Governing Board Report

Summary of October 2026 Activities

Prepared for the Governing Board | November 2026

Executive summary. October focused on student services and special education compliance, instructional leadership, staff development, safety, and family engagement. Work included IEP/MET and Child Find coordination, evaluator training, progress-monitoring and handbook procedures, Title I planning, enrichment programming, and school safety activities.

1. Led special education services and compliance work

October included recurring student-services coordination and forward planning for more consistent special education practice.

- Coordinated Child Find activity and scheduled IEP and multidisciplinary evaluation meetings across elementary and secondary grades.
- Worked on progress-monitoring procedures, standardized accommodations, and IEP gradebook compliance.
- Advanced a proposal for standardized digital IEP progress monitoring and gathered feedback on IEP compliance comments.
- Worked on hearing and vision screening procedures.
- Coordinated with ASDB.
- Followed through on the October child count.
- Updated the Special Education and secretary handbooks.
- Worked on the preschool plan of correction.
- A preschool inspection took place.

2. Strengthened teaching, learning, and instructional coherence

Instructional work connected assessment, intervention, and professional learning with classroom practice.

- Reviewed student assessment and instructional data, including STAR reading and IXL follow-up.
- Continued work on math teaching practices and mathematics learning resources for elementary and secondary educators.
- Networked with organizations to assess the feasibility of expanding early childhood offerings.
- Coordinated a community forum with First Things First regarding preschool expansion.
- Ensured the third-grade math teacher had the instructional materials needed.
- Audited instructional materials across the other grades and found them adequate.
- Participated in professional learning on culturally and historically responsive elementary education.
- Monitored gifted-program planning.
- Coordinated an elementary enrichment day on October 23 using a shared planning and facilitation model.

- Revised the upper-elementary reading intervention period to increase collaboration between the ELA teacher and reading specialist.
- Supported lower-elementary literacy development in collaboration with the reading specialist.
- Maintained regular instructional leadership routines, including staff and principal connection work.
- Began planning with the superintendent and Key Elementary staff for upcoming meetings about the school letter grade.
- Traveled with the superintendent to Project Momentum in support of the school letter grade.

3. Built staff capacity and leadership

October included formal training and development of staffing and service capacity.

- Continued staff leadership development through distributed leadership opportunities for the principal designee, reading specialist, math coach, and team leads.
- Redefined the special education secretary role as special education services coordinator to support expanded responsibilities.
- Hired a designated special education aide to fill the vacancy after the previous aide moved to another position; we thank her for all she did to support the school and its students.
- Completed two days of qualified evaluator training.
- Started conducting teacher evaluations.
- Met with the superintendent, ADE Principal Leadership Academy mentor, and two personal mentors for guidance and feedback on my professional growth.
- Followed the Project CAN school-psychologist pipeline and reviewed recruitment and retention information for special education staffing.
- Participated in the Rural Gifted Network and tracked professional-learning opportunities for staff.
- Prepared staff-facing procedures and handbook updates, including ASDB and screening procedures assigned for October completion.

4. Safety Day and effective school operations

Operational work focused on preparedness, clear procedures, and reliable day-to-day systems.

- Coordinated mandatory staff training on October 2.
- Supported emergency readiness through emergency-bucket work.
- Safety Day on October 15 featured the Great Arizona ShakeOut, K-9 search and rescue, fire department participation, and pool safety activities, reinforcing emergency preparedness and safety awareness.
- Met with the fire chief to identify areas to address before the updated fire inspection.
- Supported Red Ribbon Week planning and schoolwide participation from October 26 to 29.
- Reviewed operational policies and drafted follow-through on substitute-call decisions and safety procedures.
- Coordinated recurring school operations, personnel, and district leadership responsibilities.

5. Supported families, students, and community programs

Family-facing work centered on access to services, clear communication, and participation in school programs.

- Advanced Title I parent and stakeholder planning, including required engagement activities and dates.
- Reviewed culturally responsive practice and student-support needs to guide inclusive family and classroom engagement.
- Supported the school musical.