

**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, October 7, 2014, 5:30 PM

**Board Members Present**

Susan Zibrat, President  
Deanna M. Day, Vice President  
Dr. Kent Paul Barrabee, Member  
Julie Cozad, Member  
Jo Grant, Member

**Central Administrators Present**

Patrick Nelson, Superintendent  
Monica Nelson, Associate Superintendent  
Todd A. Jaeger, J.D., Associate to Superintendent and General Counsel  
Scott Little, Chief Financial Officer

**OPENING OF MEETING - 5:30 PM TO HOLD EXECUTIVE SESSION**

**Call to Order**

Ms. Zibrat called the meeting to order at 5:30 PM.

**1. EXECUTIVE SESSION**

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

1. Discussion and Consultation with Representatives of the Governing Board In Order to Consider Its Position and Instruct Its Representatives in the Meet and Confer Process with Employee Organizations, Pursuant to A.R.S. §38-431.03(A)(5).

Ms. Cozad moved that they recess the open meeting to hold an Executive Session. Ms. Day seconded the motion and the motion passed 5-0. The Board recessed into Executive Session at 5:31 PM.

**CONTINUATION OF OPEN MEETING - APPROXIMATELY 6:00 PM**

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

The Open Meeting reconvened at 6:02 PM. Ms. Zibrat asked all visitors who had not already done so to sign the Visitor's Register.

**Pledge of Allegiance to the Flag**

**La Cima Middle School Students**

Yuping Chen, Adjo Messan, Luis Verdugo and Ramon Cervantes

Ms. Zibrat asked Mr. Nelson to introduce our guests for the Pledge of Allegiance. Mr. Nelson commented on the outstanding students with us tonight from La Cima Middle School, and asked Ms. Christine Sullivan, La Cima Middle School Principal, to introduce them. Ms. Sullivan shared that the four students leading the

Pledge tonight are part of the AVID program. The AVID program's mission is to close the achievement gap by preparing all students for college readiness and success in our global society. AVID (Advancement Via Individual Determination) is a college readiness system designed to increase the number of students who enroll in 4-year colleges. Although AVID serves all students it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and with the AVID support system in place, they will rise to the challenge. Ms. Sullivan read about the accomplishments and qualities of each student submitted by their teachers. The students were asked to introduce their parents and guests.

Ms. Grant thanked the students and presented each with a certificate of appreciation on behalf of the Board. The students then led the Pledge of Allegiance.

### **Recognition of Student Art**

La Cima Middle School

Ms. Zibrat asked Dr. Barrabee to introduce the student art display. Dr. Barrabee introduced the student art work on display for the month of October provided by Art teacher Thomas Holaday. The pieces on display were done with pencil. Students learned how to create still life drawings that looked three dimensional through the use of shading by studying the works of Leonardo di Vinci. They also learned foreground, middle ground and background. They studied cactus, trees and wildlife then created landscapes. To promote college and career ready standards the students wrote narrative essays to go along with their landscapes. The art work of student Josh Henderson was highlighted. Josh wrote an extremely creative story to accompany his excellent landscape.

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

Ms. Zibrat announced the next Special Meeting of the Governing Board: Tuesday, October 28, 2014, 5:00 PM, Wetmore Center, 701 W. Wetmore Road.

## **2. RECOGNITION(S)**

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

Danita Heller, Chemistry Teacher, Ironwood Ridge High School

Wendy Cronk, Administrative Assistant, Copper Creek Elementary School

*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.*

Mr. Nelson introduced the Distinguished Service Awards (DSA) which gives us an opportunity every month to recognize two of employees from our hardworking staff, and is his favorite part of the meeting. Mr. Nelson invited Mr. Mike Bejarano to introduce the recipients for October 2014. Mr. Bejarano noted that the awards presented monthly during the school year recognize an employee's initiative, collaboration, loyalty and contributions to the District. The nominees represent a high level of dedication and commitment to the values and mission of the District.

**Ms. Wendy Cronk** - As an Administrative Assistant, Wendy works well with teachers, administrators, students and staff as well as the District offices. Whenever there is a change to practice or procedure, she is always on top of the change. She can manage everything from master schedules to covering crossing guard duty. What makes Wendy so good at her job is that she builds positive relationships with the Copper Creek Community. She greets all who enter the school with a smile and helping hand. She knows every student by name and greets them. In the 11 years that she has worked at Copper Creek she has done many jobs. She is now referred to as the "queen" of Tyler, an expert who will help anyone.

She is dedicated to Copper Creek and goes above and beyond her responsibilities to help. As an Administrative Assistant she ensures that the office is running smoothly and in perfect order. The best quote from the people who know Wendy is, "Wendy is Copper Creek". Ms. Zibrat asked Wendy to introduce her family and friends, and then presented her with a certificate from the Board.

**Ms. Danita Heller** - Danita is an active member of the leadership team at Ironwood Ridge. She works to support all members of her department while supporting the needs of other departments in the building. She partners with the Math and CTE Department to provide educational opportunities for all students. She is also a teacher for Amphi Academy online, providing personal instruction and tutoring for students in need of alternative options for credits towards graduation. Danita also provides Math and Science tutoring in after school tutoring programs. Danita strives to make the Science Department feel like a family by celebrating birthdays, making treats and using a dinner table format for meetings assuring all have a say. At the end of the year she works to arrange teaching loads so everyone can teach something that they truly enjoy. Recognizing that Chemistry is often the hardest science most students take, she makes herself available for tutoring after school. She also spends hours on the phone with parents on how to maximize their children's potential in Chemistry. Danita is a passionate teacher of children, and Ironwood Ridge students are better because of her.

Ms. Zibrat thanked Ms. Heller and asked her if there was anyone she would like to introduce. Ms. Heller introduced her husband and Principal Natalie Burnett. Ms. Zibrat presented Ms. Heller with a certificate from the Board.

**B. Recognition of Canyon del Oro H.S. Art Students Jenna Hurst and Megan Riehl**

Board Book Information: *Jenna Hurst's piece "Angst" is now hanging in the halls of Congress in Washington, D.C. Jenna won first place in the 2014 Congressional District Two Art Contest. She also was awarded first place in the high school division of "Life in Oro Valley" art contest. Her winning piece hung in the Town Council chambers. Megan Riehl won second place in the 2014 District One Congressional Art Competition. Megan's piece is a portrait of her best friend. It is hanging in the U.S. District One office in Tucson. Jenna and Megan are students at Canyon del Oro High School. Their art teacher is Lacy Mendoza.*

Ms. Zibrat asked Mr. Nelson to introduce the recognition of Jenna Hurst and Megan Riehl. Mr. Nelson noted that these students have received significant recognition for their art work. He called on Ms. Mindy Blake of Community Relations to present information on the Congressional Art Competition. Ms. Blake shared that each spring the Congressional Institute sponsors a nation-wide high school visual arts competition to recognize and encourage artistic talent in each Congressional District across the country. We have some excellent student artists in our District, and they have submitted art over the years that have earned them first, second and third place. The winning piece in each Congressional District hangs in the halls of Congress for one year and the winning students attend a reception in Washington, D.C. The second place pieces go on display at the Congressional District offices for one year. We are proud to say we have two students who won top honors this year. He asked Mr. Paul DeWeerd to introduce their teacher, Ms. Mendoza.

Mr. DeWeerd stated it is an honor to recognize the students, and first wants to recognize their teacher, Ms. Lacy Mendoza. Lacy is a veteran Art teacher who teaches AP Studio Art, Intro to 2D Art, Intermediate 2D Art and Advanced IB Art. Her students consistently create remarkable pieces of art. It is one of his favorite places on campus to visit to see what they are working on. He asked Jenna and Megan what everyone should know about Ms. Mendoza. They said she is able to connect with each student and she cares about each of them. She maintains a perfect balance between being personally involved and being professional and teaching them as young adults. She works hard to expand their skills as artists and expose them to different art mediums. And she provides them many opportunities to compete for awards

and get exposure for their art work, which is why they are here tonight. Ms. Mendoza thanked Mr. De Weerd, Jenna and Meghan for their kind words. She then introduced the artists and their work. Mr. DeWeerd and Ms. Harris showed pieces of their art.

**Jenna Hurst** - She had heard many things about Jenna Hurst as an 8th Grader; people said just wait till she comes to CDO and you see her work. Jenna's mother asked if she could skip beginning Art. Beginning classes are still valuable, she asked to see her work, and allowed Jenna to skip beginning Art. Jenna came to CDO with talent, something to rival an artistic savant, yet always has room to grow like any artist. She was worried that Jenna might be too confident and not willing to take criticism or feedback to help her continue to reach her potential. But that wasn't so. What makes Jenna such an unbelievable artist is that she is receptive, listens intensely for feedback and asks for rigorous critiques of her work. She is humble, aware of her youth and that she has more to learn. Ms. Mendoza said often students taking classes for fine arts credits will say that they are not good at art; it is something you are born with. She noted that Art is like a sport. Some have talent, but have to show up for practice, and everyone can get better with hard work and practice. Although Jenna is talented, she shows up for practice, puts her best effort forward and wins the Congressional competition in Ron Barber's District, encompassing Southern Arizona, as a freshman. Jenna's painting will hang in Congress this year. Jenna is looking at possibly going into Art Therapy in the future.

**Meghan Riehl** - Meghan is a Senior this year and has had a transformation over the years. As a Freshman, Meghan was quiet and insecure about her artistic talent. She attempted challenging work and concepts, not recognizing her higher level of creativity and talent, because it is so natural to her. She left CDO for a semester, it was hard to let her go, and then she returned. Meghan wasn't really feeling inspired during her time away. Knowing what her potential was Ms. Mendoza encouraged her to try the AP Design portfolio in her junior year, which was an overwhelming though needed challenge. Insecurity can lead to procrastination. She encouraged Meghan. Contest season began and she won runner-up for the Congressional District of Ann Kirkpatrick, encompassing Northern Arizona. She also received a high score on her portfolio. She knew she loved art, but didn't know where she belonged in it. Then her accomplishments gave her what she needed, and now in her senior year there is an outpouring of commitment to her work. Whatever Meghan wants to pursue, Ms. Mendoza has encouraged her to keep art in her life.

Dr. Barrabee complimented them on their accomplishments and presented Jenna and Meghan with certificates from the Board. They introduced their families and guests.

### **3. PUBLIC COMMENT**

Mrs. Zibrat described the procedures for addressing the Board.

Ms. Jo Holt addressed the board regarding the Override continuation. Ms. Holt stated that she is a resident of Oro Valley and candidate for Senate in Legislative District 11. She supports the Proposition 418 Amphitheater Override continuation. She gave a reminder that Article 11, Section 10 of the Arizona State Constitution defines the basic parameters for what they call a general and uniform public school system from Kindergarten to the university level. It acknowledges that there will be funding increases from the State Legislature to ensure that we have a uniform public school system, and it contains an explicit directive to future lawmakers to ensure consistent and reliable support for the enhancement, not just adequacy, and the prosperity of all of our public schools. As a candidate for State Legislature, she wants to be clear that essentially our State Legislature is telling the school districts if they want more funding, they must go out and get it; it is the district's responsibility to go out and get it from the voters, because they can't afford it. The State Constitution does not say to fund the schools when they can afford to. It does not say that the legislature can cut funding to the public schools in order to protect corporate tax subsidies. Amphitheater is in a position where we are faced with a desperate need for this budget Override

continuation. She urged support for Proposition 418 and thanked everyone for their service to the community.

#### **4. INFORMATION<sup>2</sup>**

##### **A. AdvancEd Presentation**

Board Book Information: *During the 2013-14 school year the District underwent the AdvancED Systems Accreditation process. The results of that process were considered at the June meeting of AdvancED. A representative will be here to inform the Governing Board of the final accreditation recommendation.*

Ms. Zibrat asked Mr. Nelson to introduce the AdvancEd Presentation. Mr. Nelson noted that last year the District underwent an extensive systemic review of what we do through the organization AdvancEd. He asked Mr. Bejarano to present and make further introductions. Mr. Bejarano said that it seemed like a long time, but it was just last spring the District started the AdvancEd Accreditation process. He introduced the Associate Director of AdvancEd Arizona, Ms. Alena Clark.

Ms. Clark stated she was honored to be back, as she was lucky enough to be on the external review team and left with tears in her eyes because she was so excited. Then she moved into the AdvancEd position and the Director asked if she would like to go to Amphi, she was beyond excited. She first spoke of the culture of Amphi as she has seen it firsthand. At the first meeting with Mr. Nelson, literally the first word out of his mouth was “students”. She heard that from Board Member interviews and teachers. Everywhere “students” were the mantra. She other thing she was struck by was that everyone had ownership of being a leader, an instructor and a teacher. It is evident again tonight as students are celebrating their teachers as well being celebrated. Another thing that stood out in staff interviews was a gentleman who stood proudly and said, “I am not a janitor, I am a teacher.” That radiates through the District; it is a phenomenal District. Ms. Clark then announced that on behalf of AdvancEd Arizona, Dr. Harris the State Director and herself, she is happy to be here for this presentation. She stated it was her honor to recognize this very special District. It takes a lot for a K-12 District to own and go through this process. It was evident that Amphitheater put in a lot of time and a lot of heart and it was evident that Amphitheater walks its talk. From the students up to the Board it is very evident.

Ms. Clark then gave a background on AdvancEd. Arizona began accrediting schools in 1916 under the accrediting agency of North Central (NCA). They did so for over 100 years. In 2007 NCA merged with other accrediting agencies with AdvancEd. Previously they were a consortium of 19 states, and now with AdvancEd they are in all 50 states, 70 countries, and all Department of Defense (DoDDs) schools. AdvancEd is the largest learning community in the world. AdvancEd recognizes the leadership of Superintendent Nelson for electing to put Amphi through the process. Having the K-8 Schools feeding and aligning with the standards and the focus to the high schools, is indeed a heartfelt undertaking. His statement which rings true of “Gentle pressure relentlessly applied.” definitely is what the District is about. She thanked Mr. Bejarano and others who helped to coordinate the process. Amphi is going to be on display at the AdvancEd October training. She thanked the staff, students and every stakeholder, as it isn’t possible without the support of parents. It goes back and forth and is seamless in Amphitheater.

Ms. Clark presented the District with a banner and a plaque from AdvancEd. On June 26, 2014 the AdvancEd Accreditation Commission granted accreditation to Amphitheater Unified District 10, providing international recognition to the District, students and community for their achievement of accreditation as a quality school system; entitling them to all services and privileges of regional, national and international professional recognition as a quality system.

Ms. Zibrat accepted the banner and plaque on behalf of the District. She noted she is honored to accept it on behalf of everybody who works so hard every day for the students. It is really the validation that everybody here deserves, and we appreciate the honor.

Mr. Zibrat asked Mr. Nelson if he would like to say a few words. Mr. Nelson thanked Ms. Clark for their support and noted that we enjoyed the process very much. It is on our agenda at All Team for the rest of the year to look closely at the recommendations made, which we take very seriously. He thanked Mr. Bejarano for overseeing the process which was a lot of work and he did an incredible job.

## **B. Status of Bond Projects**

Board Book Information: *District Administration will present to the Governing Board updated information on the status of projects being funded by Bond monies.*

Ms. Zibrat asked Mr. Nelson to introduce the Status of Bond Projects. Mr. Nelson called on Mr. Louth to speak about upcoming and ongoing renovations. Mr. Louth shared that it is very exciting in the Bond Department and he thanked the voters for the passage of the 2007 bonds referendum.

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

#### **A. Wetmore Center Portable Replacement/New Professional Development Building:**

Construction is 5% complete. Phase 1 demolition is complete. Phase 1 renovations are in process: HR Office addition excavation; Federal Programs framing and electrical rough-in; School Operations framing, electrical rough-in and HVAC modifications; Technology wing framing, electrical rough-in and HVAC modifications. The Wetmore Project is on time and on budget.

**B. Donaldson Elementary School Addition/Remodel:** Schematic Design is complete and Design Documents are being developed.

**C. Mesa Verde Elementary School Addition/Remodel:** Schematic Design is complete and Design Documents are being developed.

### **II. NEW SCHOOL**

**A. New Elementary School:** Programming of the new school is in process with the architect of record and district staff. Currently the curriculum model is being developed. The physical model of the building and site will be developed based on the curriculum model.

Ms. Zibrat asked the Board if they had any questions. Dr. Barrabee commented it was refreshing that the structure of the new school would be designed to support the curriculum; that is the first time he has heard of that.

## **C. Annual Review of Progress of Bond Program and Capital Improvement Projects Pursuant to A.R.S. 15-491(K)**

Board Book Information: *Pursuant to A.R.S. 15-491 (K) the District Administration is required to present to the Board an annual review of projects being funded by bond monies, capital improvement projects, building renewal, and adjacent ways. The presentation provided will fulfill this obligation.*

Ms. Zibrat asked Mr. Nelson to introduce the annual review of the Bond Program. Mr. Nelson stated that State law requires an annual brief on the progress of the Bond Program and capital improvement projects. He introduced Mr. Burns, Executive Manager of Operational Support, to provide the report. Mr. Burns presented a PowerPoint presentation.

Bond Program funds have been spent primarily on students. In the 2013-2104 Fiscal Year total bond spending 7/1/2013 to 6/30/2014 was \$17,829,440.03. Of that total, \$10,756, 473.90 was spent on instructional space additions and portable replacement; \$4,018,005.57 was spent on health safety and security; and \$3,054,960.56 was spent on technology infrastructure. Total bond dollars spent from

5/22/08 to 6/30/13 was \$97,695,608.11. Adjacent Ways funding of \$44,110.00 was used for the Holaway Elementary parking lot and parent pickup improvements and \$21,266.00 was used for the Cross Middle School bus loop. School Facility Board monies of \$77,515 were used for the CDO High School Fine Arts building cooling tower. Total bond expenditures per A.R.S. § 15-491(K) year end 6/30/14 included two other areas with \$11,214, 081.30 for transportation and \$5,382,052.46 for buildings. 2013-2014 bond projects sites included: Amphi High, Amphi and Cross Middle Schools, Harelson, Holaway and Rio Vista Elementary Schools, San Joaquin site improvements and Wilson K-8 School. Upcoming projects include: Donaldson and Mesa Verde Elementary Schools and Wetmore Professional Development Center. Improvements at Amphi High included: administration building and entry improvements, drainage improvements, IT re-cabling and stadium improvements. Improvements at Amphi Middle School included: a new classroom building, administration building addition and remodel, campus-wide IT re-cabling, library renovation and gymnasium remodel. Improvements at Amphi Middle School included: a classroom addition, administration exterior and interior, storm water drainage improvements and campus-wide IT re-cabling. Improvements at Harelson Elementary included: a new classroom building to replace portables, campus-wide IT re-cabling, a new security fence and sidewalks. Improvements at Holaway Elementary included: a new classroom building to replace portables, kitchen and restroom renovations and campus-wide IT re-cabling. Improvements at Rio Vista included: a classroom addition to replace portables and renovation of existing classrooms. Work at the San Joaquin site included removal of portables and site cleanup. Improvements at Wilson K-8 School include renovation of the Health Office and security fence installation. Upcoming improvements at Donaldson Elementary are in the programming and design phase and will include: classroom additions to replace portables, modernization of restrooms, campus security, bus loop, parking improvement and IT re-cabling. Upcoming improvements at Mesa Verde Elementary are in the programming and design phase and will include: classroom additions to replace portables, restroom modernization, site drainage, playfield improvements, administration area renovations, security fencing and IT re-cabling. Upcoming improvements at Wetmore include a renovation phase, which is underway, and the construction of a professional development center.

Ms. Zibrat called for any questions. Dr. Barrabee thanked Mr. Burns for the presentation; it brought together a lot of progress and reflects the support of the community. It was timely as we are an older district and modernization is important. We always appreciate the community's support.

#### **D. Introduction of Meet and Confer Teams**

Board Book Information: *Mr. Nelson will introduce those serving on the Meet and Confer Team(s). Introductions are provided for the Board's information.*

Mrs. Zibrat asked Mr. Nelson to introduce the Meet and Confer Teams. Mr. Nelson briefed a process started at Amphi years ago called interest-based bargaining. It's different from traditional bargaining in the sense that it truly is a meet and confer process in which you build on shared interests. Mr. Nelson has had the honor for 11 years of facilitating the sessions. It was fun to get to know people and building trust with the association. The process starts on October 30th beginning with Meet and Confer sessions on policy and then about January begins looking at compensation. Mr. Nelson asked team members to stand as he read their names. He thanked them for contributing their time. It is fun to work on shared interests and understand the point of view of other team members.

**AEA Team:** John Fife, Mike Robinette, Kim Borough, Lisa Miller, Peggy Greenway, Robert Whacker, Kathryn Pivonka and Brian Post.

**Certified Team:** Todd Jaeger, Monica Nelson, Mike Bejarano and facilitator Roseanne Lopez.

**Classified Team:** Pasty Harris, Jim Burns, Mark Lappitt and facilitator Andy Heinemann.

Ms. Zibrat thanked them for serving on those committees. She asked for questions; there were none.

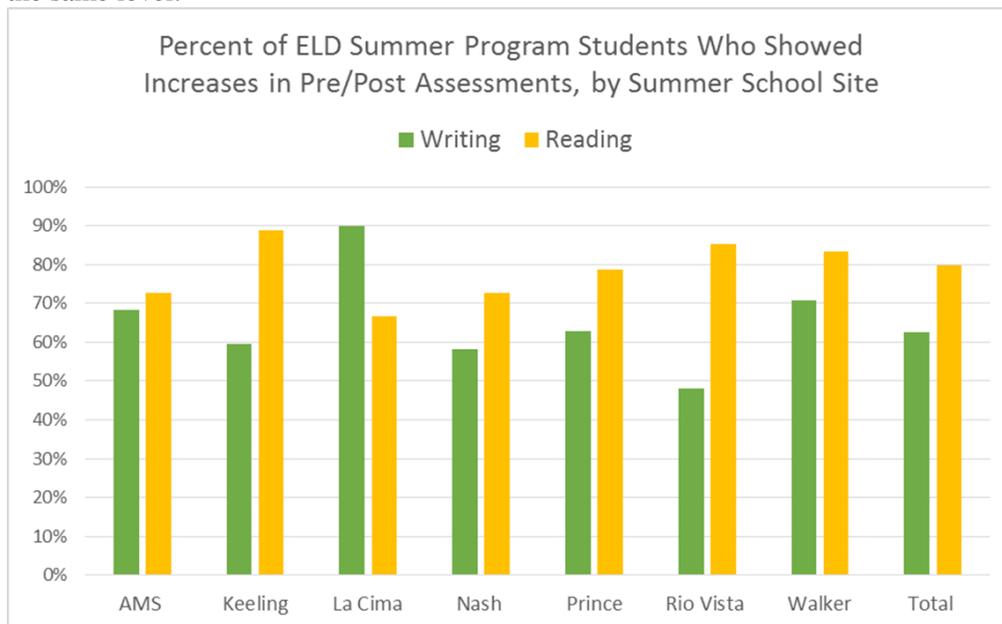
### E. Review of 2014 Summer School Program

Board Book Information: *Ms. Nelson will provide information and data about the 2014 summer learning opportunities that were provided to our students.*

Mr. Nelson introduced the review of the 2014 Summer School Program. Over the last 10 years the District has continually expanded learning opportunities and intervention programs for students; in large part paid for by the Override. Mr. Nelson called on Ms. Monica Nelson to provide an overview. Ms. Nelson presented a PowerPoint presentation highlighting the key accomplishments and data about 2014 Summer School. This past summer, Amphi offered 10 types of summer learning programs for students:

- **ELD Program, K-12**

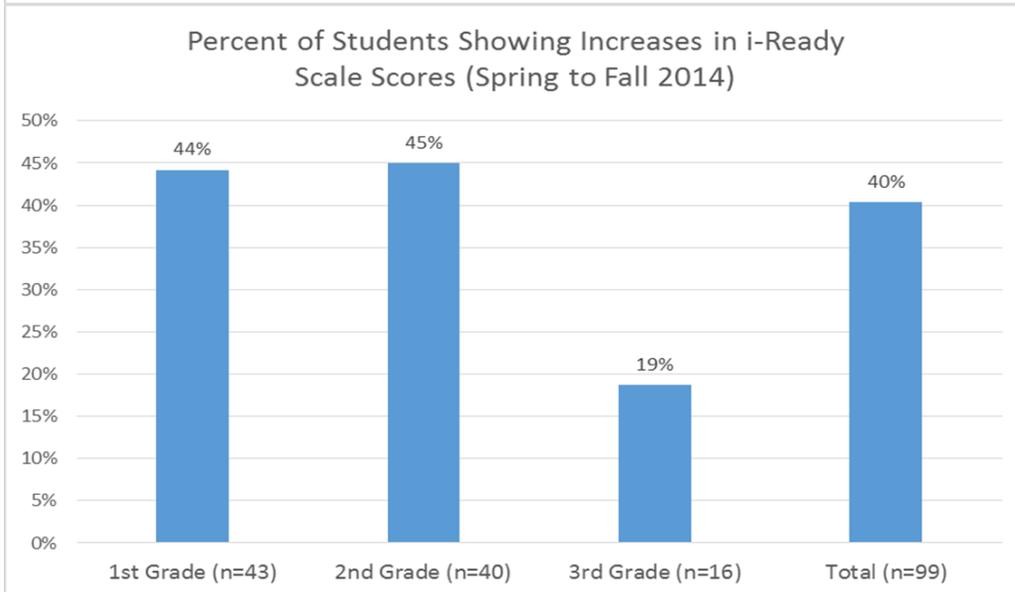
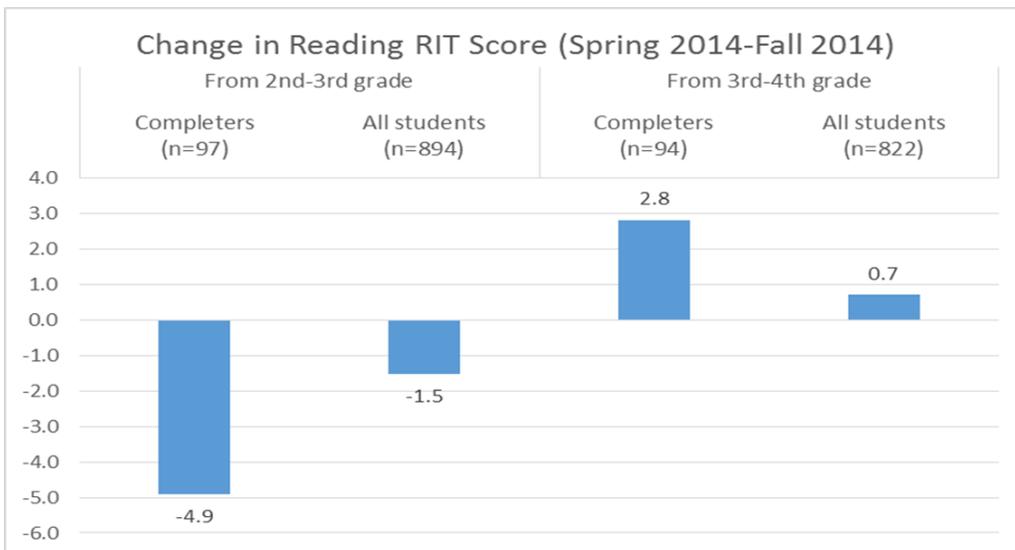
High School - credit recovery (ELL students in high school involved in the 4-hour block of language instruction lack credits needed for graduation), AHS, 6/2/14 to 7/10/14; 54 students completed the program; 95% of the students were awarded credit during 1st semester and over 80% were awarded credit during 2nd semester. Elementary and Middle School - (ELL students AMS, La Cima, Keeling, Nash, Prince, Rio Vista, Walker), 6/2/14-7/3/2014; recruitment rate 86% (210/245); completion rate 90%; writing assessment results: 62% showed increase in skills development while 34% stayed at the same level; reading assessment results: 80% showed increase in skill development while 8% stayed at the same level.



- **Primary Reading Program, Grades 1, 2, and 3**

Grades 1-3 reading focus. All elementary sites (except Harelson students who attended at Donaldson), 6/2/14 – 7/3/14; 339 students completed the program (highest recruitment at Copper Creek, Mesa Verde, and Prince; Mesa Verde, Painted Sky, Holaway, Walker and Wilson all had completion rates in the 90-100 percent range); i-Ready intervention program focus; two-thirds of students with pre- and post-program i-Ready assessment scores showed increases. MAP results were positive for program participants moving from 3rd to 4th grades; RIT scores were +2.8 compared to +.07 for all students in general.

Site	Invited students (#)	Registered Students (#)	Recruitment Rate (%)	Students who Attended (#)	Students who completed (#)	Completion Rate
Copper Creek	31	25	81%	25	22	88%
Coronado	54	26	48%	25	21	84%
Donaldson	54	29	54%	26	23	88%
Harelson	26	19	73%	17	13	76%
Holaway	61	41	67%	32	29	91%
Keeling	52	34	65%	26	23	88%
Mesa Verde	43	36	84%	36	36	100%
Nash	62	42	68%	35	27	77%
Painted Sky	32	18	56%	18	18	100%
Prince	79	61	77%	45	31	69%
Rio Vista	51	38	75%	34	26	76%
Walker	72	37	51%	34	31	91%
Wilson	65	47	72%	42	39	93%
<b>Total</b>	<b>682</b>	<b>453</b>	<b>66%</b>	<b>395</b>	<b>339</b>	<b>86%</b>

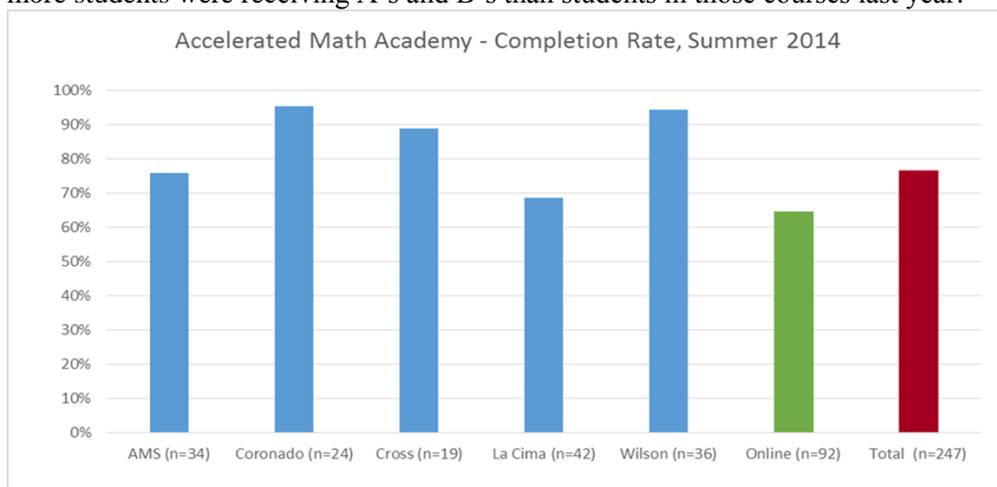


- Mesa Distance Learning Program, 9-12

All High Schools, Cross and La Cima Middle Schools, two semesters 6/2/14 - 8/15/14; 416 students completed the program with one or more courses; 670 students enrolled in 729 courses; 37% of the selected courses were dropped by the end of the program (about 1/3 of the classes initially selected). Of the 451 courses successfully completed, 45% of the students received an A in the course; 36% a B, 12% a C, 2% a D, and 5% an F.

- Accelerated Math Academy, 5-6 and middle school

All Middle Schools, 6/2/14 – 7/3/14, 247 students invited and 219 attended. Face-to-face or online option; the online option had the lowest completion rate, but was the most popular method chosen by students; 168 completed (77%); all of the students who completed the Accelerated Math Academy went on to take the next level of math for which they were eligible; for grades pulled as of last Friday, more students were receiving A's and B's than students in those courses last year.



- 8th - 9th grade Math Bridge Program, AHS and IRHS (CDO)

Program designed for incoming 9th graders who need remediation in math. CDO students attended at IRHS due to computer needs. Recruitment rate is 21%; completion rate is 91%; grades pulled as of last Friday show more students receiving A's and B's in algebra than in that course taken before the program, with fewer C's and D's given; students receiving F's remained the same.

- Credit Acceleration/Recovery Program, AHS

AHS, 6/2/14 – 7/10/14; 99 students completed the program; students were issued credit for completing 125 classes; Over 80% of students attending earned at least one class credit.

- Cambridge Program, AHS

AHS, 6/2/14 – 7/3/14; 26 students in the Cambridge Program; courses focused on history, science, or art; hands-on application of materials from the school year; Assignments were project based and included a weekly fieldtrip; 91% of the 22 students who completed received credit.

- Algebra Academy, AHS

In conjunction with U of A incoming 9th graders engaged in project-based learning with an Amphi teacher and a U of A teacher; weekly visits to U of A campus took place; culminating experience - a rocket launch competition at the U of A mall, 23 students enrolled; 19 completed; 100% of the completers received credit.

- Amphi Summer Learning High School program, CDO, 9-12

High School program sponsored by Amphi (held at CDO and IRHS); formerly operated by CEP 6 weeks, four days per week. 1st semester - 285 students from Amphi and 20 from outside the district; 98% passing rate; 2nd semester - 255 students from Amphi and 11 from outside the district; 97% passing rate; courses: Government (1st semester)/Economics (2nd semester), English 12, Chemistry, World History, US History, PE, Algebra I and II, Geometry.

<u>First Semester Enrollment:</u>		<u>Second Semester Enrollment:</u>	
Government	40	Economics	40
English 12	9	English 12	10
Chemistry	37	Chemistry	36
World History	76	World History	60
US History	27	US History	29
PE	25	PE	17
Algebra I	39	Algebra I	29
Algebra II	23	Algebra II	24
Geometry	29	Geometry	21
Total:	305	Total:	266

- Elementary STEAM Camp

Offered at three sites: Rio Vista, Donaldson, and Painted Sky. Weekly themes; parents paid \$120 per week; some students' fees were covered by the ACHIEVE grant; four themes: Engineering Adventures, Camp Invention, Creativity in Action, Arts Exploration; 213 students (count includes students who attended more than one camp week); engineering Adventures was the most popular camp; working to determine the sustainability of the program in the future.

Ms. Zibrat thanked Ms. Nelson and asked if the Board had any comments or questions. Ms. Cozad asked if there was a fee for any of the classes other than the STEAM Camp. Ms. Nelson said there is not. Funds from the Override, Title I, and other monies were used. High School students picking up credits do pay tuition. Dr. Barrabee commented that he was excited to see the offerings and response to student needs. There were many years we didn't have such an extensive program. He congratulated Ms. Nelson and the staff on the accomplishment. Ms. Nelson noted that talented teachers stepped up to make it happen and the credit goes to them. Mr. Nelson said the presentation would be sent to the Board in the Friday Memo so they could have more time to study the slides. Ms. Day thanked Ms. Nelson for the report and appreciated seeing the success rates and percentages.

## **5. CONSENT AGENDA**

Ms. Zibrat introduced the Consent Agenda and asked if there were Board Member requests to have items addressed separately. There was a speaker request submitted for **Item D. Approval of Separation(s) and Termination(s)** and **Item J. Approval of Proposition 301 Teacher Performance Pay Awards and Administrative Performance Pay Awards for 2013-2014 Fiscal Year**. Ms. Zibrat asked for a motion to approve Items A-C, E-I and K-M. Dr. Barrabee moved to approve Agenda Items A-C, E-I and K-M. Ms. Day seconded and the motion passed 5-0.

Mr. John Fife, President of the Amphi Education Association (AEA), addressed the Board regarding Consent Agenda Item D. He stated that on the list of separations and terminations there was a Groundskeeper. The AEA believes this is at least the eleventh Groundskeeper who has chosen to leave since June, and that this is primarily due to the new work model. Groundskeepers were assigned to specific sites, took care of the sites and the students as well. They were coaches, counselors, mentors, and confidants. Now they are centralized with only a few assigned to a school site. This is apparently a model that is unpopular with the Groundskeepers and the connections students made are no longer there. He requested that the Board please took a look at the new model, what its benefits are and what the costs are beyond financial ones. Mr. Nelson stated that the Board would be provided information on the model in the Friday Memo.

Mr. Fife also addressed the Board concerning Consent Item J. Years ago when Proposition 301 was passed it provided for a bonus payout for educators. Thanks to the Attorney General's opinion, that definition of who an educator was very broad. Districts were able to include additional employees like

Librarians, Counselors and other classifications Recently a narrower Attorney General's opinion limited who could receive Prop 301 pay and a court case redefined that further to only those with teaching certificates, which excluded Counselors and Librarians at the time. AEA worked with Librarians over the last year and demonstrated that Amphi librarians fit all the requirements of both the Attorney General's opinion and the court case. By law they have to be certified teachers. Through their evaluation criteria they have to provide instruction. AEA was able to demonstrate they can participate in 301 programs. Before the Board tonight is a 301 performance pay award that includes the District's certified Librarians. The AEA is very happy to see that. The AEA hopes to continue to work with District Administration and other groups to find ways they can again be included.

Mr. Nelson spoke to provide additional context to what Mr. Fife said. In monthly meetings with AEA the District began looking at the qualifications for 301 to assure we were doing what we could. And as Mr. Fife pointed out, the interpretation between Attorney Generals has varied over the years. We were able to include Librarians in this 301 payout. Ms. Zibrat asked for any Board Member comments. Dr. Barrabee asked how that works with the financing the District receives. In other words, are we including categories that the State does not recognize? Mr. Nelson clarified that the amount of the 301 payout is decided externally; the District does not control the amount. When we include additional categories, in this case Librarians, payout comes out of the same amount of money. We don't expand the pool. What happens is additional groups were in that pool and some payouts were paid by other sources to maintain it. Dr. Barrabee asked what happened to the other groups. Mr. Nelson stated that given the narrow interpretation by the Attorney General, we were not able to continue paying some categories from the 301 monies. Dr. Barrabee asked what categories those were. Mr. Nelson and Mr. Jaeger named examples such as Instructional Aides, Social Workers and Psychologists.

Ms. Cozad moved that Consent Agenda Items D. and J. be approved. Ms. Grant seconded the motion and it passed 5-0.

**A. Approval of Appointment of Personnel**

Certified and classified personnel appointments were approved, as listed in Exhibit 1.  
<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50126042>, Item 5. A.]

**B. Approval of Personnel Changes**

Certified and classified personnel changes were approved, as listed in Exhibit 2.  
<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50126042>, Item 5. B.]

**C. Approval of Leave(s) of Absence**

Certified and classified personnel leave(s) of absence were approved, as listed in Exhibit 3.  
<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50126042>, Item 5. C.]

**D. 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=50126042>, Item 5. D.]

**E. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,836,708.45 (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 payments authorized:

Voucher #936 \$248,497.85	Voucher #937 \$344,558.66	Voucher #938 \$206,886.12
Voucher #939 \$ 20,982.85	Voucher #940 \$241,535.33	Voucher #941 \$1,269,418.62
Voucher #942 \$132,299.68	Voucher #943 \$372,529.34	

#### **F. Acceptance of Gifts**

Donations were accepted by the Governing Board, as listed in Exhibit 5.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50126042>, Item 5. F.]

#### **G. Approval of Parent Support Organizations for 2014-2015**

The following Parent Support Organizations were approved:

Keeling PTO  
CDO IB Organization  
Prince PTO

#### **H. 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=50126042>, Item 5. H. attachment]

#### **I. Approval of Grants**

The following grant was approved and accepted by the Board.

Board Book Information: *Amphitheater Middle School has received a grant from the Arizona Commission on the Arts in the amount of \$3,000. The funding will be used towards the UApresents Music Education Initiatives Program.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50126042>, Item 5. I.]

#### **J. Approval of Proposition 301 Teacher Performance Pay Awards and Administrative Pay Awards for 2013-2014 Fiscal Year.**

Board Book Information: *Forty percent of the revenue which the District receives from Proposition 301 provides funding for a performance-based incentive pay program. This program is conducted pursuant to a written plan previously approved by the Governing Board. The plan provides for three types of performance pay. The first type is a participation award paid to eligible professional employees for their initial agreement to participate in the program. That "first-time participation award" for 2014-2015 is a payment of \$600. The total amount of 301 funds allocated annually to this part of the plan varies with the number of new participants each year. The second performance pay type is an annual award given to eligible employees assigned to a school that reaches its student engagement and site selected achievement goal (Goal I). After first-time participation awards are allocated and funded, the Goal I A and I B award accounts for 60% of the performance pay fund expenditures. This year the full payout per person for Goal I A is \$762 and for Goal I B is \$762. The third performance pay type is an annual award given when schools reach their student achievement goal as measured by standardized testing (Goal II). The Goal II award accounts for 40% of the performance pay fund expenditures after first-time participation awards are allocated and funded. This year the full payout per person for Goal II is \$1,016. This Agenda Item, once approved, will authorize payment of the performance pay awards to eligible staff for the 2013-2014 fiscal year. The attached information provides details by school on the level of accomplishment of the goals, and the dollar amount earned per person at each school. The maximum payout for full accomplishment of both goals for eligible certified staff is \$2,540. The Meet and Confer agreement approved by the Governing Board on August 1, 2007 allowed for a performance pay plan for Principals and Assistant Principals. The plan allowed for a potential of \$1,000 per participant mirroring the 301 plans at the schools. This year, the total award possible will be \$600. The administrator plan is similar to the 301 Plan for teachers. Sixty Percent of the payout is based on Goal I, and 40% of the payout is based on Goal II. Principals and Assistant Principals will receive up to \$360 for accomplishment of Goal I and an additional award of up to \$240 is available for Goal II. The attached spreadsheets list payout totals by school and individual calculations for both eligible certified teaching staff and administrators based upon the accomplishment of Goal I and the school's pro-rata achievement of Goal II, adjusted for full-time equivalency.*

Proposition 301 Teacher Performance Pay Awards and Administrative Pay Awards for the 2013-2014 Fiscal Year were approved as submitted. (Exhibit 6) [Chart of recipients and amounts can be viewed at <https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50126042>, Item 5. J.]

**K. Career Ladder Statement of Action Taken**

Board Book Information: *Each year during the month of November the State of Arizona requires all Career Ladder districts to submit a Statement of Action Taken signed by the Clerk of the Governing Board which establishes and confirms 1% is calculated in the district base level for the Career Ladder Program for the current fiscal year. This is the fifth and final year for the Arizona Career Ladder Phase Out.* (Exhibit 7)

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50126042>, Item 5. K.]

**L. Approval of Revisions to Governing Board Policy BCB Regarding Board Member Conflict of Interest; Suspension of Policy BGB Requiring Two Reviewers Prior to Change in Policy;**

Board Book Information: *On September 9, 2014, the Board approved revisions to Policy BCB (Board Member Conflict of Interest) which addressed the state prohibition on Board Members supplying school districts with equipment, material, and/or supplies unless pursuant to an award or contract after public competitive bidding. The accompanying policy document included the word supplies in place of the word services under "Purchases from Governing Board Members". This error has been corrected as shown on the accompanying document. To prevent further confusion, Counsel advises that the policy language correction be instituted immediately. This may be done through a suspension of the normal first and second reading of proposed revisions as specified in Policy BGB. The Administration recommends that the Board: 1. Suspend the requirements of Governing Board Policy BGB that proposed changes to Board policy be studied twice before their approval; and 2. Approve the proposed revision to Policy BCB at this time.* [Policy BCB revision can be viewed at <https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50126042>, Item 5.L.]

**M. Approval of Revised Intergovernmental Agreement with City of Tucson (Tucson Police Department) for School Resource Officer at Amphitheater High School**

Board Book Information: *On September 9, 2014, the Governing Board approved an intergovernmental agreement (IGA) between our district and the Tucson Police Department for the placement of a School Resource Officer (SRO) at Amphitheater High School for the 14-15 School Year. Following that approval, the original IGA was forwarded to the City of Tucson for the Mayor's approval. During the discussion of the IGA at the City Council's meeting, Tucson Police Chief Roberto Villaseñor expressed reservations regarding the program in light of Senate Bill 1070 regarding the immigration status of students. Following their discussion, the Council revised the IGA's wording to state that SROs cannot ask about a student's immigration status unless it is directly relevant to an investigation and then only with the permission of a parent, guardian or attorney. The revised IGA is presented for the Board's consideration. Legal Counsel has reviewed the form as required by law and finds it to be in conformity with Board and District powers.* (Exhibit 8)

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50126042>, Item 5. M. attachment]

**6. ACTION**

**A. Review and Approval of the 2013-2014 Financial Report**

Board Book Information: *The State of Arizona requires the Governing Board to annually publish and submit to the State a report of all revenue and expenditures for the previous year. A review of the 2013-2014 Annual Financial Report will be presented. It is the recommendation of the Administration that the Governing Board members certify that the enclosed document is the 2013-14 Annual Financial Report for Amphitheater Public Schools and direct its submission to the State for publication on the Arizona Department of Education's website.* (Exhibit 9)

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50126042>, Item 6. A. attachments]

Ms. Zibrat asked Mr. Nelson to introduce the item. Mr. Nelson relayed that the District is required to provide information to the Arizona Department of Education about our annual financial report. He asked Mr. Little, Chief Financial Officer, to highlight and explain some of the things that you might have questions on as to why it is different than last year. Mr. Little said that the District is required to annually adopt the annual financial report no later than October 15th of each year. The report sent to the Board last week is over 80 pages long and will also be placed on our website. In that document are page by page break downs that explain certain variances in numbers with notes that can be clicked on explaining the variances. Mr. Little then went over the report noting key areas. One of the areas of note is how much the State provides. For Amphi, the State only contributes 29% of what the total cost is. Another is Amphi does not have interest earned in Maintenance and Operations (M & O) for the year because when we receive the 29% from the state, they don't even provide 25% of it until the year is over in order to do accounting entries to balance the State books, as they report in the next year. So we run in deficit cash in M & O most of the time until the end of the year, then we get the money collected. On the expenditure page there are drops associated with the loss of Career Ladder, onetime expenses and collection of Federal funds from a prior year that was delayed, etc. In Special Education there were adjustments largely due to expenses that were moved to the Medicaid fund. Those revenues are hard to predict depending on what we are able to collect. Concerning Prop 301 revenues, we are at the place where the revenues are starting to climb again. The State requires Districts to budget for Capital expenditures as if they will be spent all in one year, which doesn't happen. Due to lack of State funding for buildings, we have to take monies we would normally spend on students to maintain infrastructure. Dr. Barrabee asked for examples. Mr. Little gave examples such as parking lot maintenance. Mr. Nelson mentioned that Mr. Burns is initiating a review process on all of our facilities in terms of entrances, parking lots, etc. so that with the limited capital money we have we will be able to prioritize our projects. The list is 17 pages long so far. When Mr. Burns is done we will be able to accurately pinpoint where capital money needs to go. Mr. Little then explained the specific sections of the financial report.

Ms. Zibrat asked if the Board Members had any questions. Dr. Barrabee asked if the 29% paid by the State was approximately 29% of \$102,000,000.00. Mr. Little replied that it was 29% of the M & O, unrestricted capital and adjacent ways. It excludes bonds and Federal grants. It is 29% of the core, general operations that all school districts have. So, if we look at State revenues as a percentage of everything we spend from all sources including things like food services, the number is closer to 18-19%. Dr. Barrabee asked if a spreadsheet showing the percent of State funding of the past 10 years could be provided to get an idea of where the District was and where it is now in terms of State support. Mr. Little said he could provide that. He clarified that there have been changes made in the funding formulas, but it would be interesting to see the comparison over time. Ms. Zibrat thanked Mr. Little for providing the report in advance with the notes. Dr. Barrabee asked what the payment of tuition to other Districts was. Mr. Little explained that it is payments to Mesa Distance Learning where some of our students take online courses. We have an Intergovernmental Agreement with them. They bill us and we send payments in lieu of giving them a portion of funding that would come from the formula. Dr. Barrabee then asked about tuition to private schools. Mr. Little explained that the amount is outside organizations like Intermountain that provided private placement for emotionally disabled students. Those services have now been moved in house because the organization decided that even at 50-60K per year, per student, they couldn't provide the services. Mr. Nelson noted that last year a memo went to the Board regarding the dissolving of Intermountain and deciding to incorporate the students. Ms. Eiting has done a great job of implementing the ED-P program at three different sites. If the Board would like a review of the information, it can be provided.

Ms. Zibrat asked for a motion to approve the 2013-214 Annual Financial Report. Ms. Day moved to approve the report. Ms. Cozad seconded and the motion passed 5-0.

Ms. Zibrat then called for a short 5-minute break at 7:55 PM before moving on to the Study Item.

## **7. STUDY**

### **A. Study of Proposed Revisions to Governing Board Policies and Regulations BDB (Board Officers), BED (Executive Sessions/Opening Meetings), BEDBA (Agenda Preparation and Dissemination), GDFA (Support Staff Qualifications and Requirements); IKE, and IKE-RB (Promotion and Retention of Students); IJJ, and IJJ-RB (Textbook Adoption); JAFB (Tuition/Admission of Nonresident Students), and KF, and KF-R (Community Use of School Facilities).**

Board Book Information: *A clerical error was noted - BED (Executive Sessions/Open Meetings) should read BEC (Executive Sessions/Open Meetings). The periodic revision of state and federal law often necessitates the corresponding revision of Governing Board policies. This item is presented to permit the Board to review proposed revisions to the following Policies: BDB (Board Officers). This policy addition, recommended by the Arizona School Boards Association, clarifies that Governing Board President, on behalf of the Governing Board, is to consult with the Superintendent and approve the items to be placed on the agenda for each meeting. BEC (Executive Sessions/Open Meetings). Clarifies that an Executive Session may be held without entering into open session if the meeting has been properly voted on, noticed, and the applicable statutes have been identified in a public meeting held prior to the executive session. BEDBA (Agenda Preparation and Dissemination). As with BDB above, this presented revision is recommended by the Arizona School Boards Association and specifically allows the Superintendent to place items on the agenda with the approval of the Governing Board President, on behalf of the Governing Board. GDFA (Support Staff Qualifications and Requirements). Senate Bill 1391 of the Fifty-First Legislature, Second Regular Session, included a number of provisions related to fingerprint checks and fingerprint clearance cards that affect this policy and have been incorporated into the attached revision. IJJ (Textbook/Supplementary Materials Selection and Adoption). Following the recent textbook adoption process for the District, and after hearing concerns from various constituents, Governing Board members requested that the Superintendent present recommendations for revision of both Governing Board policy and District regulations pertaining to the textbook selection process. In this set of proposed policy documents, presented revisions would amplify former language pertaining to constituent input into textbook selection processes to be more specific. The proposal includes an enhanced function and charge for textbook adoption committees, as well as a requirement for inclusion of parents and/or community members on such committees. Moreover, as was the case in the most recent adoption process, opportunity for comment by all constituents is required by the regulation, but new provisions are recommended to facilitate that input through publication of notice and solicitation of input on school websites and in a newspaper of general circulation. IKE (Promotion and Retention of Students), and Regulation IKE-RB). House Bill 2501 added language to A.R.S. 15-701, (Common school; promotion; requirements; certificate; supervision of eighth grads by superintendent of high school districts; high school admissions; academic credit), which expressly states that, "A school district may conduct a ceremony to honor pupils who have been promoted from the eighth (8th) 201grade". Obviously, the District has long held such ceremonies, but the permissive language added to statute has now been added to policy IKE.*

*In addition, House Bill 2637 modified language in A.R.S. 15-701 to disallow the "move on when reading" and retention mandates for the third grade if data regarding a pupil's performance on the Arizona Instrument to Measure Standards, or its successor test, is not available before the start of the following academic year. Intervention and remedial strategies are now required for these students if the third grade assessment data subsequently demonstrates that the pupil's reading ability falls far below the third grade level or the equivalent. Applicable language has been added to the Superintendent's regulation, IKE-RB. Other, outdated policy language has been deleted from IKE-RB as it is no longer necessary. JFAB (Tuition/Admission of Nonresident Students). New language provides clarification regarding the prohibition of receiving state funding for any student who is not a resident of the state, in accordance with state law. KF (Community Use of School Facilities) and Regulation KF-R. Senate Bill 1336 added a section pertaining to immunity from civil liability for the*

*School District and its employees, including the Governing Board, Superintendent or chief administrative officer, with respect to all decisions made and actions taken to allow the lease or use of school property. While such immunity is a matter of law as a result, the policy incorporates such provisions to help ensure public awareness of the same. Upon approval of any or all of the items noted above, certain policies' legal and cross references will also be updated. For example, as noted above, Senate Bill 1391, Fifty-First Legislature, Second Regular Session, included a number of provisions related to fingerprint checks and fingerprint clearance cards. Legal and/or cross references will need to be added to policies GCF, GCFC, GDG, and LDA. As such references to not constitute changes to the policy language, those changes are not included here.*

[\[https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50126042\]](https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50126042), Item 7. A. attachments]

At approximately 8:00 PM, Ms. Zibrat thanked everyone for the break. She then called on Mr. Nelson to introduce Study Item 7. A. for which Mr. Fife had submitted a speaker card.

Mr. Nelson stated that there were a number of policies that need to be reviewed with the Board. This is due to periodic revisions of State and Federal law which require revision of our Governing Board policies. One policy in particular to point out the Board, and which Mr. Jaeger may want to elaborate on when we reach it, is IJJ on textbook revision. Beginning last November we had many comments about that process. As stated many times in conversations with people, this Board does listen to public comment. Mr. Nelson stated that with the Board's direction he made revisions that he believes includes more parent and community input for textbooks not just at Wetmore, but at the schools, advertising in the newspapers and building a broader way for people to be involved. Mr. Nelson then called on Mr. Jaeger to give a review of the policy revisions, which are just for the Board's review tonight. Mr. Jaeger noted that the District relies on the Arizona School Boards Association (ASBA) to help us organize our policies into the standard policy systems for school districts across the country, which is a subscription service under the National School Boards Association. From time to time we receive recommendations that are tied specifically to State law developments and sometimes ASBA recognizes, after hearing from constituents and their policy members across the state, things that need to be revised or updated.

The first of the policies is BDB concerning the purpose and role of Board Officers. ASBA recommends a revision which clarifies that it is the Governing Board President's specific role, on behalf of the Board, to consult with the Superintendent and approve the agenda for each governing board meeting to include the items that will be placed on the agenda. In general that is the practice of most school boards, so ASBA recommends it be clarified in policy.

Next is policy BEC concerning Executive Session. There is a new provision in the law, which rarely comes up, that allows the Governing Board to convene an Executive Session, and then continue it at a later date if needed. For example: if the Board was holding a properly announced and posted Executive Session on Student Discipline, and the session had to be held over because they could not get through all the business, the Board could adjourn and provide 24-hour notice to reconvene that Student Discipline session at a later date without having to open a regular meeting, close it and recess into the Executive Session again. Because the session had already occurred, it would be simply a continuation.

Next is BEDBA, which goes along with BDB, concerning the Board President's role in preparing the agenda. BDB is the specific policy on agenda preparation and dissemination that also requires clarification on the Board President's role. Almost every year we need to change our fingerprinting policy for new hires which is covered under GFDA. This is a policy change that tracks statutory language. You will recall from our discussion previously there were bills passed that permitted school districts to require individuals who do not presently have to have a finger print clearance card, but need only be fingerprinted (there is difference is there) to have a fingerprint card, that is a more expensive

process for individuals. So what we have written into the policy now is simply the fact that a school district may do so [request a finger print card]. Presently we don't believe we need to make any changes in our practices, because we cover everyone in one way or another, as this policy also applies to our unpaid employees, which is what the statute refers to as our volunteers.

Dr. Barrabee asked if since this is a study, if there are questions, may the Board touch upon them as we go along. Ms. Zibrat said yes, and called on Ms. Cozad who had a question prior. Ms. Cozad had a question about BEDBA (Agenda Preparation/Dissemination). She requested clarification on the amount of notice a Board Member would need to give to have an item placed on the agenda. Mr. Jaeger responded that Board Members would need to give at least a 10-day notice to the Superintendent so that the Superintendent and Board President could plan for the item. Mr. Nelson addressed the questions stating that we have an agenda preparation schedule, and we need the time to prepare the agenda item according to our schedule. Dr. Barrabee posed a question on finger printing where it states that the District will assume the costs for the fingerprints, but will later assess the employee for charges conferred. Mr. Jaeger stated what the language refers to is sometimes we have to front the cost of the fingerprints. Employees are required to ultimately pay for it, but sometimes we find that is a burden for some who are applying for low paying jobs and don't have the funds available to them immediately. So we will assume the cost and then recover it from them. We also advance payment for people and receive those funds on deposit.

The next policy to bring to the Board's attention is IJJ, the policy on the textbook adoption process. Our goal here is to respond to the specific concerns that were raised by the constituents and echoed by or inquired about by the Board. One of the things done was to include augmented language to the charge that was given to the committee, providing them more direction programmatically as to the qualities and specifications that should be considered in electing a textbook, especially a district-wide textbook. Also included is a requirement for the inclusion of parents on the committees. At the same time we did delete a reference to the committee meetings being public. The problem with those meetings being public is they are in fact procurement procedures. The District is about to buy a commodity from a vendor. Under procurement code, that is supposed to be a private, confidential process until an award has been made, after which the code provides that the record can be released. What we have done is assure that the public constituents such as parents, community members perhaps, and even students when appropriate, can participate in the committee process itself, thus including them in the process of decision making. Afterwards all of the details are open to public review just as it was before. Mr. Nelson added that one of the members of the group that came to meetings and was interested in making changes was contacted by email to let them know we would be discussing this at the board meeting tonight. Ms. Grant asked if we had received any response from them. Mr. Nelson said he had not received any response. In regards to textbooks, Ms. Cozad asked if it should be in policy that the feeder schools and the high schools should all be on one set of books. Mr. Nelson responded that in the policy there are statements that there should be continuity in the process. There is reference to using the same textbook series in all classes of the same grade. For example, the middle schools and high schools were adopted together to get continuity in that series. We have one high school that uses a different series, and the feeder school uses a series that is specific only to the high school credit classes. For example, if you are an 8th Grader at Coronado taking Algebra I, then you are using the series adopted by Ironwood Ridge. If it is a non-high school course, then it is part of the overall adoption of Carnegie. Ms. Grant asked how that would impact summer school as the classes are often held at a school not their own. Mr. Nelson said it would impact summer school next year, and they would look at what needed to be done. Ms. Cozad commented they could teach to the standards and use supplemental materials. Dr. Barrabee pointed out that in IJJ it states that the committee will strive for continuity of textbooks through different grades and use the same book series in all classes of the same grade. He asked if that relates realistically to high schools where students might take Algebra II in either their freshman or sophomore year. We have come a long way in achieving continuity which is necessary with the standards and the opportunity to learn as there is also a lot of mobility within our schools. Dr. Barrabee brought up for discussion the section in IJJ that is from

constituent input. It states two kinds of information should be generated by the textbook and materials selection guides, qualitative ratings/ranking, and quantitative ratings/rankings, and asked what the difference between these two in this context. Mr. Nelson called on Ms. Nelson to respond as she went through the process. Ms. Nelson clarified that every form used in evaluating a textbook has a ranking, for example 1-4, did it match the curriculum according to the standards: very good match, somewhat matches, doesn't match at all. So there is a quantitative score that is given. Then there is a section for qualitative. Suppose you give it a score of 3, it is very strong in fractions, but we wished it had more practice with fractions with unlike denominators. So there is an opportunity to score the standards, and why it is scored that way.

Mr. Jaeger introduced the revision for policy IKE (Promotion and Retention of Students). There is a new statute regarding promotion ceremonies for 8th Graders. In districts throughout the state, it had been argued or wondered whether school district governing boards were in fact authorized to have promotion ceremonies for 8th Grade students. There was no specific statutory provision providing for them. Someone went to the legislature and crafted a bill to allow such ceremonies to occur. As we have already long held such ceremonies, it is now officially endorsed. Because we are a political subdivision of the state, we can only do the things we are specifically authorized to do, so it was a very appropriate revision to the law. Dr. Barrabee noted that at the end of the Special Education section it states that the student will receive the standard certificate of promotion and asked what that phrase means. Is there such a thing as a certificate of promotion from 8th Grade? Mr. Jaeger explained that every 8th Grade student receives a certificate of promotion from 8th to 9th Grade. The statement is there to comply with Federal law and section 504. There had been a line of thought in the past that Special Education students who promote, often on standards other than what regular education standards require, should be given a different type of certificate and upon graduation a different type of diploma, a Special Education diploma as opposed to a regular education diploma. The law made it clear many years ago that was not to occur. There can be notations in the transcript that the courses were modified, but the diploma cannot be different. Mr. Jaeger continued explaining the revisions to IKE.

Mr. Fife addressed the Board regarding Study Item 7.A. Study of Proposed Revisions to Governing Board Policies. He stated he was surprised to see G DFA (Staff Qualifications and Requirements) on the list. His understanding is that this is usually set aside for the Meet & Confer process even though related to legal concerns. Mr. Fife commented that IJJ (Textbook/Supplementary Materials Selection and Adoption) was not G-series but will affect staff. He requested that both J DFA and IJJ be set aside for the Meet and Confer process. He believes that some of the language conflicts with other policy.

Dr. Barrabee interjected asking why students are included on the committee for textbooks as without the background needed they may not be able to offer input. Mr. Nelson clarified that they would be included as appropriate and would be only one or two out of a large group. Mr. Jaeger answered Mr. Fife's question regarding G DFA explaining that G DFA deals with fingerprinting and has never been a Meet and Confer item as it applies to job applicants, who are not covered under Meet and Confer.

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

Ms. Zibrat asked if there were any Board Member requests for future agenda items. There were no new Board Member requests.

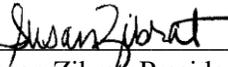
#### **PUBLIC COMMENT**

Ms. Zibrat called again for any Public Comment. There was no further public comment.

**ADJOURNMENT**

A motion was made by Ms. Day that the Board Meeting be adjourned. Ms. Cozad seconded the motion and it passed unanimously 5-0. Ms. Zibrat declared the meeting was adjourned; the time was approximately 8:35 PM.

  
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Respectfully submitted,  
Karen S. Gardiner

  
\_\_\_\_\_  
Susan Zibrat, President

12-9-14  
Date

Approved: 12-9-14