

**Minutes of the Regular Governing Board Meeting
Amphitheater Public Schools
Tuesday, March 7, 2017**

A Regular Public meeting of the Governing Board of Amphitheater Public Schools was held Tuesday, March 7, 2017 at 6:04 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, Arizona in the Leadership and Professional Center.

Governing Board Members Present

Jo Grant, President
Deanna M. Day, Vice President
Scott A. Leska, Member
Vicki Cox Golder, Member
Scott K. Baker, Member

Central Administrators Present

Patrick Nelson, Superintendent
Monica Nelson, Associate Superintendent
Scott Little, Chief Financial Officer

Others Present

Clyde Dangerfield, Attorney, Cantelme and Brown, District Legal Counsel

OPENING OF MEETING

Call to Order and Signing of Visitor's Register

President Grant called the meeting to order at 6:04 p.m. and invited those in attendance to sign the visitor's register.

Pledge of Allegiance to the Flag

Ms. Erika Vasas, Walker Elementary Principal, introduced the following pledge pleaders: Brooklyn Donahue, Dallas, Valeria, Joey, Caysea, and Kylee. President Grant thanked the students for attending and leading the Pledge. Then presented Certificates of Commendation to each of the students.

Announcement of Date and Place of Next Special Governing Board Meeting:

President Grant announced the next Special meeting of the Governing Board for a Superintendent Search would take place on Tuesday, March 9, 2017 at 4:00 p.m. and a Special meeting of the Amphitheater Governing Board will be held on Tuesday, March 21, 2017 at 5:00 p.m. Both will be held in the Leadership & Professional Development Center, 701 W. Wetmore Road, Tucson, AZ.

1. RECOGNITIONS

A. Presentation of Distinguished Service Awards (DSA)

Mr. Mike Bejarano, Chief Academic Officer Secondary Education, introduced the DSA Award recipients for March. They are Terri Sloane, Records and Qualifications Specialist, at the Wetmore Center and Debra Van Sice, Government teacher at Amphitheater High School. Vice President Day congratulated Ms. Sloane and Ms. Van Sice and presented them with Certificates of Commendation.

B. Recognition of Ironwood Ridge High School Superintendent's Advisory Council

Natalie Burnett, Principal of Ironwood Ridge High School (IRHS), introduced Audrey Stattler, the IRHS Advisory Council member, who was in attendance. The 2016-2017 IRHS

Superintendent's Advisory Council included: Audrey Stattler, Jacob Allen, Taylor O'Connor, Karyssa Domingo, Tyler Goddard, McKayla Otuafi, Karyssa Quintana, David Dorame, Emilee Hill, Rebecca Jackson, CJ Mustain, Jonathan Pitts, Chris Miller, Gabi Lopez, Olivia Fun and Mason Whitaker. Vice President Day presented Certificates of Commendation to Principal Burnett for each of the students who were recognized for their efforts on the council.

C. Recognition of Amphitheater High School Wrestler, AIA Division III State Runner-up

Jon Lansa, Principal at Amphitheater High School (AHS), introduced Coach Portillo and Saul Payan. Saul, a Senior at IRHS, won the 2017 AIA Division III Wrestling State Runner-Up title. His record is 170-12 wins, the highest in Amphi High wrestling history, as well as three-time Sectional Champion, Finalist, and State Placer. Vice President Day presented Saul with a Certificate of Commendation for this recognition.

D. Recognition of Dianna Kuhn, AAGT Administrator of the Year

Ms. Dianna Kuhn, Rio Vista Principal, received the Administrator of the Year Award from the Arizona Association for Gifted and Talented (AAGT), for her dedication and support of Gifted learners, and advocacy for Gifted education at the school, District, and community level. Ms. Kuhn said that every child has a gift, and it is their responsibility to help them find their gift. President Grant presented her with a Certificate of Commendation for this recognition.

2. PUBLIC COMMENT¹

President Grant read the Open Call to the Audience procedures

Mr. Mick Steward addressed the Board requesting information regarding the release of an image, that included his son, in a public records request. He expressed his displeasure in the release of a photo even if it was not part of a permanent student file.

BoardBook Note: *The image that was released by the District was taken by a school staff member of Mr. Stewart and his son publicly protesting, on school property as parents dropped their children off at school. The image was not from the student's official files. The District followed the Freedom of Information Act (FOIA) requirements for release of documents in releasing the photo to a third party.*

Ms. Jo Holt addressed the Board regarding the resignation of Dr. Sanchez as Superintendent of Tucson Unified School District and pointed to the danger of allowing factions to drive a wedge between administration and teachers. Such as blaming the superintendent's salary for lack of classroom funding, instead of the failure of the Governor and State Legislature to provide appropriate funding. She urged the Amphi Family to create a united front in advocating for proper funding for public schools.

3. INFORMATION²

A. Oro Valley Update

Oro Valley Councilmember Mary Snider, liaison to the District, presented an update on the Town of Oro Valley. Ms. Snider expressed how much Oro Valley values Amphitheater School District and sets the bar for quality education for residents and children in the community. Residents choose to live in Oro Valley because it is safe and because of the schools. Ms. Snider and councilmember Bill Rodman attended one of Amphi's "Discover Amphi Tours" which she said was excellent, and other councilmembers can't wait to go on the next tour. She said upcoming opening of Innovation Academy is causing a lot of excitement. Oro Valley promotes awareness of quality education in the community, one such program is "Spotlight on Youth" held once a month at the Oro Valley Town Council meeting. Recommendations come from the schools to recognize student achievements including grade point average, community involvement, leadership, and other special qualities. For the past five months, Amphi students

have been recognized, including the Canyon del Oro High School orchestra which recently played at Carnegie Hall. In April, the Ironwood Ridge High School Culinary students will be recognized. Ms. Snider mentioned that the Tucson Arizona Boy's Chorus is forming a partnership with Oro Valley, and will be open to boys ages 6 -12. Ms. Snider said that Oro Valley is on solid financial ground, anticipating a surplus of \$750,000 at the end of the fiscal year and Oro Valley Town residents passed a 10-year general plan. Ms. Snider announced that the Federal Bureau of Investigation (FBI) pronounced the Town of Oro Valley as the safest city in Arizona. She also mentioned reports that rank Oro Valley schools in the top third of the State. Ms. Snider announced that Oro Valley Town Mayor Hiremath was one of two mayors to win a national arts award for the promotion of public art this year. Ms. Snider also shared information on roadwork and the new ordinance prohibiting use of phones in hand while driving.

B. Status of Bond Projects

Mr. James Burns, Executive Manager of Operational Support, presented information on the status of current bond projects at: Innovation Academy, Keeling Elementary, Amphitheater High School, Canyon del Oro High School, and Ironwood Ridge High School. See Exhibit A.

Mr. Leska inquired if the projects are being funded from the current Bonds that was just voted on. Mr. Burns clarified that the current projects are funded by the Bond that was passed in 2007. The new Bond will begin sales tomorrow. Mr. Leska asked for a list of what the new Bonds will be used for. Mr. Burns said that they will be visiting all the schools and prioritizing projects, some of which will be in the coming years, and will develop a list. Mr. Leska asked that Americans with Disabilities Act (ADA) bleachers at CDO be considered.

President Grant noted that the Clothing Bank volunteers are thrilled with the renovations that were done. Superintendent Nelson announced that the ribbon cutting at Innovation Academy is scheduled for June 2.

C. School Reports – LuLu Walker Elementary, Canyon del Oro High School and Innovation Academy

Walker Elementary School, Canyon del Oro High School, and Innovation Academy principals highlighted a program in their school and explained why parents should choose their schools. Exhibit B.

LuLu Walker Elementary – Ms. Erica Vasas, Principal at LuLu Walker Elementary, said that students at LuLu Walker were surveyed and asked what they like best about their school. They mentioned the clubs and the kind campus, but overwhelmingly they said their teachers. When staff were surveyed, they said the students. While events, programs, new initiatives, and clubs are important, it is the stories and people in the Walker family that weave the fabric of the school and make it special. She said, each day the staff leave their personal lives at the door to ensure each second of the day is focused on the students and their needs. Education is the great equalizer and puts everyone on the same playing field, which is what is strived for a Walker, and which the staff do very well. Every student is encouraged to dream big and work hard. Ms. Vasas highlighted the school's Odyssey of the Mind program, Girl Power in Engineering, Music Program, AVID, growing future teachers, celebrating the success of students and staff, and building relationships. What students experience outside the school's care cannot be controlled, but the relationships in school make a huge difference. It is reassuring that children at Walker know that when they walk through the gates they will be treated with respect, kindness, dignity, and will be challenged academically, and love unconditionally.

Canyon del Oro High School (CDO) – Mr. Paul DeWeerd, Principal at CDO, chose to highlight the character of Canyon del Oro High School and the students. He spoke about the “Dream Team” which is composed of students and peer leaders of the Life Skills classes at CDO. The Life Skills program is designed to allow students with disabilities opportunities to practice daily living skills, social skills, job skills, and independent skills both on campus and in the community. The goal is to support students in achieving their post-secondary goals for employment, education, training, and independent living. The Dream Team staff seeks to make the connection between the school community, greater community, and students with disabilities. The connection with the school community happens through peer leaders and inclusion in general education classes. Peer leaders are general education students who choose to become members of the Life Skills classroom working alongside students with disabilities. This reverse mainstreaming allows general education students to learn more about students with disabilities and create authentic relationships with them. By this, peer leaders see that they have more in common with students with disabilities than they initially thought. Through the CDO Adaptive PE class there are special peer leaders that participate and compete with our students through Special Olympics. They are called Unified Partners. Unified Partners practice and compete with Special Olympians in team sports such as: bowling, basketball, cheerleading, and track and field. Often students with intellectual and physical disabilities do not have opportunities to compete on a team sport and miss out on all the amazing benefits from this experience, including friendship. Unified partners in Special Olympics help create that opportunity. Dream Team students participate in almost all elective classes offered on campus, as well as academic classes. Their inclusion in general education classes is a testament to the general education teachers who welcome them into their classroom, set an example of how they are to be included in the classroom, and take ownership of their education. Seeing the example set in the classroom by their teachers, general education students see how individuals with disabilities are to be engaged with and spoken to. Some other areas that the Dream Team students have played a role in on campus include managers for the football and basketball teams, being elected as Homecoming King, participating in assemblies, leading cheers, and signing the National Anthem, partnering with other students in fun activities and service projects such as purchasing gifts for the Angel Tree, and caroling at local retirement homes. Students connect with the community through weekly community-based instruction, taking what they have learned in the classroom and applying it to real life, such as: grocery shopping, mailing items at the Post Office, volunteering at The Gardens retirement home, and ordering food at a restaurant. Over the years, acceptance by the community has grown and connected with Dream Team students. Creating a community of acceptance, inclusion, and kindness is the goal and vision that drives the philosophy of integration into the school community and greater community. Mr. DeWeerd concluded that parents should choose Canyon del Oro High School for their child(ren) because of the opportunities for students to make connections on campus with the diverse student and staff population, and for academic and elective programs such as Advanced Placement classes, the International Baccalaureate Program, Career and Technical Education classes, and a variety of clubs.

Innovation Academy - Mr. Michael McConnell, Principal at Innovation Academy, highlighted Innovation Academy K-5 STEM School’s Mini-Maker spaces for grades K-1, Maker Labs for grades 2-5, outdoor learning spaces for all levels, collaborative learning spaces, and the Innovation Academy Parent Teacher Organization. He said parents should choose Innovation Academy for their child(ren) because of the utilization of the Scientific Inquiry Method, Engineering Design Process, 5E Lesson planning -- Engage, Explore, Explain, Elaborate, Evaluate, and Project Based Learning. The new campus is designed to incorporate science, technology, engineering, and mathematics (STEM) learning. Mr.

McConnell said Innovation Academy will open in August 2017 for the 2017-2018 school year.

President Grant called for a break at 7:36 p.m.

D. Periodic Legislative Update - AMENDED March 6, 2017

Superintendent Nelson highlighted a few key pieces of legislation including SB1174 to cancel Desegregation funding; HB2016 to permit schools to request the transcripts of transfer students with permission of the parents (*there already exists a statute*); HB2082 to require 50 minutes of recess each day (*which would impact funding for staff, add to instructional time, etc.*); HB 2210 to create an assessment for College and Career readiness; SB 1136 to require one hour of instruction in coding for grades 4 -12; HB 2010 which would exclude any new employees from the Arizona State Retirement System (ASRS) beginning with passage of the law (*further damaging the ability to attract teachers to AZ*); HB2377 expanding the role of Boards to participate in teacher and principal evaluations; SB1042 to expand reciprocity for Arizona certification.

Mr. Leska asked why take new employees off state retirement, and what pension plan would be offered instead. Superintendent Nelson said that no substitute plan is mentioned. Mr. Leska asked what the strategy is on the bill. Superintendent Nelson said the strategy and end goal is uncertain. Not having a retirement plan will further effect the ability to attract teachers to the state. President Grant noted that without new members paying in there would be also be no monies to support current employees or those already drawing retirement. (Exhibit C)

E. Auditor General's Classroom Dollars Report 2016

Superintendent Nelson introduced the item saying that the report is a comparison of school districts, some of which are realistic comparisons, and some which are not. Some of the basis for determining the "scores" so to speak is odd.

Mr. Little reviewed the Auditor General's Classroom Dollars Report. The report is mandated by Proposition 301 and is still funded, although other portions are not. The Auditor General's Report looks at how public school district spend state money but does not require charter schools who receive state monies to do the same. Amphitheater has an efficient cost per mile in transportation operations, but high cost per rider as the District population is not dense. It is noted that the District is working with Arizona Department of Education to resolve student count discrepancies. Their calculations show 140 students higher, distorting the numbers. Other districts have the same problem. Some districts were able to spend Proposition 123 funds before June 30 and have the numbers included. Those who did not spend the funds until they were received will have those numbers on next year's report. Mr. Little noted that Arizona Department of Education made accounting code changes last year that increased the administrative cost numbers but are not an actual increase in dollars spent for administration. Amphitheater has the lowest administrative costs; however, the numbers shows how stretched thin we are in operations. An increase is shown in instruction support because two years ago the State changed the law changing the definition of classroom dollars; however, the Auditor General's formula is still used for comparison. (Exhibit D)

F. Projections of Site Staffing and Non-Staffing Allocations

Ms. Monica Nelson, Associate Superintendent, briefed the Board on the status of staffing projections for the 2017-2018 school year and noted that the District's budget is driven by enrollment. With the move to "current year funding" by the State, this year the District looked at average monthly enrollment over a period of five months (September to January) to begin discussions about staffing allocations. This year, using the District's average daily enrollment count data from September through January, the budget preparation process begins with

staffing and non-staffing allocations. After analyzing anticipated enrollment cohorts by grade level and other demographic information, such as expected property development, open enrollment trends and expectations, and other school level data, initial site staffing allocations are determined for the next fiscal year. The staffing allocations, as well as the enrollment projection data behind them, are also used to calculate non-staffing allocations for each school. One new component of the elementary projected enrollments is Innovation Academy. Ms. Nelson then reviewed sample staffing allocations and non-staffing allocations for elementary school, middle school, and high school based on projected enrollment.

President Grant noted that there is growth in the Painted Sky Elementary area and asked if Wilson K-8 and Ironwood Ridge High School are seeing the same growth. Ms. Nelson said that Wilson K-8 School's biggest growth factor is open enrollment of 134 students and confirmed registration would be needed to determine staffing. (Exhibit E)

G. Facilities Trades Apprenticeship Program - Groundskeeper I

Mr. James Burns, Executive Manager of Operational Support, briefed the Board on the proposed Facilities Trade Apprenticeship program. Operational Support struggles to maintain staffing within the Facilities and Grounds departments due to a lack of qualified applications for open positions. The lack of skilled construction and facility maintenance trades personnel is a problem for civilian companies and contractors in the Tucson area as well. Another developing issue is the aging of the District's skilled craftsman, with approximately 46% eligible to retire within the next five years. The turnover percentage in the Grounds department within the past two years has been very high. In an effort to control turnover in the Grounds department, and prepare skilled craftsman for the facility maintenance positions, we propose a skilled Trades Apprenticeship Program for the District. The Trades Apprenticeship Program is an effort to improve staffing and decrease turnover, while providing opportunities to our graduating students interested in Trade Programs that are offered by Pima Community College (PCC) in the Building & Construction Technologies Degree program, with concentrations offered in applicable areas. The program would convert eight Groundskeeper I positions over the next four years (two per year), to Trades Apprenticeship positions in the Grounds department. Participants would receive the same benefits as a full-time classified employee of the District. The positions would be directly advertised to upcoming graduates of Amphitheater Public Schools, expected to graduate with a minimum 2.5 grade point average (GPA). Applications will be accepted January - February each year and interviews conducted each April. The selected candidates' employment would begin on June 1 of each year. Mr. Burns went over the application requirements, program continuation requirements, the type of positions participants would work in during the program, and the credit reimbursement program to offset tuition and books.

Mr. Burns said that at the conclusion of the Trades Apprenticeship Program, participants could apply for open permanent positions within the District in their chosen trade, or as a fully qualified Groundskeeper. A two-year commitment to the District would be required with the acceptance of a permanent position. If there are no positions available, or the Apprentice is not selected for a permanent position, they would receive a letter of recommendation from Operational Support's Facilities Department. The Apprentice will take with them four years of on-the-job training experience and be dismissed by June 1 of the year they graduate with their Associates Degree.

Ms. Grant asked how students would be made aware of the program. Mr. Burns said that Counselors would notify students about the program and advertising would be used. Mr. Leska asked if there was a commitment at this point. Mr. Burns said there was no commitment yet, as the item has not been approved, and therefore could not be advertised. Mr. Leska

inquired about how students would pay for courses at PCC, and if students would pay upfront and be reimbursed by the District. Mr. Burns said that appropriate paperwork would need to be done and they would be reimbursed the amount noted per credit earned. They would also be earning a salary working for the District to help pay for their classes. (Exhibit F)

4. CONSENT AGENDA³

Details of agenda items, supporting documents and presentations are available for review in electronic BoardBook by clicking on the hyperlinks below each agenda item.

President Grant asked if there were Board Member requests to have any items addressed separately. There were none.

Vice President Day moved to approve Consent Agenda items A. - L. Ms. Cox Golder seconded the motion. There was no discussion. Voice vote in favor – 5, opposed - 0 Appointment of personnel is effective provided all district, state, and federal requirements are met.

A. Approval of Minutes of Previous Meetings

The February 21, 2017 Board Meeting Minutes were approved as submitted. (Exhibit G)

B. Addendum to Approval of Appointment of Personnel

Certified and classified personnel were appointed. (Exhibit 1)

C. Approval of Personnel Changes

Certified and classified personnel changes were approved. (Exhibit 2)

D. Approval of Separation(s) and Termination(s)

Certified and classified personnel separations were approved. (Exhibit 4)

E. Approval of Leave(s) of Absence

Leave(s) of Absence were approved. (Exhibit 3)

F. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,663,973.14

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: FY 16-17.

Voucher #526	\$212,795.35	Voucher #527	\$884,739.70	Voucher #528	\$211,747.84
Voucher #529	\$13,292.12	Voucher #530	\$52,003.31	Voucher #531	\$160,782.81
Voucher #532	\$113,052.28	Voucher #533	\$15,559.73		

G. Acceptance of Gifts

The listed gifts and donations were accepted with gratitude. (Exhibit 5)

H. Receipt of January 2017 Report on School and Auxiliary Club Balances

The January 2017 School and Auxiliary Club Balances report was approved. (Exhibit 6)

I. Approval of Out of State Travel

Out of state travel was approved for students and/or staff. (Exhibit 7)

J. Approval of Grants

The Board approved a grant from Trico Electric Charitable Trust in the amount of \$500.00 and from Saddlebrooke Community Outreach in the amount of \$828.00. (Exhibit 8)

K. Appointment of Canyon del Oro High School Principal

The Board approved Ms. Tara Bulleigh as Principal of Canyon del Oro High School. (Exhibit 9)

L. Approval of New Position: Trades Apprenticeship Program - Groundskeeper I

The Board approved the Trades Apprenticeship Program - Groundskeeper I. (Exhibit 10)

5. **STUDY**

A. **Study of Proposed Revisions to Governing Board Policies: Policy Manual and Administrative Regulations (Introduction); BGD (Board Review of Regulation); DIE (Audits/Financial Monitoring); DJE Bidding/Purchasing Procedures); JFABD (Admission of Homeless Students); JFB (Open Enrollment); JFBA (Unsafe School Choice); JLCC (Communicable/Infectious Diseases); JR (Student Records); and LBD (Relations with Charter Schools)**

The Arizona School Boards Association have recommended revisions to these current policies to clarify language and to address changes in the law. Only legal references have been changed in revisions to Policies EBAA, JC, JB, JF, JFAA, JFAB, and JLH (not included) to reflect Every Student Succeeds Act (ESSA) of 2015's amendment of the NCLB and the No Child Left Behind Act of 2001.

Introduction to the Policy Manual and Administrative Regulations - Revised and updated with out-of-date language deleted. **BGD** (Board Review of Regulation) – Unnecessary wording removed from the second paragraph. **DIE** (Audits/Financial Monitoring) – Additional reference made to the Office of Management and Budget Compliance Supplement of June 2016. **DJE** (Bidding/Purchasing Procedures) - Modified in response to recent ASBA district audit questions pertaining to compliance in contracting with small and minority businesses, women's business enterprises, and labor surplus area firms. A reference to 2 C.F.R. 200.321 (contracting with small and minority businesses, women's business enterprises, and labor surplus area firms) has been added to the legal references. **JFABD** (Admission of Homeless Students) - The McKinney-Vento Homeless Education Assistance Improvements Act of 2001 as updated and reauthorized by the Every Student Succeeds ACT (ESSA) of 2015 is included in the policy. **JFB** (Open Enrollment) - A.R.S. 15-816.01 has been revised by HB 2665 to allow school districts to give enrollment preference to children who are in foster care and to allow charter schools, as authorized in an addition to A.R.S. 15-183, to give enrollment preference to children who are in foster care or meet the definition of unaccompanied youth prescribed in the McKinney-Vento Homeless Assistance Act (42 United States Code Section 11434a). Also, language eliminated language which is not supported in statute. **JFBA** (Unsafe School Choice) - Text and Legal References have been updated to reflect that the NCLB and the No Child Left Behind Act of 2001 has been amended by the Every Student Succeeds Act (ESSA) of 2015; also McKinney-Vento Homeless Education Assistance Improvements Act of 2001 now includes "as amended by reference to ESSA. **JLCC** (Communicable/Infectious Diseases) - Language updated to reflect the language in the Arizona Administrative Code, Title 9, Health Services, Chapter 6, R9-6-355 regarding pediculosis (lice infestations). **JR** (Student Records) - Text and Legal References have been updated to reflect that the NCLB and the No Child Left Behind Act of 2001 has been amended by the Every Student Succeeds Act (ESSA) of 2015; also McKinney-Vento Homeless Education Assistance Improvements Act of 2001 now includes "as amended by reference to ESSA. **LBD** (Relations with Charter Schools) - Deleted from the Manual as the authorizing statute has been rescinded.

Mr. Leska asked that the wording on page 134, About Board Policies, be changed to "is to set and adopt policy" in regard to the Board. Ms. Cox Golder commented it is something the Board recommends. Superintendent Nelson said that in the B-series it says "come from the Superintendent or Board".

Mr. Leska asked that the acronym OBD on p. 139, DIE Audits/Financial Monitoring, be spelled out. Vice President Day requested that all acronyms be spelled out. (Exhibit 11)

B. Study of Proposed 2017-2018 Student Code of Conduct

State law mandates that each school district Governing Board establish rules for student behavior and that such rules include consequences deemed appropriate. State and federal law also compel specific outcomes to some degree, such as where a student threatens the safety or security of a school campus or a student possesses a firearm. The Governing Board's Student Code of Conduct is the mechanism through which the Board communicates its expectations for student behavior and the consequences for violating those rules, consistent with state and federal law. A student's failure or refusal to comply with the rules of the district and/or his school holds the student subject to disciplinary action.

Suggestions for revisions and clarifications were solicited from district and site administrators who have the best "field" experience with applications of the Code's provisions. An effective Code must explain expectations for behavior so that all members of the school community can fully understand them; it must also provide fair and consistent guidelines for consequences to be applied when behavioral incidents do occur to help ensure schools are safe places for students, staff, and the public. The attached draft of the recommended revisions to the 2017-2018 Code of Conduct is intended to be easy to read, but at the same time comply with legal mandates for public schools which include the requirement for clear expectations and precise definitions.

The Board asked questions, engaged in discussion and provided suggested changes. Mr. Leska recommended that regarding bullying it read "unwanted" pushing, shoving, etc. as sometimes students engage in friendly horseplay. Superintendent Nelson said it would be taken into consideration. Mr. Leska said that gang signs, it should be added to the handbook for consistency. He also suggested that Disruptions to the Academic Process, inappropriate language and gestures could include gang slang and derogatory comments against a person's religion. Mr. Leska suggested that regarding inappropriate use of technology that it should read "using computers, digital and other technology on or off District property." He also suggested that on p. 175, regarding specific consequences that can be imposed for violations of the Code of Conduct, that school site administration should be authorized in case the principal is not available.

President Grant asked why racial slurs specifically were being listed on p. 173 7.D. as there are many slurs besides racial slurs. Superintendent Nelson said there have been several incidents involving racial slurs and administrators want to make sure it is identified. President Grant asked about gender slurs as it seems to be a big subject now. Superintendent Nelson said they would look at adding. (Exhibit 12)

President Grant called for a break that began at 9:08 p.m.

C. Study of REACH Report and Program

Superintendent Nelson introduced the item noting that School Operations embarked on a two-part study of the REACH program. Dr. Lopez prepared the first portion of the study earlier in the year and Ms. Nelson the second portion. As a result, an extensive report was developed by the REACH department. He asked Ms. Monica Nelson to explain more about the report.

Ms. Nelson thanked members of the REACH teacher group who worked on developing REACH Program ideals. Members of the group included: Cymry DeBoucher, Ruth Slattery, Lisa Larson, Jennifer Jones, Erica Sparlin, Charlotte Glenn, Landi Roark, Suzy Cook, Melanie Derksen, Joy Ellsworth, Vanessa Hill, Jessica Jacobs, Donna Shreve and Lauren Tanum.

Ms. Nelson noted that the process review involved student, parent, and teacher surveys; REACH teacher focus groups; review of documents already in place; data research; input from parents (via email and phone), and feedback from principals. The committee was comprised of Dr. Lopez and Mr. Bejarano as facilitators, parents, REACH teachers, classroom teachers, principals, and focus group members. The significant major themes from that report were: More time for students to have opportunities to be involved in the REACH program; programming availability; K-12 articulation and consistency from school to school; academic challenges, especially at the elementary level in the regular classrooms; expanded offerings available to students in all schools; socio-emotional development; college and career planning; current high school REACH offerings; and a better communication plan about services available and how to access them.

After receiving the report from the REACH committee, Superintendent Nelson, Dr. Lopez, Mr. Bejarano and Ms. Nelson reviewed the report to understand the breadth and scope. After discussion, they followed up with the REACH co-chairs Melanie Derken and Donna Shreve. The question was posed, that if not everything in the report could be done, which would cost over 1.2 million dollars, what would be the first steps that could be taken. Information was broken down into high school, middle school, and elementary school recommendations.

Currently, at the high school level, the REACH Program consists of an Honors Internship program for 12th grade. The committee recommended the following changes for high school REACH: addition of a Gifted and Talented 9th and 10th grade English class; creation of a regular 9th and 10th grade English classes and 9th and 10th grade Advanced Placement (AP) classes; using the cluster model, place REACH students in the 9th /10th grade English and AP classes, and have REACH teachers push into the classes; REACH teachers would provide co-teaching, alternative projects, extra assignments, resource assistance, mini seminars, and advocate for REACH students; Addition of a REACH elective for support in college applications, scholarships, resumes, personal statements, essays and speeches; develop a curriculum for the elective that could be incorporated into all 11th and 12th grade English classes; provide more advertising and information to parents of REACH students coming into 9th grade; professional development for Counselors to meet the needs of Gifted students, especially socio-emotional issues; and additional materials for 9th and 10th grade REACH English, 11th and 12th grade English and professional development

Currently, at the middle school level, the REACH program consists of a Humanities class offered through Social Studies. In conjunction with Mr. Bejarano, Humanities teachers developed a final assessment for Humanities students that is different from regular 7th and 8th grade Social Studies assessments.

The committee recommended the following changes for middle school REACH: addition of a REACH Advisory period for REACH students coming into 6th grade; addition of REACH Science class; addition of REACH elective class; identification process for students not currently identified as Gifted and Talented; review of signup and withdrawal process - some underachieving Gifted withdraw from class; create an Individualized Educational Plan (IEP) for Gifted students and meet with students before they withdraw from class; and addition of materials such as specific books and technology.

In the report, the elementary school level REACH program identified two major goals: Additional time for REACH students in the program; and consistent practice for full or partial acceleration.

Ms. Nelson and Dr. Lopez recommended that the Board consider increasing the time for REACH teachers to work with elementary school REACH students, by using a 2-hour per

week pull out program. To expand the program to two hours for each child, every week, would require an additional 3.3 FTE, with associated cost. Additionally, as REACH teachers are assigned to specific schools, dedicated time in their schedules will be needed to work with classroom teachers (the designated cluster classroom teachers) in order to provide them with ongoing, embossed professional development; mentoring in the classroom and co-teaching; alternative assignments for REACH students; small group work with students; and advocating for REACH students. Finally, a consistent practice is needed for determining full or partial acceleration for identified Gifted students, based on need and content area. Additional materials would be needed. A list of the estimated cost was explained in a Friday Memo the Board received.

Ms. Nelson and Dr. Lopez met with Ms. Shreve and Ms. Derken, and after reviewing the information, asked what their top priorities would be. Ms. Shreve and Ms. Derken listed the following priorities:

1. The first priority is the elementary expansion requiring an additional 3.3 FTE, which would cost approximately \$171,500.00. Along with the inclusion of "Department Head time" in their schedule for work in each school to assure consistent programs are in place, and articulation across the programs.
2. The second priority is the expansion of the REACH offerings at middle schools through English classes, as described in the report, along with the need for additional materials and technology.
3. The third priority is to provide the materials, technology and supplements for the middle school and elementary REACH classrooms. The K-8 cost would be approximately \$120,000.00.

Ms. Nelson noted, as the Board discusses the REACH recommendations, some recommendations will have little financial impact, and some would require looking at financial effects. Priority one would have financial impact on the District that could cost \$300,000.00. There would be ongoing costs with professional development and materials required for the high school model. However, on the last page of the report is a list of things the District has been able to do, or could do, with little financial impact. Some things can be provided through Title II, although those funds are limited. Some things can be provided by direction and discussion with the principals, such as identification of students who should be in the program. Some would require additional work, such as the development of a consistent communications plan. In addition, a way to outreach to parents and students would involve working with our Community Relations staff. Some things just require direction, such as access to MAP scores and REACH students in Tyler.

The Governing Board began questions, then discussion of the information presented. President Grant asked if there was a way to reduce the requirement to 1 FTE if 0.5 FTE was given to the schools that have a lower number of identified REACH students. President Grant said she sees a disparity among the schools based on the number of students. Ms. Nelson replied that not all schools would get 0.5 FTE and they do not all get 0.5 FTE now. The assignments would be based on two major factors: extra time with the students, and the support work with the cluster teachers. President Grant inquired if the Board decided not to do anything with the recommendation, would the District still look at the disproportionate numbers at the elementary level and change them. Ms. Nelson confirmed the District would look at. President Grant asked for clarification on how many REACH teachers there are currently at the high school level. Ms. Nelson stated that there are two REACH teachers; one REACH teacher covers Ironwood Ridge High and Amphitheater High, and one REACH

teacher (0.4 FTE) covers Canyon del Oro High School. President Grant then inquired how a teacher with 0.4 FTE could cover the addition of the push-in/push-out 9th and 10th grade REACH English classes. Ms. Nelson said currently estimating 9th and 10th graders, Canyon del Oro would need to set up four sections of English in 9th and 10th grade, in total. Ironwood Ridge would need approximately six sections and Amphi High approximately three sections.

Vice President Day said that the question of where we are with each of our REACH students is what prompted the original request to look at the REACH program. Too many people do not think there is a REACH teacher at the high school level. Vice President Day said regarding who was verbal, who was quantitative, etc., in reading through the report it sounds as if a student is identified REACH in Kindergarten, first and second grade, they will be identified verbally, as there is no test for quantitative. She then asked if that label stays with the student all the way to high school, that they are verbally gifted, based on the testing in grades K-2. Ms. Nelson said she would have to research that question also. Vice President Day said she also heard that if the District does not get relief for a particular school, there will be some students in grades K-3 who will not receive services, because the FTE does not cover it, and asked if that was a credible rumor. Ms. Nelson said she did not believe that would be the case if the staffing formula is changed, either by the Board's decision to add 3.3 FTE, or if administration restructures staffing. Ms. Nelson said what she believes happened over the years is that the REACH teachers worked with their Department Heads to create the assignments, and numbers have changed. She said what must happen, regardless of what the Board's decision is, is to look at the staffing and number of students and assign people to specific sites based on the numbers. Vice President Day pointed out that at the middle school level REACH students have a separate class, then we are wanting to push-in at the elementary School level and wanting to advocate for push-in for 9th and 10th grade. The middle school model is great, but we are not following it at the other levels. Ms. Nelson replied that currently, every middle school has a 1.0 FTE whether they have 70 or 154 students. Middle school principals will be making decisions on how to create those classes. Ms. Nelson said that when she was principal at Coronado K-8 School, she would look at the number of REACH students, and then would sit down with the REACH, English and Math teachers. They would look at the MAPS scores of all the students in the REACH program and then look at comparable scores of other students who might not have been identified as a REACH student, might have withdrawn from the REACH program, or never tested, and they added those students to the mix. It was not necessarily a class of all REACH students. Vice President Day said she was familiar with that practice.

Vice President Day said that in the past, the District would take students to the REACH teacher (by bus) so that there was not ten at one school and five at another. That allowed them to be with their Gifted their peers socially. Now we have 0.3 here and 0.4 there, and have teachers running around from location to location. Perhaps Dr. Lopez could shed some light as to why the District moved away from that practice. Dr. Lopez said that from what she recalls, there was a time when there were not nearly as many students identified in the Gifted program. Students were not identified in K-1, and there were not as many students in each of the schools. When she was a REACH teacher, the students were bused to her because there were not enough students for her to go to. At one point, she had five elementary schools, and rather than her moving, she had a central location behind Rillito Center. When the cluster model came, teachers needed to be in the schools. Vice President Day inquired where the cluster program was at this time, and if cluster time with REACH students was included in the discussion of how much time REACH teachers have with REACH students. In the report, there is one school that is only getting 30 - 45 minutes of REACH teacher time a week, and it is unclear if that includes the cluster time when they are receiving services. Dr. Lopez said it

does not. Ms. Day said that piece of information should be included in the future. If the plan is to cluster in 9th and 10th grade, and that is going to count as time for REACH, then clustering in elementary should also count as time.

Vice President Day asked what role Ms. Shreve and Ms. Derksen played, what their amount of release time is, and if when looking for FTE, it would be better spent adding their release time to the FTE where teachers are dealing with students. Ms. Nelson said it is her understanding that they do not have release time right now; they get a stipend or addendum for being Department Chairs. They host meetings with the REACH teachers, coordinate activities for the REACH group, and conduct book studies. There is not time. To have meaningful activities in the cluster classrooms, where they spend the bulk of the day, and if they have pull-out experience with REACH teachers two hours per week, there needs to be an opportunity in the REACH Department Chairs' schedule to visit the schools and provide additional direction for the consistency and articulation of the program. Vice President Day asked how much release time was needed for school visits. Ms. Nelson said 0.4 total with each getting 0.2. Vice President Day replied that she thinks that is a good idea and suggested that Dr. Lopez train them as classroom evaluators so they can look at the instruction. Perhaps they could assist the administrator with evaluations, especially on the REACH portion.

Vice President Day asked if REACH is considered a classroom. If the Amphi Foundation says they are going to put five Chromebooks in every classroom, does that include a REACH classroom. Ms. Nelson said she believes that is not part of the concept; however, as seen in the report, REACH teachers need some dedicated technology.

Vice President Day asked what the criteria is for a class to become a weighted class. For example, in the report, Academic Decathlon and Model United Nations are weighted classes. Superintendent Nelson asked Mr. Bejarano to respond to the question. Mr. Bejarano responded saying that a class had to have course work that had rigor, rigor was defined a very rigorous course requiring extra work. Advanced Placement standards were used, Cambridge and International Baccalaureate and other courses where rigorous and extra work was required such as Academic Decathlon also became weighted classes. Now, anything with a college strand, such as engineering courses are weighted. Vice President Day asked for the criteria that the committee came up with in writing. Vice President Day said she has concern about the Honors Internship class being merged in with the Career Internship, and would like it to be merged with the higher denominator of coursework.

President Grant asked if this REACH report was shared with the REACH staff, besides Ms. Shreve and Ms. Derken. Ms. Nelson said it was written for the Board as a Friday Memo, and as such has not been shared with anyone else at this point. President Grant then said that Ms. Shreve and Ms. Derken should share it with the REACH teachers. President Grant said that there was a lot of information to consider and there would be more questions. (Exhibit 13)

Agenda Item Specific Public Comment

President Grant asked Ms. DeBoucher if she would still like to make her public comment on the Study of REACH Report and Program. Ms. DeBoucher indicated she would. Ms. Grant then read the Agenda Item Specific Call to the Audience procedures.

Cymry DeBoucher thanked the Board for initiating the review of services the Gifted program and demonstrates our District's commitment to the needs of this special population. She asked the Board that before making decisions, to review very carefully the information presented, as the process itself may have led to some inaccuracies and misinterpretations. The written reports developed by various redesign committees for elementary, middle school, and high school programs are summaries of much more involved research and deliberation. After those reports

were submitted, the Department Chairs further summarized them. She said the report heard tonight was drawn from a summary of a summary, and therefore may have some unintended differences than the original discussions and research. She would like to meet with the Board to clarify data and research for Gifted education. Ms. DeBoucher said that the original report that was presented by Dr. Lopez at the Board meeting last June included concerns about equitable distributions of FTE, which has been very well discussed here tonight in terms of a redistribution formula. She felt that the numbers at the high school levels do not match what she heard tonight, and the numbers she has from February 2, 2017. The numbers she received from the AHS secretary showed that Amphi High School, which is at a 0.4 FTE, has 97 identified REACH students with a ratio of 24 students to 0.1 FTE. Canyon de Oro High School has a 0.4 FTE for 230 identified REACH students for a ratio of 57.5 students to 0.1 FTE. Ironwood Ridge has 0.6 FTE for 236 identified REACH students for a ratio of 39 students to 0.3 to 0.1 FTE. She asked that there be a redistribution of FTE at all three levels of the program.

D. Study of Proposed Governing Board Policy IHAMC (Instruction and Training in Cardiopulmonary Resuscitation)

This Item was moved to the April 4, 2017 Regular Board meeting agenda. (Exhibit 14)

6. STUDY/ACTION

A. Study/Adoption of Governing Board Meeting Schedule for 2017-2018 Fiscal Year

Vice President Day moved to adopt the 2017-2018 Governing Board Meeting schedule as presented. Mr. Leska seconded the motion. There was no discussion. Voice vote in favor – 5, opposed-0. (Exhibit 17)

B. Study, and Action if Appropriate, Regarding Proposed Addition of Beach Volleyball to Interscholastic Sports Program

Mr. Nelson introduced the item saying that it is on the agenda as a Study/Action Item for the Board to discuss and take action if they wish.

President Grant said she would like to continue discussing the item on the April agenda, and would like a breakdown of the costs. Vice President Day said she would like to see the Gilbert School District Sand Volleyball field agreements and what the costs were. It is her understanding that they utilized club volleyball people to build their fields, and the money comes back in from their rental of the facility. She would like to see the majority of our costs defrayed.

President Grant said she would also like coaches, principals, and the athletic department staff to begin the process of exploring donated work and materials (sand). If there are people willing to donate, it would help defray some of the costs if we were to proceed. (Exhibit 16)

7. ACTION

A. Approval of District Calendar for School Year 2018-2019

Vice President Day moved to approve the 2018-2018 District Calendar as presented. Ms. Cox Golder seconded the motion. There was no discussion. Voice Vote in favor – 5, opposed – 0. The District Calendar for School Year 2018-2019 was approved as submitted. (Exhibit 17)

B. Approval of Revisions to Governing Board Policies BDF (Advisory Committees); IKF (Graduation Requirements); JICI (Weapons in School); and JJJ (Extracurricular Activity Eligibility)

Mr. Nelson reviewed the minor changes to the policies required due to changes in State law.

Vice President Day moved to approve revisions to Policies BDF, IKF, JICI and JJJ as written. Ms. Cox Golder seconded the motion. There was no discussion. Voice vote in favor – 5, opposed – 0. The revisions to Policies BDF, IKF, JICI and JJJ were approved as submitted. (Exhibit 18)

C. Approval of Revisions to Governing Board Policy IHBG (Home Schooling)
(Exhibit 19)

Agenda Item Specific Public Comment

President Grant reminded the audience of the Call to the Audience procedures.

Ms. Jessica Stealey addressed the Board regarding allowing homeschooled students to take classes in Amphitheater schools. She encouraged the Board to approve the proposed changes to Policy IHBG, which would allow homeschooled students to partial enroll. She urged the Board to defer a vote until more information could be reviewed. Ms. Stealey thanked the Board Members, and Superintendent Nelson for consideration of the issue and urged the Board to pass the proposed changes.

Superintendent Nelson reminded the Board that several months ago this was topic was addressed, homeschoolers attending public school classes, and the example of a music class. At the February Board meeting, upon direction by the Board, we offered a couple of policy changes because one of the concerns had to do with finances, and whether the District would be reimbursed. The proposal at that time was that homeschooled students would have to sign up for two classes in high school, half day in elementary, and four classes in middle school for the District to receive funding. Under extra-curricular interscholastic activities, you will see the words “and extra-curricular,” which was suggested by Mr. Leska at the February 7 Board meeting. When the revisions were shared with our school administrators, they pointed out how the graduation rate is figured by the State. It starts with a cohort when a student is a 9th grader. Based on the information we had from homeschool parents that made public comment, they would be taking some classes, and even if they took two classes in high school, they would never graduate, and that would detrimentally reflect in our graduation rate. Secondly, there is a problem because of the way the AZMerit testing law is structured. Superintendent Nelson asked Ms. Nelson to explain.

Ms. Nelson explained that as part of the new provisions regarding AZMerit from the Arizona Department of Education, students will have taken three English tests and three Math tests by the time they graduate. The schools are responsible for ensuring students take those tests. The concern that came up when we re-read the State Plan is that they are trying to serve two masters. One is the 95% testing rate that is required, and the other is the “opt out”. If a school does not meet its 95% testing rate, it is required to develop a plan to state how it will meet the rate, even though the Every Student Succeeds Act (ESSA) also allows parents to opt out. So now the plan that the State has put forth for part of the accountability in ESSA is that every student, who is enrolled and who does not take the tests, counts as a zero. When averaging passing rates, those students who do not take the test would be counted as a zero. Starting this year, 9th graders are required to have documentation from their freshman year to their senior year that they have posted three English and three Math tests.

Superintendent Nelson said that because of those two concerns, that on the Board item tonight his recommendation is that rather than adopting the changes that were discussed at the February 7 meeting, that no revision to the existing policy be approved at this time. Superintendent Nelson said he cannot recommend passing something that will clearly, adversely affect the District’s graduation rate. He noted that Ms. Stealey mentioned looking into how some other districts are dealing with it. If the Board would like to postpone this until next month’s meeting, the administration could provide information on this.

President Grant asked the Board what their preference was. Dr. Baker said he would like to have confirmation that if a student attends one class at a high school that they need to graduate from that high school, if that is what is being stated. Superintendent Nelson confirmed it is, as the graduation rate is based on the cohort over four years. Dr. Baker asked that if a student takes a class in 9th grade, they are considered a 9th grade student in that cohort, because there is not some kind of stipulation for that occurring, as far as we know. Superintendent Nelson said there isn't, that part we are sure about. A student is part of a cohort the minute they take a 9th grade class, they are part of that cohort and the graduation rate is figured over the next four years.

Mr. Leska moved to table the Item until the Board receives information on how other districts are handling enrolling homeschooled students in high school courses. Vice President Day seconded the motion. There was no further discussion. Voice vote in favor – 5, opposed – 0. The Item was tabled.

BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

Mr. Leska requested a Friday Memo regarding training on sports concussions for students and staff and what type of permission forms parents sign for student computer use.

Vice President Day requested a Study/Action item on Sand Volleyball, homeschool students, and REACH.

President Grant requested a Friday Memo on Cardiopulmonary Resuscitation (CRP) training and to hear from REACH staff regarding the REACH program.

PUBLIC COMMENT

There was no further public comments.

ADJOURNMENT

Vice President Day moved that the meeting be adjourned. Ms. Cox Golder seconded the motion. There was no discussion. Voice vote in favor – 5, opposed – 0. The meeting adjourned at 10:20 p.m.

Minutes respectfully submitted for Governing Board Approval
Karin Smith, Executive Assistant to the Superintendent & Governing Board

January 11, 2021
Date

Deanna M. Day, M.Ed., Governing Board President

January 12, 2021
Date