Grant asked if those same parents would be more concerned about a student coming from a Charter school being treated differently. Because we don't take their grade, they take a test, correct? So it's already the playing field is not the same. Why keep the policy the same; what is the positive? Ms. Nelson said she is not sure that is the answer you would want to come up with. This has been a very lengthy discussion, there has been a lot of very thoughtful consideration from the counselors who have spoken to the Board who are well spoken in their concern, from parents who have come asking for one thing or another based on their own particular needs. Certainly the Math teachers in our District who were polled 52-48% have questions about whether or not we should post a grade. There's a history back to 2004 when parents were saying the exact opposite, "My child should be getting it." and now we are hearing, "My child shouldn't be getting it." Ms. Nelson said she thinks the Board's task is very challenging. If we have children who are in the stream that think this is happening to them...we can only control students that are enrolled in Amphitheater. If parents have chosen to send their children someplace else, we have to come up with some way. She heard someone tonight say, perhaps Ms. Barcanic, if they get the 80% on the test we should post the grade that they bring, that piece should be discussed as well. It has worked for years and in the transcripts you were provided copies of the vast majority of those students who were in the top 20 in their class took Algebra, Algebra II, Geometry. There are so many factors that go into GPA and rank in class. Ms. Nelson said that from what she understands about the Merit Scholarships that we are not talking about Valedictorian and Salutatorian, we are talking about the top 20% of their class. But as you looked at those transcripts, certainly you saw that there was a plethora of factors that went into play when you affect a high school GPA.

That's the truth of that matter. The Board's challenge is to look at the options, what has worked and suggestions made. As Ms. Nelson said in the memo she sent, we have to do a better job of evening the playing field. We can't have different things out there. Ms. Grant said she doesn't like the words Pass/Fail, she has a problem with that. Ms. Grant affirmed her belief in students getting the grade, it shows up, even the parent will know that they got the grade but it not affect their GPA. It seems to her like that is a win - win for everybody. At least we are starting to begin to level the playing field between our students within the District and students coming from other districts or Charter Schools. That is what she is trying to accomplish. At some point there is always change - some students didn't have to take the Civics class and now they do. So it seems like for the incoming 6th Graders that would work. Ms. Nelson says she thinks that would work beginning with the 6th Grade class.

Ms. Day asked Dr. Barrabee if that answered his question for administration. Dr. Barrabee said it did and that he would modify his motion if the seconder would allow him. Ms. Day said didn't we replace...no. Ms. Grant has already replaced hers and that she had seconded it. Dr. Barrabee asked what replaced meant. Ms. Grant and Ms. Day said modified [his] motion. Dr. Barrabee asked Ms. Grant to repeat the modification. Ms. Grant said okay she was going to take out something as well. Ms. Grant reiterated her friendly amendment motion with a modification removing the stipulation regarding A and B grades.

REVISED SECOND AMENDMENT TO ORIGINAL MOTION: Ms. Grants moved that, "Beginning the 2016-2017 school year incoming 6th Graders into middle school who take high school level classes will receive the grade for high school credit but the grade will not be included in the high school GPA." Dr. Barrabee seconded the motion.

Discussion continued. Ms. Grant asked Ms. Nelson if that made sense and clarified everything. (*Ms. Nelson commented but it was inaudible.*) Mr. Nelson said to finish answering Ms. Grant's question about what is right about keeping the policy the same way, the transcripts showed that almost every one of those students got an A. Mr. Nelson pointed out that when the A from middle school is not counted, and later they get a B in high school, not getting the A will lower the GPA, because they could have counted that A as part of their GPA. Mr. Leska expressed concern that students in 7th Grade now who haven't taken classes won't benefit. Ms. Grant said that those students have already received a letter about the track they are on. Mr. Leska said he assumed more 8th graders are taking high school courses than 7th Graders so it should begin after the 2015-2016 8th Grade promotion. Dr. Barrabee said students benefit from taking challenging courses and learning. And once they learn one thing they can go on to the next challenge. When these students get to high school they have more options of which courses they can take, so he is not worried about then not benefitting. He is concerned about changing the rules on people who are already in the pipeline. That would create a different type of problem of people being resentful that the policy changed on them after the fact. Whereas it can be frustrating to see this go into action fully he believes it is the best way to go. Mr. Leska countered that they want to be challenged now. 8th graders might not get the A they are striving for so they won't take it till high school. Ms. Grant pointed out that the students already in middle school got the letter about the requirements they are under, they already know. Ms. Grant reiterated that the policy should begin with the beginning cohort of 6th graders. Dr. Barrabee said one of the concerns is the burden that is put onto administration as well. The issue of having a choice [taking the grade and calculating it into GPA or not]. It is much cleaner to start with the new 6th Grade class. Mr. Leska commented that was cleaner, but that current 8th Graders may not want to be challenged. Challenge students without dire consequences due to a possible lack of maturity. If we can give parental choice for 2 years, it may be more of a burden, but it's a small amount of students who take the high school courses.

Dr. Barrabee suggested another change in policy, because it may help the situation. Apparently at one of the high schools if a student wants to take a course over, because they want to improve their situation in terms of grade or get credit because they failed the grade, they can retake it and the new grade replaces the old grade. Multiple board members said that is not the case. Ms. Grant said that both grades appear. Mr. Nelson clarified that the two grades are averaged. Dr. Barrabee interjected that is what needs to be changed. Ms. Nelson confirmed that when a student repeats a class, both grades are posted on the transcript and the two grades are

averaged into the GPA. Dr. Barrabee asked if that is actually what happens. Ms. Day said she hopes so because it is policy. Ms. Nelson said perhaps that is in reference to something that Mr. Lansa wrote in a letter. Dr. Barrabee said yes, perhaps he misunderstood. Ms. Nelson said if a student gets an F they receive no credit. They retake the class, both grades are listed on the transcript and both are averaged together. Dr. Barrabee said he wants students to be measured by their best performance and would like to see that policy change so the old grade is replaced with the new [better] grade. Ms. Day asked Mr. Jaeger if that is another motion if we were to do what Dr. Barrabee is suggesting. Dr. Barrabee clarified that he is going to make a motion on that later.

Ms. Day asked if the Board was ready to call for the question. She asked Ms. Gardiner to read back the motion. Ms. Gardiner noted that we had two motions, two seconds and two friendly amendments and asked if they would like her to read the last one. Ms. Day said yes, the last one. (*Wording was modified for clarity.*)

REVISED SECOND AMENDMENT TO ORIGINAL MOTION: In Ms. Grant's second amendment she moved that "Beginning the 2016-2017 school year with the 6th Grade cohort high school credit courses taken in middle school will receive a letter grade for credit but the grade will not be included in the high school GPA." Dr. Barrabee seconded the motion. A vote was called for and the amended motion passed 4-1.

Mr. Jaeger pointed out that to be completely accurate in process, Ms. Grant's amendment to Dr. Barrabee's motion is now successful and becomes the **main motion, the original motion**. Because Mr. Leska was the seconder of the original motion so therefore he did not accept it as a friendly amendment. Dr. Barrabee said now we are back to the original motion which is essentially yours [Ms. Grant's]. Ms. Day asked if they would then vote on that. The answer was yes.

The Board discussed IFK further. Ms. Cozad asked why not give parents a choice for the current 7th and 8th Graders till they promote to high school. Mr. Nelson said there will be some issues to work out. We can't predict what parents will say who have a student under one policy and another under a new policy. Whatever the Board does we will make it work. But there will obviously be some challenges and I can't tell you exactly what they will be. Ms. Nelson said she spent considerable time reflecting and reading letters from the high school principals. Ms. Burnett pointed out that letting students and parents choose as to whether high school level credit is posted is not only precarious, it is fraught with inequity and in fact will create extreme discrimination among our student populations across the District. Ms. Nelson said she can tell the Board, and is sure some have had the experience, that there are parents who begin in like 5th Grade figuring out how to get that top score, and she thinks perhaps Ms. Burnett's point is well taken. Some parents are very knowledgeable about the process and choose very carefully the weighted classes their children take and which they don't, what grades they are going to earn and it becomes almost a competitive game starting very young. Ms. Nelson said she agrees with Mr. Nelson, whatever the Board decides we will figure out a way do it. But she thinks that is a piece we can't control that may come back in a way we haven't fully considered and Ms. Burnett's cautionary statement is one that we should think about. Mr. Leska says he understands the point, but that there are always going to be competitive people and at least we'd be giving the choice to parents. Dr. Barrabee said that the problem is students in 10th, 11th and 12th Grade didn't have a choice. That's why it's much cleaner to start, whenever we start, with the 6th Grade [cohort].

Ms. Day asked Mr. Jaeger where we were in the process, if they had to vote again on the same motion. Mr. Jaeger confirmed that was the correct action. Ms. Day asked Ms. Gardiner to read back the motion. Ms. Gardiner read back the approved amended motion that was now the original motion to be voted on.

ORIGINAL MOTION: "Beginning the 2016-2017 school year with the 6th Grade cohort high school credit courses taken in middle school will receive a letter grade for credit but the grade will not be included in the high school GPA."

Mr. Leska said that was not Dr. Barrabee's original motion. Dr. Barrabee said correct, it was amended. Mr. Leska asked for clarification that Dr. Barrabee had accepted the amendment. The Board pointed out that they had voted on the amendment Ms. Grant made and it passed 4-1.

Ms. Day called for a vote and the motion carried 4-1.

Discussion on retaking a course continued. Dr. Barrabee said he would like to continue with the second issue which is rectifying past unacceptable performance in a class in middle school or in high school and the action would be that they could retake the course and the consequence would be that the new grade would replace the old grade, note this is primarily a way to help students improve academically and to stay in high school.

MOTION: Dr. Barrabee moved that what he stated become the policy, in essence, "If a middle school or high school course is retaken the new grade would replace the old grade." Ms. Day seconded the motion for discussion purposes.

Ms. Cozad commented she would like to make a friendly amendment. Ms. Grant was next, then Ms. Day said that Mr. Nelson wanted to have a word. Mr. Nelson said with all due respect that would be fraught with difficulty. A student could decide in their 6th semester to retake a class and the amount of work for our high school principals if many students would do that, the work load would be incredible and you would be constantly refiguring class rank because someone decided they got a B and want to get an A and they are a second semester Junior. They retake the course, get an A and the high school principals and registrars have to refigure constantly. Mr. Nelson said he didn't know if any of the high school principals in attendance would like to speak to that, but it was addressed in the Friday Memo which pretty clearly showed that it was a slippery slope. Dr. Barrabee said he would like to hear some of the principal's views on it. Ms. Day said you still have to change the GPA when averaging the original grade and the grade when the course is retaken. Ms. Grant said it is a huge policy issue that she would like a little bit more time to study, get more information and have the topic come back at a later date. Dr. Barrabee commented to move to table it. Ms. Day asked Dr. Barrabee if he was moving to table his motion. Dr. Barrabee said Ms. Grant could.

MOTION: Ms. Grant moved to table Dr. Barrabee's motion of "If a middle school or high school course is retaken the new grade would replace the old grade." and discuss the topic to a later date. Mr. Leska seconded the motion and the motion passed 5-0. Dr. Barrabee said he didn't vote. Ms. Day noted that he didn't vote "Nay" therefore the motion passed 4-0 with an abstention.

Dr. Barrabee said the next topic has to do with appropriate placement of students into high school classes and we have several different situations. Someone can come into the District with no transcript and want credit. We have no idea which high school class they are qualified to go into. Dr. Barrabee suggests that they need to take a test like those who come in with a transcript from a unconfirmed, unqualified teacher or unrecognized online course. We really don't know and the only way to find out is the way we do it now, to have a test. It is our current policy and he is recommending that it be extended slightly and any student, for any reason, who thinks they are qualified to go into a grade, but have no evidence, should take a test. Dr. Barrabee said to summarize, if a student wants to skip a class due to any uncertain prior training they need to take a test. Ms. Grant said she disagrees. If they don't have a transcript they should take the class. Mr. Leska asked administration and staff what the policy is, if it written or unwritten. Refugees, for instance, might not have transcripts. Mr. Jaeger explained that in the absence of grade or transcript information, grade [level] placement or credit placement is to be determined by testing and assessment, and to some extent in the lower grades appropriate placement by age, etc. We do have some circumstances where students come to us and have never been in school at all, and are in their teens, and it is obviously not appropriate to place them in Kindergarten. At the same time Arizona law compels that we look at things other than age. We do not socially promote students in Arizona, so we look at assessments and tests to help us gauge where to place a student. In terms of awarding credit however, high school credit, our policies are pretty specific that a student has a number of means to gain credit - by transfer [of grades] or a placement test that shows they know the content. Dr. Barrabee asked if in that case they receive

a P for Pass. Mr. Jaeger said he is not certain he would have to check the policy. Dr. Barrabee noted that in prior discussions he brought up the question can a test discriminate in terms of grade, and his impression was that a valid grade was beyond the capacity of the test. Mr. Jaeger said he does not recall the specific language but that he believes a student that tests out of a course receives the credit, but does receive it as Pass or Fail, a credit without a grade. Some discussion went on regarding that credit and if it was a Pass would it be a D.

MOTION: Mr. Leska moved that the Board accept the rest of IKF as written with the addition of the change the Board voted on. Ms. Day seconded the motion and called for a vote. Motion passed 4-1 with one being an abstention.

8. ACTION

A. Approval of Proposed Revisions to Governing Board Policy JEB (Entrance Age) and Accompanying Administrative Regulations and Exhibits

Board Book Information: *The Board reviewed proposed revisions to Governing Board Policy JEB (Entrance Age) and its' accompanying Administration Regulations and Exhibits at its April 5, 2016 meeting. Those revisions are now presented for the Board's approval.*

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 8.A.] (Exhibit 18)

Mr. Nelson introduced the item saying there was little discussion last time. The change will allow accelerated children to enter Kindergarten early. Our Kindergarten teachers and Dr. Lopez have been working on the Kindergarten assessment and it should be ready to go in the fall should the Board pass this.

Ms. Cozad moved to approve the revisions to Policy JEB (Entrance Age) as presented. Mr. Leska seconded the motion; motion passed 5-0.

B. Approval of Meet and Confer Agreement and Compensation Terms for the 2016-2017 Fiscal Year for Certificated, Support, Classified Exempt, Professional Non-Teaching, Administrative, and Administrative Exempt Employee Groups; and Approval of Modification to Meet and Confer Agreement and Compensation Terms for the Current (2015-2016) Fiscal Year for Certificated, Classified, Classified Exempt, Professional Non-Teaching, Administrative, and Administrative Exempt Employee Groups

Board Book Information: *(Click on the link below and select Item 8.B. in Board Book to view the detailed background information, scenarios and recommendation.)*

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50198766>, Item 8.B] (Exhibit 19)

Mr. Jaeger reviewed the Meet and Confer Agreement and Compensation Terms for the 2016-2017 School year. He thanked both teams for their diligence this year. The Meet and Confer team has brought four scenarios forward. These scenarios assume the passage of Proposition 123. The contracts will only list Scenario A with the caveat that if that cannot be funded, the next most realistic scenario will be implemented. If we receive new funding from the State in a given year, if they are not specifically designated by the legislature, the Meet and Confer team will look at providing an increase. We heard that the split bonus paid out on a one time basis in two installments this year was well received because they got a lump sum, and they could feel it as a lump sum instead of a small amount per paycheck. We drew upon that experience and came up with the proposal for the current fiscal year. In regards to liquidated damage provisions for contracts. We do not negotiate specific contract language, one thing we engaged in this year that was beneficial was an informal Meet and Confer between AEA and District leadership. We talked about the language we proposed last year and how it would be applied because you have to have finite language in the contracts to make it legal and enforceable. But we don't deal in finites where human being are concerned, we deal with gradations and specific circumstances that need to be taken into consideration. We talked with the AEA leadership about the things we look at. One of the things we always look at is if the individual gave us time to prepare for their Breach of Contract. Consistently, if people allow us time to find a replacement and most people do by the way, then our needs are satisfied. Our main concern is leaving constituents in the lurch. Those constituents number one being our students who see their teacher depart midyear

and they are left with a substitute teachers sometimes with weeks on end and the quality of education in that classroom could suffer. Our goal is to minimize that impact on students and parents' concern about continuity in the classroom. We also need to consider people's lives, such as moving out of state due to a spouse's job transfer, etc. we do not suggest that families be separated so we work with people through those circumstances. If we are towards the end of the year and someone is leaving for example in early May that we don't need to make an assessment of the full amount of liquidated damages. We will be working with the AEA keeping them informed of how we are applying that. One thing we do know is it is becoming increasing more difficult to fill positions in any school district in the state and certainly we have a greater difficulty here in Pima County where our property tax base is a disadvantage to us as we are competing with Phoenix districts. We do need to have some control as we are seeing other districts implement those provisions as well. Mr. Jaeger concluded by saying they are recommending the package to the Board with corresponding contractual language and we will all remain hopeful about Prop 123.

Ms. Day called on Ms. Kat Pivonka who had submitted a comment card for Item 8.B. Ms. Pivonka, President of the Amphitheater Education Association, addressed the Board saying that the Meet and Confer Team had a difficult time trying to figure out all the different scenarios. The AEA held a number of meetings to share the different scenarios and the impact that different funding issues would have on the District. Then they sent out a survey and surveyed AEA members and other employees of the District. The first piece Mr. Jaeger talked about for this school year, of those taking the survey 88% agreed and 12% disagreed. Regarding the package being presented for the 2016-2017 school year, which was broken down by scenario, about 89% agreed and 11% disagreed.

MOTION: Ms. Day moved that, "That the Board approve and adopt the recommendations of the combined Meet and Confer Committees and the Superintendent pertaining to employee compensation for the current fiscal year 2015-2016 and next fiscal year 2016-2017, and that the Superintendent be directed to implement the terms of the recommendations to include appropriate incorporation of the terms into employee contracts and compensation detail sheets. I further move that general counsel be directed to include appropriate language into contracts of employment for the 2016-2017 fiscal year to address breaches of contract, with such language to be consistent with both the content and spirit of the informal Meet and Confer discussions between the AEA leadership and District leadership as just described by general counsel. Ms. Grant seconded the motion.

Ms. Day asked if there was any discussion. Mr. Leska asked when the contracts would be issued. Mr. Jaeger said they would be issued hopefully by the end of the week or beginning of next week. One of the things that is required under law is that employees return the signed contracts within 15 working days, so we need to get them out as quickly as possible. Mr. Leska mentioned that it has been brought up in the past year for this coming year that Counselors have the title changed recognizing them as counselors instead of certified teachers, and asked if that was going to happen. Mr. Jaeger responded that what they had envisioned was issuing professional non-teaching contracts to those individuals because it is not just counselors that are involved it also includes nurses, some other staff. Frankly we have individuals who serve in dual roles as well, so to try and parcel out every single job title would be a pretty difficult thing to deal with on a timely basis. Mr. Leska said you are going to parcel those out though and teachers would be certified teacher and then you are going to have professional whatever. Mr. Jaeger responded professional non-teaching, or it will simply say professional. There is a professional non-teaching group and we don't want to confuse that with simply professional. Mr. Leska asked if it has been vetted through staff or AEA. Mr. Jaeger said it has not. Dr. Barrabee said his only concern has to do between the distinction between if Proposition 123 passes and whether we actually get money. And, whether that flow of money continues assuming we get some this year. He is concerned because the State Treasurer feels that Congress needs to pass the changes we are making to the land grant conditions. Meaning once it passes it may get challenged in court and no money can be distributed. Another concern is whether Prop 123 is consistent with the voter protection act because it implies a change but doesn't address a change. Mr. Jaeger explained that we have contingency language in the contract that allow for those scenarios, so we are covered in that event.

Ms. Day called for the vote and the item passed unanimously 5-0.

BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

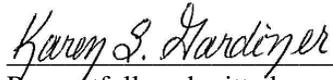
Ms. Day asked the Board if there were any requests for future agenda items. There were none.

PUBLIC COMMENT

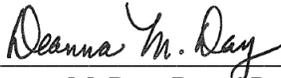
Ms. Kathy Spencer, AEA Secretary, addressed the Board to share good news. Amphi High Project Grad needed donations and \$2,000.00 was donated to Amphi High from the AEA. The AEA fully supports Project Grad at all of our high schools. Amphi AEA looks forward to providing more financial assistance across our District that serves to help our students.

ADJOURNMENT

Ms. Grant moved that the meeting be adjourned, Ms. Cozad seconded the motion and the motion passed 5-0. Ms. Day declared the meeting adjourned at 10:45 PM.



Respectfully submitted,
Karen S. Gardiner



Deanna M. Day, Board President

10/04/16
Date

Approved: October 4, 2016