

DRAFT

**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, Leadership & Professional Development Center, December 6, 2016
at 5:15 PM

Board Members Present

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

Board Members Absent

Julie Cozad, Member

Central Administrators Present

Patrick Nelson, Superintendent
Monica Nelson, Associate Superintendent
Scott Little, Chief Financial Officer
Clyde Dangerfield, Cantelme and Brown, District Legal Counsel

Call to Order

Ms. Deanna M. Day

Ms. Day called the meeting to order at 5:15 pm. She invited those in attendance to join them in the Saguaro room for a reception for outgoing Board Members Dr. Kent P. Barrabee and Ms. Julie Cozad.

1. RECEPTION FOR OUTGOING BOARD MEMBERS 5:15 PM in the Saguaro Room

Kent P. Barrabee, Ph.D.
Julie Cozad, M.Ed.

CONTINUATION OF OPEN MEETING AT 6:00 PM

Call to Order and Signing of the Visitor's Register

Ms. Deanna M. Day

Ms. Day called the meeting to order at 6:03 PM and asked any visitors who had not already done so to sign the register.

Pledge of Allegiance to the Flag

La Cima Middle School "What's Up La Cima?" broadcast students Sonia Pacheco (news anchor), and Glenn David (broadcast technician) were introduced by Ms. Christine Sullivan, La Cima Principal, and led the pledge of allegiance. Ms. Grant presented them with certificates of commendation.

Recognition of Student Art

Dr. Barrabee recognized the Student Art display provided by La Cima Middle School Students. Student art included: Lion's Club poster contest entries about peace, compositions studying symmetry of geometric shapes made with compasses and protractors and studies of contrasting colors and opposites.

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

Ms. Day announced the next Regular Meeting of the Governing Board on Tuesday, January 10 at 6:00 PM, at the Wetmore Center, 701 W. Wetmore Road, Leadership & Professional Development Center.

Ms. Day requested that **Item 2.E. Recognition of Canyon del Oro High School Division II Boys Golf Reserve Champion** be moved up as the first recognition item. Patsy Harris, Canyon del Oro Assistant Principal introduced Coach Ryan Call. This is Coach Call's first year and he was named Division II Coach of the Year. Coach Call said that he stepped into a good team from the coach who preceded him for 10 years. Golf is a team sport played by individuals. The CDO boy's golf team was ranked number one in the state for half of the season regardless of division or size of school. They won the Division II section one, leading the whole season and the team finished fourth place at the state tournament being two shots out of first place. Of the five golfers who played a two-day 18-hole round it was 180 holes and they were out of first place by two shots. Jonathan Walters has been the number one ranked CDO golfer for two and a half years. In his freshman year he was moved up to the number one spot on the golf team. Some of his season highlights include the Flowing Wells Tournament of Champions he finished second place, in the Chaparral Invite in Phoenix he tied for third and in the Lake Havasu Tournament he tied for third. Out of our ten regular season matches he was the medalist in eight matches. Jonathan tied for second in the state tournament being only two shots off from first place and was awarded 2016 AIA Division II Boys Golf State Reserve Champion (State Runner-Up). Jonathan thanked his mother for her support. Mr. Leska presented Jonathan Coach Ryan Call and Coach Brian Kahn with certificates of commendation.

2. RECOGNITION

A. Presentation of Amphitheater Middle School Mesquite Tree Bench

Mr. Nelson introduced the item. Several years ago the approximately 100 year-old mesquite tree that graced the grounds of Amphitheater Middle School. Everything possible was done to save the tree. However, three Arborists determined it to be diseased to the point it could not be saved and was unsafe. The decision was made to remove the tree and harvest the lumber which would be made into furniture for Amphitheater Middle School. Our talented Operational Support Carpentry Shop took on the task of creating a bench and a display case from the cured wood. Mr. Dave Hall built the bench; a stunning piece of craftsmanship. Mr. Nelson asked Mr. Hall to come up and Ms. Day unveiled the bench. Ms. Day presented Mr. Hall with a certificate of commendation.

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item, 2.A.]

B. Presentation of Distinguished Service Awards

Mr. Mike Bejarano, Chief Academic Officer of Secondary Education, introduced the December 2016 Distinguished Service Award winners **Stephanie Quimby-Greene**, Library Assistant at Rio Vista Elementary and **Elizabeth Wick**, Fifth Grade Teacher at Holaway Elementary.

Stephanie Quimby-Greene has been employed with Amphi 26 years and attended Holaway Elementary, Amphi Junior High and Amphi High School. She started a volunteer parent at Rio Vista, was hired as a Clerk II and as an Educational Assistant. During the 1999-2000 school year she transferred to Nash as an Instructional Technology Specialist then in 2007 returned to Rio Vista as the Library Assistant. They refer to Stephanie as the "Pied Piper" of Rio Vista. All the children love her and want to spend time with her. The library at Rio Vista is a magical place with a magical lady that instills in our students a love of reading. She is a phenomenal story teller and has several aliases such as: Ms. Gangreene around Halloween, Ms. Wintergreene around Christmas, Captain Read a Book and Mother Gooseberry Greene among others. Almost every Wednesday evening she has Bedtime Book Fairs and has quite a following. Families come to hear a story and participate in a craft activity. She also sponsors the Library Club, the Jolly Readers and has book studies throughout the year for interested students. Stephanie thanked the Board and Mr. Nelson as well as her father who was in the audience. She worked in the publishing industry for a long time and attributes her love of literature and love of the free press to her father who was an editor.

Elizabeth Wick is a dedicated Holaway staff member. Anyone who walks into her classroom immediately notices the impact she has on her 5th Graders. Her influence goes far beyond the excellent reading growth she has continually sustained during her tenure at Holaway. She is driven to make sure that every student reaches their potential and the students are engaged and focused and they know that their teacher loves them deeply, and they love her as well. She organized and coordinates experiences for the students that they remember for the rest of their lives. She has former students return to Holaway to see her and tell her about their progress and what they have accomplished since leaving Holaway. Elizabeth is on a number of committees and has taken an active role in developing the AVID Elementary at Holaway. She communicates effectively with parents, especially when the message may be a difficult one to deliver. She is also willing to lend a helping hand, and ear or shoulder to cry on. Elizabeth thanked the Administration for the award for which she was very grateful. When she was told she was going to receive the award she started thinking about the adage, "It takes a village." to become a teacher. With her it takes a city which begins with her parents, includes her husband and her Principal Mr. Gutierrez and her co-workers from Holaway. The reason she is so passionate about her students is that they are the heart of her city, she learns from them, and they are the reason she does what she does. Dr. Barrabee presented them with certificates of commendation.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item, 2.B.]

C. Recognition of Sandy Schiffman, Renewed National Board Certified Teacher

Sandy Schiffman is receiving the first renewal of her National Board Certification, originally received in 2007. She has recertified under what is referred to as the "old system" which meant her certification was valid for ten years. Sandy is assisting teachers with National Board Certification which she has a passion for. The rigorous process can help teachers grow, which helps our students grow. Mr. Nelson asked Ms. Nelson, Associate Superintendent to introduce Ms. Sandy Shiffman who is a fantastic teacher at Keeling Elementary School. There are 32 NBCT certified teachers in the District. She is taking a leading role in helping teachers in the District pursue National Board Certification which requires an extreme amount of hard work, dedication and commitment. Ms. Shiffman shared that National Board Certification helps teachers grow which in turn helps their students grow. It is a volunteer process which is hard, rigorous and she admires the 11 candidates who are currently pursuing it. Ms. Day presented her with a certificate of commendation.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item, 2.C.]

D. Recognition of Doctoral Degree Recipient - Bernadette Smith, Au.D.

Bernadette Smith, Au.D. recently took her clinical doctoral degree in Audiology from A.T. Still University. Dr. Smith has been employed for the past six years as the Audiologist for the Amphitheater Public Schools. Mr. Nelson asked Dr. Steve Duley to introduce Dr. Smith. Dr. Smith received her doctoral degree in audiology. She also received a professional leadership award for her exemplary work, not only within our district over the past 6 years, but also for assisting with the Healthy Hearing Program by Southern Arizona Special Olympics and providing audiology services over and around our border with Mexico. Dr. Smith thanked her husband who for two and a half years kept the household going while she worked full time and finished her Doctorate. She also thanked the District for seeing the importance of providing audiological services in our schools to help students with hearing loss succeed. Dr. Barrabee presented Dr. Smith with a certificate of commendation.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item, 2.D.]

E. Recognition of Canyon del Oro High School Division II Boys Golf Reserve Champion

Johnathan Walters of Canyon del Oro High School student will be recognized for finishing as a Reserve Champion (State Runner-Up) for Division II Boys Golf. Jonathan shot a two-day total of 144, finishing just two strokes behind the state champion. Coaches are Ryan Call, Head Coach and Brian Kahn, Assistant Coach. (*See information at beginning of recognition section.*)

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item, 2.E.]

F. Recognition of Circle K Teacher of the Year Finalists

The Arizona Athletics/Circle K Outstanding High School Faculty Award program is in its 23rd year of selecting and honoring teachers who make a profound difference in students' lives. We are pleased to recognize Nicole Blanchard from Ironwood Ridge High School and Cymry DeBoucher from Canyon Del Oro High School who are two of the nine finalists selected for this prestigious award. Mr. Bejarano spoke about the program noting that they are judged on teaching and preparation experience, leadership ability, participation in co-curricular activities, teaching practices, evidence of successful teaching, recognition by colleagues and community involvement. He asked the Principals to introduce the award winners from their respective schools.

Mr. Paul DeWeerd, principal of Canyon del Oro High School introduced Ms. Cymry DeBoucher. and highlighted some of her significant contributions to students, parents and the District. Cymry was responsible for the development of the Amphitheater Honors Internship Program and curriculum which is now used as a model for the District, allowing students to gain real-world work experience while still in high school, and continues to coordinate the program. She is a gifted specialist serving as the REACH Coordinate providing enrichment programming for the gifted student population, and mentoring seminars and workshops. Cymry teaches Art and Film as part of the International Baccalaureate program. She has served the District as a Career Ladder teaching mentor and assessment specialist. Another great example of her leadership can be found in her involvement in the Arizona Odyssey of the Mind Association. Every school year she organizes and facilitates two large Odyssey of the Mind events on the CDO campus recruiting and training over 100 community members to serve as judges and officials for the tournaments and coaches the teams at CDO. Cymry has been recognized for her leadership through such awards as: the Raytheon Teacher Leadership Award, the Rotary Club Distinguished Vocational Service Educational Award and the Amphitheater Distinguished Service Award. The breadth of her impact at our school and across the District is simply extraordinary. Ms. DeBoucher said the first year she was here in the Amphi Family she went to Bisbee with Dr. Barrabee and Dr. Lopez in a snowstorm with three buses of students. That was her introduction to Amphi. Since then she has had many here as mentors, friends and colleagues and is proud to be able to represent her school and Amphi and thanked Mr. DeWeerd who has been a kind leader and mentor. Ms. Day presented her with a certificate of commendation.

Ms. Natalie Burnett, Principal of Ironwood Ridge High School, introduced Nicole Blanchard a Special Education and Math teacher. Ms. Burnett said when she joined the Nighthawk community she made it a goal to visit classrooms and be with teachers. Immediately when you visit Ms. Blanchard's room you feel the connection she has with her students, the level of excellence and that they perform for because they have a relationship with her. She understands them and is able to get all our Special Education and Math students through Algebra I and Geometry at a very high performance level. Nicole is very gifted. She has a heart for Veterans connecting student and Vets through the Veteran's Heritage Project. Ms. Burnett commended Nicole on her dedication to her students and noted that there are no excuses in her classroom, they are always working and engaged. Ms. Blanchard said that she is not only an employee at Amphi but is the parent of three girls who attended Amphitheater Schools and she knows how hard our peers work. She appreciates the opportunities that Amphitheater provides and being part of the Veteran's Heritage Project has been life changing for her, her family and the students she teaches. She brings the Vets' stories into the classroom and the "no excuses" comes from those interviews they've done. If those men and women accomplished what they did, so can the students. Ms. Day presented her with a certificate of commendation.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item, 2.F.]

3. PUBLIC COMMENT'

Ms. Day read the Open Call to the Audience.

Ms. Indrani Solomon addressed the Board regarding Special Education. Ms. Solomon thanked the Board for putting her in touch with Ms. Nelson and Dr. Duley the last time she came before the Board. She said that a lot

of the critical areas of her son's needs were all addressed, which was wonderful, but there are a few areas she believed would be most critical to address here because it is all about co-teaching and design for learning for students with disabilities, like her son, who is included in the general classroom. She sees that those are areas that a teacher cannot fix, a principal cannot fix, and even though the District officials cannot fix it, really it has to be done from the top down.

Mr. Todd Jaeger addressed the Board regarding Dr. Barrabee's retirement from Board service. Mr. Jaeger said that for most of the past 20 years Dr. Barrabee has been a part of this Board and he is here to address his coming departure from the Board. It seems as strange and foreign as his own departure from the District just a few months ago. Mr. Jaeger said that he misses everyone very much and feels that with Dr. Barrabee leaving he is going to miss him even more. Dr. Barrabee is not going anywhere of course, he still resides in the District and will be committed and a lifelong supporter of the District, but just the same he is sad to see him leave the dais. Dr. Barrabee joined the Board in a time of turmoil and controversy for the District. Of that there can be no question. Nor can anyone question the indispensable role he personally served in mending the wounds of the District at that time and rebuilding the reputation and the public trust it now enjoys. From a personal perspective of those days he will never forget that it was Dr. Barrabee who first said, "Give him a chance." The controversy of those days seemed like they might envelop him. Anyone who knows Dr. Barrabee understands after all that he has at his core a belief in decency and fairness. He lives a life of kindness and care for others that most of us can only strive to. He is a thoughtful and passionate man that has always made decisions on the dais not based on political ideology, personal agenda, or what some person or persons of special interest wanted. But instead made decisions on what was truly in the best interest of the students. He's been part of a very good team on this board for a very long time, and I am sure he takes solace in knowing that he leaves the District in very good hands. He deserves that piece of mind after so many years of commitment to the students, staff and residents of the District and he also deserves our gratitude. Mr. Jaeger told Dr. Barrabee that he certainly has his gratitude, thanked him, and let him know that he has not only had a positive impact on the District but also on him personally. For the better part of two decades Mr. Jaeger said he has literally looked up at him and will always look up to him.

Ms. Day called for a short break at 6:58 PM. The meeting resumed at 7:05 PM

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

4. INFORMATION

A. Status of Bond Projects

INFORMATION ONLY - Mr. Jim Burns, Executive Manager of Operational Support, presented information on the current status of bond projects. Mr. Leska asked if the delay on Amphitheater High School's solar would affect the rates we will receive. Mr. Burns explained that it was being "grandfathered" under Arizona Commerce and TEP's decision to grandfather it is on the documentation. Mr. Leska asked what the electric bill was this time last year. Mr. Burns said he did not have the information with him. Dr. Barrabee mentioned that at a Pima County School Board/Superintendent Collaborative there was discussion that TEP representatives are struggling to figure out how make up for income due the use of solar. He noted that the money we are saving is needed to survive, it isn't extra, and there is some threat that savings might be lost if the Arizona Corporation Commission changes policy. Mr. Burns stated that he has anticipated that in regard to the STEM school. In the future he will share the use of batteries with the panels. [<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 4.A.] (Exhibit A)

B. Community Extension Programs, Inc. Annual Report to the Governing Board

INFORMATION ONLY - Mr. Nelson introduced Mr. Bruce Weingold who presented an update on the Community Extension Programs at Amphitheater. Some of the program areas highlighted were literacy, critical thinking and STEM based activities. He thanked the District for their continued support for extended learning programs. Mr. Leska commented that his family has used CEP for two decades at Walker, at

Copper Creek and the Summer Program. He thanked CEP for the STEM opportunities provided for families and children. Dr. Barrabee said he appreciates all the hands on activities that the students are experiencing and thanked them for the enriched programs. Ms. Day commented that it brings to mind the focus that the District has on STEM across the entire District.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 4.B.] (Exhibit B)

C. School Reports - La Cima Middle School, Copper Creek Elementary and Donaldson Elementary
INFORMATION ONLY - Christine Sullivan, Principal of La Cima Middle School, Tanya Wall, Principal of Copper Creek Elementary School and Dawn Tinsley, Principal of Donaldson Elementary School will present information about their schools focusing on programs at their schools about which they are particularly proud and. In addition, principals will address the reasons parents should select that particular school for their children to attend.

Ms. Sullivan shared information on La Cima. She highlighted the quarterly Honor Roll Breakfast, which is the most attended event they have each year. La Cima was the first AVID (Advancement Via Individual Determination) School in the District which is a K-12 and post-secondary college readiness system. When AVID is school-wide it permeates into the culture of a school and results in a college growing culture with high expectations and high levels of achievement for all students. The Honor Roll Breakfast celebrates the culture of the school. At the end of every grading period students are identified as making one of three honor rolls on campus. The La Cima Honor Roll which is a 3.0 to 3.49 GPA, the Cardinal Honor Roll which is a 3.5 to 3.9 GPA and the Principal's Honor Roll which is 4.0. Invitations are passed out and students are required to return a RSVP. The cost to the school is minimal because it is supported wholeheartedly by community vendors. For the last Honor Roll Breakfast 654 people submitted a RSVP. Students bring their families and dress up on that day, which is important to them because they wear school uniforms. Students receive their certificates and a small token of recognition. The La Cima PTO provided Honor Roll lanyards and students receive a gold star each quarter they make Honor Roll. Lanyards are worn with pride and place an emphasis on achievement because at La Cima it is cool to be smart. The program includes a performance by the La Cima band, orchestra and choir and the Amphi High band joins. There is a keynote address focusing on goal setting and college readiness from guest speakers. When asked why families should choose La Cima it is because La Cima is empowering and inspiring students to dream, believe and achieve and preparing them for college readiness, and will do whatever it takes.

Ms. Wall shared information on Copper Creek. Copper Creek is caring, inclusive, committed, hardworking and fun. One of the highlighted programs is the STEAM (Science, Engineering, Arts, Technology and Mathematics) Extravaganza held for the first time last year which was held in conjunction with the Science Fair. The committee planned an evening where students, parents and community members could participate in STEAM activities. When families arrived they received a passport and could receive a stamp for each activity area they visited. The hub of the evening was the Science and Engineering Fair. Every student participated by completing a project as a part of their class or an individual project. Projects going to SARSEF competition were displayed in the gym and other projects were displayed in the library. Students and parents enjoyed walking through the displays and learning something new. Teachers prepared and hosted hands-on projects designed for families to do together and could choose anything on campus. Some examples are: building houses from gum drops and tooth picks, constellations, paper cutting and folding, online scavenger hunts, coding, paper airplane aerodynamics and making slime. The band, orchestra and choir performed singing songs about science and engineering. Wilson robotics and many others contributed exhibits of robots, animals, telescopes, etc. When asked why Copper Creek, in a time of school choice, parents look for schools that represent their values and ideals, that partners with them and believe in training the next generation of students to meet the needs of our world. Copper Creek strives to do so every day. Success is measured not only in student achievement but by increasing student self-worth and kindness to others. They believe in fostering a well-rounded child through experiences during and after school. We are fortunate that our District believes in Physical Education, Art and Music. Students can participate in many

extracurricular activities, club and community service. Character development is also part of the learning experience.

Ms. Tinsley shared information on Donaldson. Donaldson is appreciative and proud of the new buildings and families are ecstatic about the improvements. There are four significant areas where efforts are being concentrated at Donaldson. It is all about engaging in personalized instruction for all. In many classrooms teachers are using an instructional approach to provide blended learning opportunities in Math and Reading. Projects such as Kahn Academy and Waterford Early Literacy provide teachers an opportunity to diagnose areas of need and target specific instruction. The programs allow students to work at their own pace and still have personal attention from the teachers with their knowledge and resources. The teachers have more time to work with students individually and in small groups. The students acquire more technological literacy, self-motivation, self-discipline and organizational habits. To assure students are more successful Donaldson is implementing a school-wide positive behavior intervention support. The focus is on the prevention of inappropriate behaviors rather than the punishment for them. Students learn about the behaviors that are appropriate and expected and taught social skills of how to act in different settings. Their good behavior is continually recognized and praised and strategies are devised for intervention. Another area is to provide the least restrictive environment for students with Individual Education Plans (IEP). Federal law requires that students with students with disabilities receive instruction with their non-disabled peers to the maximum extent appropriate. Through creative scheduling and the devotion of staff, they are developing the most effective co-teaching program for students and staff. Why choose Donaldson? The culture of inclusion, the focus on student needs and a celebration of learning. Donaldson is a small school where each student is known by name by several adults. It is a safer, nurturing learning environment dedicated to doing the right thing for children and their families.

[\[https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773\]](https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773), Item 4.C.]

D. Update on the Federal E-Rate Program

INFORMATION ONLY - Mr. Scott Little, Chief Financial Officer provided an update on the Federal E-rate program. E-rate started in 1996 with the intent to collect levies on telecommunication services and use those funds to assist public schools and libraries with their communication infrastructure and connectivity. The fund is maintained by taxes paid on telecommunication bills. The E-Rate fund is administered by the Universal Service Administrative Company (USAC) under the Federal Communications Commission (FCC). Public schools work directly with the Schools and Libraries Division of E-rate on connectivity between schools and connectivity to the internet. For our District the big project right now is the creation of dark fiber connections. Dark fiber is a generic term used to describe placement of more fiber optic lines than you immediately light up (activate). In construction for our high schools and K-8 schools we are installing six strands, which are three pairs of two, of which we will initially only activate one pair. As additional bandwidth is needed, additional fiber will be activated. Dark fiber is a new service not previously available for funding under E-rate. The rules are new and dark fiber was approved in 2015 for the 2015 year so districts could start applying. For Amphitheater it means that initial bandwidth increases for our schools between 1,000% to 4,000% as a starting point. If we were to activate all strands of fiber we would have a bandwidth increase of about 400,000%. What we are doing is building a network for the future. The projected 10-years savings for the District from this project is \$575K over 10 years with bandwidth increases of 400,000%. The challenge that we are facing is that Amphitheater is on track to be the first large school district in the nation to be funded under the new provision. Working with E-Rate we are building the process as we go. We submitted our application in February and have yet to receive approval. Our Network Manager, Steve Frost, recently met with E-rate representatives in Seattle while during training to work out some issues and have been communicating back and forth the past few weeks. We feel approval is close. The project is still ongoing. The vendor Conterra is working on licensing/permitting of the right-of-way where the fiber will travel. The toughest part of the project is getting consent from the four political subdivisions through which the fiber travels: the State of Arizona, Pima County, City of Tucson and the City of Oro Valley. We are working on a July 1, 2017 implementation. This is the first piece of the final build out of our network which began with the 2007 bond election in which we began wiring and infrastructure on

our school campuses. We just completed backbone, wiring and fiber work at the schools. We are now working on the dark fiber, which is the connectivity between Wetmore and the individual schools. In 2014 schools were able to wireless access funding. Prior to that, funding for wireless access was not available. With the funding received last year under the new rules we were able to add 292 wireless access points and provide 43 switches which are the switching equipment needed for the network to function. This current funding year we were authorized to fund 63 switches and add 111 new wireless access points. The future is what we will be working on with the next round of procurements. The schools are wired and we have the hardware to create the connectivity we need, we are building the dark fiber to connect the schools to the District, then we have to connect the District to the internet. This is the most expensive portion. You can have the best infrastructure and the best equipment in the schools, but if you don't have a fast connection to the internet the whole system is slow. We are looking at making a connection to Internet 2 as opposed to going through a commercial provider to the internet. Internet 2 was a non-profit group composed of universities, educational facilities, government research and some industries who worked to build a secondary internet backbone designed to overcome the bandwidth limitations of the traditional internet. In January we will work on issuing the next RFP (Request for Proposals) that should provide us with a connection to the University of Arizona and lets us tap into the U of A's educational network and connect to the internet through Internet 2. We haven't found any district who has accomplished this so we are probably going to be the first in the nation on this as well. If successful it will mean that we will have the most state of the art infrastructure and a network that is built to grow for at least the next decade. A 400,000% increase in district-wide bandwidth should be enough for the next 10 years, but it is hard to product what the real demands will be.

Dr. Barrabee expressed appreciation for Mr. Little and Mr. Burns in how well they are helping the District not only move forward but to move using technology to facilitate our goal of helping students and teachers. He thanked them for being pioneers and leaders.

Mr. Leska asked how the dark fiber is being used and if it was using utility poles on a lease, or how it was being connected. Mr. Little said it is a grouping of numerous things. There is the utilization of some powerlines, some existing conduit installed by vendors that the contractor will lease through and new conduits in some locations. Mr. Leska asked what the upfront cost to the District was. Mr. Little explained that the total cost is about \$3.6M and the District only pays 40% of that as the rest is funded through E-Rate. So we have an upfront capital cost then a low annual cost producing the \$575K savings over 10 years while getting incredible increases in bandwidth. Mr. Leska noted back the figures saying we reap \$600K at the end of 10 years and asked how the District was getting the savings? Mr. Little explained that our total costs go down, even with the upfront capital cost. If you compare the cost of what we are paying for the existing bandwidth for connectivity - what we are paying now for the relatively small amount of bandwidth we will get exponentially more bandwidth and still wind up with that savings over the course of 10 years. Mr. Leska commented that there is maintenance on all fiber and it typically lasts about 10 years. He asked if the cost of maintenance after 10 year was factored in. Mr. Little said that is part of the contract. The vendor has responsibility for the maintenance and absorbs all liability for breakage and repairs for the term of the contract, 10 years. Mr. Leska asked what happens after 10 years. Mr. Little said we are required to procure again after 10 years under federal and state rules so in year nine we can see what is happening. Current information is indicating that the underground sections of fiber have lifespans that are exceeding 20 years while the overhead has shorter terms. In year nine we look at projecting out the need for the next 10 years and potentially replacing sections with additional pairs. Rights of way would already be in process so it would just be a matter of them stringing fiber. Mr. Leska asked if that would come out of maintenance and operations and federal programs again. Mr. Little said it would be hard to predict what the FCC will look like. Right now some of the big concerns are things like Net Neutrality and we don't know if it will survive the change of next White House administration so we could be looking at an entirely different landscape in the future.

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 4.D.] (Exhibit C)

5. CONSENT AGENDA

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

ACTION: APPROVED. MOTION: Ms. Grant moved to approve Consent Agenda items A. - N. **SECOND:** Dr. Barrabee; **DISCUSSION:** There was no discussion. **VOTE:** 4-0 (Voice Vote). Appointment of personnel is effective provided all district, state, and federal requirements are met.

A. Approval of Minutes of Previous Meetings APPROVED

Meeting Minutes from the November 29, 2016 Special Board Meeting were approved.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 5.A.] (Exhibit D)

B. Approval of Appointment of Personnel APPROVED

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 5.B.]

C. Approval of Personnel Changes APPROVED

Certified and classified personnel changes were approved, as listed in Exhibit 2.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 5.C.]

D. Approval of Leave(s) of Absence APPROVED

Leave(s) of Absence were approved as listed in Exhibit 3.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 5.D.]

E. Approval of Separation(s) and Termination(s) APPROVED

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 5.E.]

F. Approval of Vouchers Totaling and Not Exceeding Approximately \$679,303.01 (Final Total) APPROVED

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 #481 \$581,902.86 Voucher #482 \$65,444.86 Voucher #483 \$30,573.86 Voucher #484 \$1,381.43

G. Acceptance of Gifts APPROVED

Gifts and Donations were accepted as submitted.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 5.G.] (Exhibit 5)

H. Approval of Parent Support Organizations APPROVED

The following Parent Support Organization(s) were approved as submitted: JOM Indian Education Committee, Canyon del Oro Project Graduation, Canyon del Oro Band Boosters and Canyon del Oro Boys Basketball.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 5.H.] (Exhibit 6)

I. Receipt of October 2016 Report on School Auxiliary and Club Balances APPROVED

School Auxiliary and Club Balances were received as presented.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 5.I.] (Exhibit 7)

J. Approval of Disposal of Surplus Property via PublicSurplus.com APPROVED

The disposal of surplus property at a competitive Internet-Based Online-Sale via PublicSurplus.com was approved.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 5.J.] (Exhibit 8)

K. Approval of Out of State Travel APPROVED

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 5.K.] (Exhibit 9)

L. Affiliation Agreement with Pima Medical Institute for Practicum Supervision of Occupational Therapy Assistant Program APPROVED

The affiliation agreement between Amphitheater and Pima Medical Institute for Practicum Supervision of Occupational Therapy Assistants Program was approved as submitted.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 5.L.] (Exhibit 10)

M. Approval of the Amphitheater District 301 Plan APPROVED

The Board approved the District 301 plan for 2016-2017 as presented.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 5.M.] (Exhibit 11)

N. Approval of 2017-2018 Student Fee Rates Charged Pursuant to Governing Board Policy JQ, A.R.S §15-342 (24), and A.R.S. § 15-1142 APPROVED

The 2017-2018 Student Fees Rates were approved as submitted.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 5.N.] (Exhibit 12)

6. STUDY

A. Study of Governing Board Policy IHBG Regarding Home Schooling

STUDY ONLY - At its November 15, 2016 meeting, attending parents requested the Governing Board review its policy regarding homeschooled students. The parents' concerns were their students' inability to partake in curricular classes on a part-time basis. Governing Board Policy IHBG is presented herewith to permit the Board's review and discussion.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 6.A.] (Exhibit 13)

Ms. Day noted that there were three Agenda Item Specific comment forms submitted for Item 6.A. She asked the individuals if they would like to speak before or after the Item was presented. Ms. Day read the Agenda Item Specific call to the audience.

Mr. Mick Stewart addressed the Board regarding home school inclusion. My name is Mick Stewart and I am an Amphi parent and an Amphi community advocate. Last month I came to speak to the Board concerning the policy regarding home schooled students' participation in music programs. I am my son's assistant scout master and in our troop there is an amazing young man who loves music who shared that he could not do music. He is home schooled and went junior high level courses and he couldn't participate in the amazing Holaway music program...no, Donaldson music program, excuse me. In meeting the parent of these, this amazing young man I got to know them and I encouraged them to come to the Board to see if we could make Amphi a little more inclusive of these amazing students. And I assured them that the Board and the Administration would listen and be involved and, uh, so as the weeks passed and we spoke, have you heard anything, have you heard anything, not anything. And it was just a few days ago when the agenda was put on, I looked and I went wow, we are on the agenda. It takes so little effort to make a parent feel valued. It would have taken so little effort to communicate with the parents that were brave enough to come and do something that is very nervy for many people, to present to the Board. And I have to, I felt a little disappointed because I was the one who said go to the District, they will listen and they will work with you. And for a month we didn't hear a thing. And if I hadn't of checked the Board agenda the parents would not even have had the opportunity to come and address you again. And that's just not acceptable.

And so I would ask that the Board encourage the Administration and the District to be a little more caring and thoughtful about parents to go way out on a limb to speak with you. And I again would like to ask that Amphi find a way to allow these amazing kids to participate in music programs. Thank you very much.

Board Book Note: *The item was placed on the agenda in order for the Board to receive information on the state and district policy regarding home schooled children's participation in public school classes. No decisions had yet been made that would affect home schooled students. Any revisions to policy would be determined at a subsequent meeting.*

Ms. Amanda Adams addressed the Board regarding students home schooled in cross boundaries and home school students participation in public school music programs beyond elementary school. Thank you Board I am grateful for being here again tonight and to the Superintendent for letting us be here to speak. And for the fact that you put this item on the agenda, I am just grateful for that, that you are entertaining this item. One of the things I wanted to do this evening was to read to you the statute, the Arizona Statute, that discusses home school students participating in extracurriculars. And Arizona has some interesting language in there in their statute. (*Ms. Adams did not state the statute number she was reading from.*) "Notwithstanding any other law a child who resides within the attendance area of a public school, and who is home schooled, shall be allowed to try out for interscholastic activities on behalf of the public school in the same manner as a pupil who is enrolled in that public school." What I thought was very interesting is the use of the word interscholastic here. And that's why I feel like, I understand that the music classes kinda fall into this gray area because we see them as somewhat of a classroom situation, sometimes they are taking up space in a classroom and are counted towards graduation points and things like that. But we also see that with band and choir they are also interscholastic competition. And it seems like they are doing interscholastic related. They go and compete, they go and do the honors and the state bands and those types of things and those fall under the interscholastic rules. (*In the speaker's understanding.*) So I feel like that wording kind makes this point where a Board, as a Board can decide to say, you know what, we take that wording and want to make this more inclusive of our community and allow home school students to participate under the Arizona Statutes that we see here. Thank you so much for your time this evening.

Ms. Day called for review of the Policy IHBG. Mr. Nelson introduced the item saying that as a couple of speakers mentioned, the Board requested that we look at policy IHBG on home schooling and called their attention to two specific parts of the policy. One having to do with what would be called core curriculum and the second on the second page for extracurricular or interscholastic activities. It is on the agenda for the Board to ask questions and discuss.

Ms. Day: For the next governing board meeting where we discuss policies I would like to include Policy IHBG with two changes. Allowing home school students to attend core classes, but only if the District receives funding for them. In order whatever the base level is for attendance for us to get funding, because that is how we get paid. And secondly to include a clause that allows a principal to limit the class for admission if it increases the class size beyond what is reasonable for our teachers who are doing that.

Mr. Nelson: Okay. Thank you.

Mr. Leska: Mr. Nelson, also I am wondering if the current year funding that we are now currently under will take care of some of that funding issue, you know to offset. Because I know then we would get paid, at least for a portion for that student to sit in that classroom if it's needed. So, because that body is then counted as part of the funding. So I am just wondering how that would work.

Mr. Nelson: If Mr. Little wants to add to this that's fine, but generally current year funding is not impacting it. What it impacts it is the amount of attendance depending upon actual middle school or elementary. That's what gives the funding. It depends on the time of attendance.

Mr. Leska: But that child is attending that class.

Mr. Nelson: For example, let's take elementary school where a student attends band the first period of the day - we get no funding for that.

Mr. Leska: Okay.

Mr. Nelson: It depends on the amount of time that the student is in the school to determine the funding.

Mr. Leska: So give me an example of a high school student attending band in one of the periods of class, or any musical type of a...

Mr. Nelson: Which is a core class in high school and so depending on how many periods during the day, they would have to attend a certain amount of time for the District to get any funding.

Mr. Leska: I know you had a memo on that and there is a certain percentage of that, depending on how many courses that child takes. So there is some possibility of home schooling depending on how many classes they take if it's one we probably get zero money and which I agree absolutely...

Ms. Day: That was my first point, as long as we get funding.

Mr. Leska: Yeah, and I am okay with that.

Ms. Day called on the next speaker.

Ms. Jessica Stealey addressed the Board on Home Schoolers and activities. I want to thank the Board for putting this item on the agenda. I was surprised actually that we were discussing it, but, I really appreciate your time and continuing to have this discussion with us. I wanted to speak after because I wanted to see what your concerns were and they were what I anticipated which seemed to be funding and allocation of scarce resources. So I just wanted to address those and hopefully assuage your concerns. I think I may be not entirely understanding the funding mechanism. It sounds like maybe there's a system in place for partial funding, for partial attendance. If that's the case I don't know what the specifics are. You mentioned maybe, maybe not, there wouldn't be funding for attending one class but maybe would for half a day. I'd just encourage the Board to make it clear. I think any requirements like that you put on home schooling parents would potentially be acceptable. For example, maybe to attend a student would have to attend three periods a day or whatever would come with funding. I don't know if there would be a mechanism in place for this but I would propose for students who maybe only want to come for one day it would be possible to shift that funding to the family, to shift the fees to the family. I think that would also be acceptable to home schooling families to pay their fair share understanding that the school doesn't receive funding. The only other thing I wanted to address is the potential issue with class space. I would think that for certain classes that are very popular, I know at my son's school there is a waiting list for technology and robotics classes, and I think if home schoolers wanted to participate in that it should be expected that they would be put at the bottom of the waiting list after enrolled students. However, I think the situation is quite different when we are talking about music and other performing arts where additional students don't really take up resources and additional students in ensembles really contribute in a positive way. I think that if you would poll principals and music teachers and ask them if they would rather have more students (*The beeper sounded that the 3 minutes were up.*) they would agree.

Ms. Day: Dr. Barrabee.

Dr. Barrabee: When it comes to the funding am I correct in understanding that there may be differences between high school and middle school?

Mr. Nelson: Difference between?

Dr. Barrabee: High school and middle school in terms of what qualifies for additional funding.

Mr. Nelson: Off the top of my head, if it were a high school and it was a 6 period day, we'd get probably a quarter funding for taking one class and in middle school it would be two classes because of the number of periods in the day.

Dr. Barrabee: So basically, the difference is related to the number of periods during the day but you said something about a before school class in middle school, did you? There's some reason that attending in middle school would not provide any additional funds. Did I misunderstand that as well?

Mr. Nelson: It depends on the number of classes that they would take for us to get minimal funding. And the distinction in this policy is between core classes during the day and what is considered extracurricular activities such as athletics.

Dr. Barrabee: So because in the middle school it isn't a core class, is that correct?

Mr. Nelson: In middle school for us to get minimal funding, the participant would have to take at least two classes for us to get minimal funding.

Dr. Barrabee: Are you talking about core classes?

Mr. Nelson: Yes.

Dr. Barrabee: Okay, because that makes a distinction that is important. And so since the band, let's say, meets before is not a core class...

Mr. Nelson: In many cases it is. What parents [home school parents] were referring to at the time was band at Donaldson was after school thus an extracurricular class.

Dr. Barrabee: Okay so that is not core, therefore no compensatory funding.

Mr. Nelson: At that time, yes.

Dr. Barrabee: Got it. Also I would like to know, there was some discussion about the distinction between interscholastic activities covering musical competitions of one sort or another. Is that clear, is that correct? In fact we need a legal comment on that. I may seem sensible to me, but what is the law with regard to that issues as to whether music competitions qualify in the same way that athletic competitions do.

Mr. Nelson: Maybe Ms. Nelson has a better grasp on the daily schedules of schools; however, when the speaker was talking about competitions we are talking about middle school or high school those are core classes. In other words band is during the day, it is a core class.

Dr. Barrabee: It would therefore qualify as a competition that would qualify for getting compensation.

Mr. Nelson: Yes, we would have to have the participant be enrolled for at least two periods for us to get quarter funding.

Dr. Barrabee: In the high schools?

Mr. Nelson: No, in the middle schools we are talking about.

Dr. Barrabee: Apparently it is clear that the music is to be considered like athletic competition.

Mr. Nelson: No, it's not. If you look at the policy on page 2, when it says extracurricular interscholastic activities, and when you look at the definition it doesn't mention band or music because generally those are during the day. This policy is talking about interscholastic activities. As I mentioned earlier, and Ms. Nelson can clarify, at that time band was after school at Donaldson. So it was considered an extracurricular activity. Is that correct?

Ms. Nelson: That is correct. At Donaldson [Elementary] it was a course that was offered after school which then gave it the definition of extracurricular. As I understand it, and I would encourage Mr. Dangerfield to step on in here, as I remember reading that statute, I believe the piece that talks about interscholastic refers to athletics and talks about how students may try out for a team. However it also says that the selection of team members gives preference to students who are enrolled in the school. So I think that perhaps where that confusion has come in is that band at Donaldson was offered after school so it was thereby an extracurricular. However, the portion of the statute and the policy as it currently reads talks about interscholastic athletics. So children who are enrolled in middle school and high school band, choir, orchestra, drama, theater, any of those fine arts classes, are taking those classes as a core class. That is where I believe the difference lies. It is part of their regular scheduled day. When they get a schedule handed to them, if band is offered second period, and they are in band, that's what it says on their schedule for second period. What I believe the speaker might have been alluding to is that, and I need to check and would be happy to verify this, but there was a discussion at one time among the AIA and the AMEA (Arizona Music Educators Association) to withdraw from AIA because of some regulation. Typically what happens is when a band wants to participate in statewide competitions they go to those competitions, but it is kind of like taking a test in the class if you think about it because they are going to earn a rating for their performance at that point. But it's different than an athletic where students...if I've signed up for second period band, I'm not going to get cut from band like I might if I tried out for football and didn't have the same skill set as other students might have had. I go as a member of my class to participate in this competition. Does that help or make it muddier?

Dr. Barrabee: Well it...

Mr. Nelson: Dr. Barrabee, if I can add one thing. The reason band at that time was after school [at Donaldson Elementary] was because it had to do with the schedules of the teachers so that we could get in all of our schools. That was the only time we could get it in at Donaldson was after school. Normally it would be during the day.

Dr. Barrabee: It seems like elementary schools are in a different type of category than middle and high school. I'm trying to figure out how within our policies a home schooled student could participate or not in elementary band. Is that out of the question because it doesn't involve...

Mr. Nelson: Our policy does not allow for home schooled students to participate during the day in core classes in the instructional program. Our policy says in terms of interscholastics, and the wording applies primarily to

athletics, it says they may participate. Meaning it is not automatic, but they may participate in extracurricular athletics. Our policy has been to allow them to come out and try out for teams and extracurricular athletics. But our policy in core classes does not allow, because we get no funding for it. I think that is why President Day is directing us to include in the policy potentially allow home schooled students to attend if we get funding and secondly doesn't negatively impact class size.

Dr. Barrabee: Would that be for elementary, middle and high school?

Mr. Nelson: It could be, yes.

Dr. Barrabee: Okay.

Ms. Day: Okay? Study/Action 7.A.

7. STUDY/ACTION

A. Adoption of the FY 2016-2017 Expenditure Budget Revision 1

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 7.A.] (Exhibit 14)

Mr. Little reviewed the Budget Revision 1. The revision is the carry forward of Prop 123 funds. The State did not provide the funds in 2015-2016 FY; the District received the funds in the 2016-2017 FY and it was used for employee pay as determined in Meet and Confer.

ACTION: APPROVED. MOTION: Ms. Day moved that the Expenditure Budget Revision 1 be approved as presented. **DISCUSSION:** There was no discussion. **SECOND:** Ms. Grant; **VOTE:** 4-0 (Voice Vote).

Ms. Day called for a short break at 8:38 PM. The meeting resumed at approximately 8:47 PM

B. Study/Approval of Advisory Committee Regarding High School Instructional Scheduling Recommendation to the Board

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 7.B.] (Exhibit 15)

Ms. Day: Okay. Study/Approval of Advisory Committee Regarding High School Instructional Scheduling Recommendation to the Board. I have three public comments. Sarah Stuart, do you want to talk before or after?

Ms. Stuart: I'll speak before.

Ms. Day: And Ms. Mehren, before or after?

Ms. Mehren: I would prefer to speak after, but I also have corrections to the Board packet that I would like to alert you of before you get to discussion.

Ms. Day: Well, does that mean that you want to talk before?

Ms. Mehren: *(Unintelligible on recording. The question was how much time she could have; if her comments on content of the Board item could be separate from her public comment.)*

Ms. Day: Mr. Dangerfield.

Mr. Dangerfield: The Board can accept that if that's your choice. There's nothing wrong with that. But you can limit the presentation to totally add to 3 minutes. So she can take a minute before hand and 2 minutes after [the presentation of the item.]

Ms. Day: What's your pleasure Ms. Mehren?

Ms. Mehren: I would prefer not to take a full minute for a 5 second correction.

Mr. Dangerfield: Whatever it takes would come from her 3 minutes.

Ms. Day: Yeah, so if you take 5 seconds, you are going to get 2:55 [for your comment].

Ms. Mehren: Okay.

Ms. Day: Okay? That's the Math. And Ms. Een, do you want to talk before or after?

Ms. Een: Before.

Ms. Day: Okay, same rules apply as what I read before for the item specific agenda items, so Ms. Stuart you are on deck...no Ms. Stuart you are up and Ms. Mehren however long it takes. So Ms. Stuart's first. Oh, I'm sorry, we can allow that as well. Ms. Mehren do you want to present your correction first?

Ms. Mehren: It takes us longer to sort this out than to tell you what it is.

Ms. Day: Okay, and Ms. Gardiner, you need to time.

Ms. Mehren: Okay. It's in the Board packet that you have under the CDO recommendation, the first bullet point, reduce instructional minutes to 150-160 by changing full-time status to five classes; that should be hours not minutes.

Ms. Day: Okay.

Ms. Mehren: Just to eliminate any confusion for the Board.

Ms. Day: Thank you. How many...?

Mr. Dangerfield: 2:35 left. (*Time remaining for Ms. Mehren to make her public comment after the presentation.*)

Ms. Day: Thank you. Okay, Ms. Stuart.

Ms. Stuart: Good evening President Day, Board Members, Superintendent. In January of 2015, data was presented to senior District officials that Amphi high schoolers sit in class the equivalent of 6 to 7 weeks longer than their counterparts in a random cross section of districts across the state. For simplicity, two local high schools were used as a comparison, and our students in comparison to those schools are in each class an average of 40 hours longer than their peers. When you consider that each child takes around six classes we found that our students exceed seat time of other schools to the tune of 250 hours per year. Further, we have presented to this Board and opined in public comment almost twice every month for most months of the year that we have met with groups of teachers, parents, AEA, Board Members and have furnished multiple reports at the request of the Board. Some members have submitted to interview by the Arizona Daily Star more than once due to their interest in this issue. And there are now many pages of minutes documenting all of this data. Approximately 4 percent of all high schools students at Amphi take four or fewer classes. In 2015 there were only 195 students of the nearly 5,000 high school students in the District who took four classes. As Mr. Jaeger stated on January 16th of this year, this number of four classes is not a requirement, the District cannot set a requirement, it is a recommended minimum. What is a requirement is 720 hours per class, per year for academic courses. Amphi has chosen to cater to a culture that no longer prepares our high school graduates for the military, career or college by allowing 195 students to dictate an untenable schedule for the majority of its students in the District. The projected cost to the District to ameliorate this solution is about a quarter of a percent, which is approximately \$185,000.00 to implement according to numbers given to the Advisory Committee by the CFO. Both the Board and the Advisory Committee have asked the District CFO for an analysis to backup these projections of loss beginning last January. And this backup has not yet been provided. The Advisory Committee has disproven that this is a multi-year cost. There is only one graduating class where some students would graduate with excess credits. The recommendation is ambiguous, the general recommendation, and is written in a manner that makes it difficult to implement change. And what we ask is that the high schools Ironwood and CDO that have asked for change be allowed to implement that change. The legal requirement is defined by the State, and the financial requirement is not defined here and must be defined by the Board tonight. Our (*some individuals*) recommendation is that the financial requirement be based upon the State cost of \$185,000.00. Amphi's mission statement is we believe actions reflect our (*the beeper began sounding indication that the speaker's time was up.*) values. And we hope that your values allow for the creativity of an implementation of a schedule that meets the needs of two thirds of the students at Amphi.

BoardBook Note: *For understanding of the topic of reducing instructional time, the separate topic that developed regarding rearranging or increasing the number of classes taken each year to encourage students who take 4 or less classes in their senior year because they have met their required credits to take more classes for funding, go to the Advisory Committee Regarding Instructional Scheduling minutes at www.amphi.com, Parents and Students, Advisory Committee Regarding Instructional Scheduling or this link: <https://www.amphi.com/Domain/3162>*

Ms. Day: Ms. Een.

Ms. Een: Good evening President Day, Members of the Board, Superintendent Nelson. My name is Jenny Een, I am a teacher at Ironwood Ridge High School and I am also a parent of a student at Ironwood Ridge High School and I also was a member of this committee which is why I am speaking. I feel that we've had a lot of parents speak and I thought maybe coming in as an educator and giving my perspective on the committee. Just a little background. When I got involved with the committee I really didn't have a lot of opinions, I heard pros,

cons lowering instructional minutes, etc., but I really just got involved because in this day and age you can get kinda depressed about public education, and I always feel like I want to do something proactive, be part of the solution. So I got involved in the committee and I tell you this because I really didn't have any "dog in the fight", not even a Chihuahua, I'll just listen to all the perspectives. And now after the committee I do have some opinions. But I don't really have a lot more information. I feel like from this committee we didn't really fulfill the charge that the Board gave us. We had great people on the committee, so it was from no fault of those people. The facilitators did a good job, Ms. Gardiner deserves a medal or a certificate to a Day Spa; it was a difficult job. But we were supposed to survey teachers. I know that 100 percent of teachers at Ironwood wanted there to be a study about instructional minutes. We didn't survey any of them, we didn't talk to the teachers, we didn't survey parents, we didn't survey students, and for that reason I felt like we couldn't do which was the important thing to do, which was to weight arguments. Such as the arguments that were just presented, we had no time to look at here are the possible benefits, here are the possible costs. What would be better, what would be worse for our community? For whatever reason that didn't happen. So I think that this is an important issue, instructional minutes, I think that you as a Board were absolutely correct in wanting it to be studied; I don't think that it still has been. I think we do need to look at all of these options and see what works best for our schools and that's all. Thank you very much.

Ms. Day: Thank you. Okay.

Dr. Barrabee: Are we ready for a motion?

Ms. Day: Dr. Barrabee.

Dr. Barrabee: I move that we approve the recommendations as presented earlier with regard to leaving scheduling decisions up to each principal.

ACTION: APPROVED. MOTION: Dr. Barrabee moved to accept the Committee Regarding High School Instructional Hour Scheduling's overall recommendation that scheduling of instructional minutes/hours be left to the principals [individual schools]. **SECOND:** Ms. Grant seconded the motion or discussion. **DISCUSSION:** The Board engaged in discussion of the item and topics.

Ms. Day: Okay, Dr. Barrabee.

Ms. Grant: We still have another speaker, don't we?

Ms. Day: Well, she wanted to speak afterwards, right? When did you want to talk Ms. Mehren?

Ms. Mehren: Certainly before action.

Ms. Day: Okay. Again, now? I suggest that you go now Ms. Mehren.

Ms. Mehren: That's it for discussion?

Ms. Day: No, but...

Dr. Barrabee: You never know when we complete our discussion.

Ms. Day: You never know when it's going to be, we might be ready to call for the question and then it's going to be...

Ms. Mehren: Is it ready to go? (*Ms. Gardiner was preparing the timer for the 2:35 Ms. Mehren had remaining in which to make her public comment.*)

Ms. Mehren: Instead of allowing our high school students a normal 150 hours per class, per year as in most other Districts in the state, Amphi District students have, in some cases, over 190 hours of class per year. That is an extra 6 to 7 weeks of class for our high schoolers. There's no plausible explanation for this, which leaves the appearance that this district has chosen to monetize the excess seat time of our children. This would seem an unseemly revenue stream for a school district. I truly believe the Board was previously unaware of this unusual fund raising mechanism. Now that we are all fully informed, this practice should end. It should be corrected tonight. That might be of interest to someone undertaking the study of the unusual revenue sources for the District. We have been warned of up to a \$220,000.00 loss if a proposed recommendation is accepted. First the numbers have not been proven. Quite the contrary, there are a number of disputes to the numbers provided in the Advisory Committee. In reality this isn't a loss at all, when you consider that this budget line is truly ill-gotten gains. What we have is a situation where money that does not belong to the District is being misattributed as a loss. Let me explain. Our students sit in class 6 extra weeks each year so that the District can

pad the budget on average \$185,000.00 each year. For illustrative purposes, one could easily draw comparison to child sweat shops. Instead of sewing buttons, our children are sitting in class. For this the District is rewarded with \$185,000.00 financial gain for their attendance. It is immoral at best. Now that the Board understands this issue it is incumbent upon you to stop it. Consider this; up the road in Marana they have instituted a five class minimum for next year. Why? Why didn't they just extend the day in order to meet the State minimum like Amphitheater District is doing currently? I dare say they have chosen the moral high ground. We (*some individuals*) ask this Board to act tonight in support of students and the de-monetization of seat time that does not belong to the District. The committee has asked that the Board allow the two high schools that desire change, within legal requirements, to move forward. (*Ms. Gardiner announced that time was up.*) The financial requirements must be stipulated by the Board. (*Ms. Gardiner announced again that the speaker's time was up.*) They have not been defined in the recommendation (*Ms. Gardiner announced again that the speaker's time was up.*) and we (*Ms. Day then gaveled the speaker out of order.*) ask that you please... (*Ms. Day gaveled again.*)

Ms. Day: Thank you.

Ms. Mehren: Thank you.

Board Book Note: *The State of Arizona only provides funding to school districts for the minimum number of hours and core courses required by law that a student must attend. Any classes taken/time in school beyond the minimum requirement does not generate additional funding for a school district. Advisory Committee Board Books and Minutes at which school funding information was presented and discussion held in 2016 are on the website at www.amphi.com, Parents and Students, Advisory Committee Regarding Instructional Scheduling.*

Ms. Day: Okay, we are now in discussion. Dr. Barrabee.

Dr. Barrabee: On one hand I really think that it is always a good thing when members of the public bring to the attention of the District their concerns. The question is simply, after that, what is the best way for the District to respond in terms of, well, just responding to the concerns that were expressed. Generally speaking concerns that are related to scheduling, for example, are really administrative issues to be handled at the request of the Superintendent to those involved to take into consideration the concerns expressed by the parents and do what's possible to meet those requests, if it is possible. When the issue comes before the Board there's a real problem because we don't have the background to be administrators. One of the things that we've learned from this experience is that the issues are extraordinarily complicated and interrelated. It's inconceivable that we as a Board, with our limited background in terms of school administration, that we could substitute for the administration that we have with imposed solutions that aren't based on the degree of knowledge that the administrators have. Therefore I am inclined to think that continuing consideration of this matter is not going to be constructive in terms of hoping that the Board is going to substitute for the administration in terms of finding the solutions that various people have been concerned about. There are a slew of concerns that are legitimate concerns. If I were a parent I would be terribly concerned about too many students in the classroom, not enough school Counselors, not enough Nurses perhaps in every school. These are real problems, real concerns, just like the concerns that have been brought up on this issue. As an organization, as a district, we would respond to many of these legitimate concerns, and I am not suggesting any of these concerns are not legitimate, because we have limited resources. How different it would be if we had 20 more buses and 20 more bus drivers and a couple hundred more teachers and more Counselors and Nurses. It would be nice if we could. But part of the problem with the process we've been going through is it is taking our very overstressed administration a lot of time and energy to train people to try to come up with solutions. As it is our administration is overstressed due to limitations in how many administrators we have. To go back and impose more pressures on the administration to do further research I think is unreasonable simply because of our limitations. We are constantly dealing with compromises and that is the reality of education. We are constantly compromising because of limited resources. The most effective way to find solutions is to put it to people who are most qualified to make the decisions. In my view, those who are most qualified, in terms of each school, are the principals at each school and that is where I would like to see us leave this issue.

Ms. Day: Okay, Mr. Leska.

Mr. Leska: Thank you President Day. I respect your opinion and I want to also...and I appreciate what you said Dr. Barrabee however, we are needing to address what's best for our community and our children not just the hardships that are put on our administration. And I totally get where you are coming from because we do have a lot of hardships that we put on them. So if money is what we are talking about its...I mean \$185,000.00, I haven't really gotten a clear answer on exactly how much...yes Sir.

Mr. Dangerfield: Mr. Leska and President Day, if I could just clarify something from a legal perspective. There is no additional funding for adding extra time. The State requires a certain time of minimum hours and minutes in seat time to pay what they pay for students - ADM for students. There is no additional funding because they will only pay you if you put in a certain minimum number of hours, but nothing for extra.

Mr. Leska: Sorry, I misspoke. So the changes that would create...Mr. Little had mentioned that there could be a loss of \$220,000.00, at one point \$150,000.00 so I really haven't...we as a Board really haven't gotten a run down, a complete breakdown on how much we would be expending further as a District for whatever changes we make. And I have three, almost four pages of questions that the memo that was provided to us on Friday produced, and some of the other questions that, I mean I have four pages here. But if it is funding that is required we just found out today that we are going to save \$100,000.00 in solar per year for energy. We just found out this evening that almost \$57,000.00 we are going to save per year in data. The Board has, I think most of the Board has chosen not to go to our ASBA Conference, the National Board Conference which probably can save us another \$20,000.00. There is money to be had that we can save that we can make our children and our teachers whole in this situation, and to make it right. I guess make it whole is the wrong...to make it right, to make it morally right. To put teachers out there to have almost well 6 weeks of extra school time that they have to teach and I mean we have three or four or five, well all of you I think, I think most of you, all of you, are teachers except Ms. Mehren, and anyway. Ninety percent of you in the audience are teachers and administrators who have to also have, who are affected by this. We have coaches who if we reduced time hours, who are also teachers, don't have to plan for that last class when they go to a sporting event that they have to coach at. And athletes who are in our school district too up to 18 classes a semester, I believe it was after my calculations, that they don't have to plan for. There's a...I have more questions I guess and I am going to reserve some of this time for further discussion, and I am going to gather my thoughts and ask for more time to discuss this unless no one else has any questions.

Ms. Day: Ms. Grant.

Ms. Grant: I don't have any questions, but I have a comment and it will be at the end.

Ms. Day: At the end.

Ms. Grant: At the end.

Ms. Day: Okay, so to clarify what I heard from you Mr. Dangerfield was that the longer they sit in their seats, we don't get more funding based on that.

Mr. Dangerfield: That is correct. There is none for additional hours as long as they are in a seat for a class. There is an option, a school district can take an option, for a 200-day school year instead of a 180-day which is what's required.

Ms. Day: Oh yeah, we looked at that before.

Mr. Dangerfield: And go to a 200-day school year and get an extra 5% [funding] which is my understanding. But you would have to go 200 days of school the same amount of hours per day as you are required instead of 180 days. Otherwise there is no additional funding [received].

Ms. Day: Alright. Okay, good to know. Okay, Ms. Grant.

Ms. Grant: I just have a clarifying question President Day and Mr. Nelson, and I don't know if you can answer it, but it is towards Mr. Burns. Mr. Leska said we had some savings because of the solar, but if I understood Mr. Burns correctly that savings is going to change come May and June when we turn the air conditioning on. So then our bill will be higher at that time? Is that correct?

Mr. Nelson: Mr. Burns.

Mr. Burns: President Day, Vice President Grant, that study was based on the projected actual production of the solar panels in relation to our actual demand for electricity. And so in this time of year we still have ample sunshine during the day at the peak time when we make a significant amount of electricity during 11:00 am to 1:00 pm. But also this time of year we do not have the demand for electricity being generated by the air conditioning. Right now we are able to see some savings, or credits that TEP owes us now for free. But when

the temperatures warm up and air conditioning in use we will quickly use up those credits and be paying TEP again for electricity.

Ms. Day: I have a question for Mr. Little. If Board Member Leska was talking about, if you gather money pile A and pile B and pile C, it has been my understanding, but I could be wrong, you can't always add that up. Like Title II [monies] can't be paid, save money in Title II to pay here or there or everywhere. Can you clarify that somewhat.

Mr. Little: President Day, Members of the Board, Mr. Nelson, there are restrictions that come with various sources of funds and so you cannot always rob Peter to pay Paul. Within the whole scope of the budget there are savings in places, but there are always places that there are cost increases. Utilities are one. We have a completely unknown solar power rate case with TEP, we don't know the outcome. Some projections show that as millions of dollars' worth of cost to us, we are not quite sure how that works out. Even within that we have the new current-year funding formula [by state law] and we don't even know what our budget is until the year is over with. We even have that additional challenge that we are dealing with on the budget now that we have never dealt with in the past. We were able in the past to go into a budget knowing what our budget was for the year. Now we literally will not know what our budget was till the year is over. It's kind of a unique environment.

Ms. Day: Yeah. Dr. Barrabee.

Dr. Barrabee: Certainly if we were somehow to find some extra money, money we hadn't anticipated, the question would be what are the priorities for that money? And again, that is the sort of decision that administration needs to focus on. Are we going to hire some teachers? I mentioned concern about pressures on staff, but there is also concern about the students, too many students in a classroom. That would be, in my mind, a high priority. But then again in order to know where you are going to put money you need to have a sense of the whole picture. I don't feel competent to make that type of decision because I'm not a trained administrator and the administrators we have are specialists in their areas and they confer with each other to come to conclusions. I think it is better for the Board not to what is sometimes called micromanage. We'd be going on for months doing this if that's what we are going to do, and I think that would be quite counterproductive.

Ms. Day: Mr. Leska.

Mr. Leska: There are two things I want to say. Mr. Little thank you for the information you provided, however I have to ask you - won't we always have those issues of not knowing what the future lies ahead of us even if we do have this program changed or not? We are always going to have that challenge of the unknown, not knowing what the current year funding budget is going to be or what the energy costs are going to be in the future because that's political. And politics as we all know is unpredictable, so we are always going to see that. The other pieces to this is that I understand Dr. Barrabee you think that has gone months, it's actually gone two years from what I understand, so, and we are just finally seeing headway on this and because it is such an important issue. First of all you talk about teacher retention. We need to retain teachers and if we are having them teach 6 weeks (*Of equivalent time as claimed by Ms. Mehren.*) longer than the other school districts in our community then they are not going to want to stay here, especially not new teachers. The older teachers who are already established here, they might just bite the bullet so they can retire, but we don't want them to. And we want to stay here because of that. So that's a big issue for me. For children sitting in the classroom when they don't need to be sitting in the classroom because there's no cost benefit for them to do it, because we don't get paid more, like Mr. Dangerfield said. There's no reason for them to endure sit time, classroom time, if it's unnecessary. And teachers then, and I read the memo, the Friday Memo, when the last issue was IB and Cambridge Classes as part of their Amphi experience. Many of these courses have evenings and weekends with teachers and classmates to cover class material. This would actually, and it says, "Teachers have received no additional compensation for opening their classrooms, or homes in some cases, on weekends and evenings to help these students." "If we shorten the class period might this possibly impact their generosity and professional commitment by requiring additional time from their and from their students, some of whom work and have schedules impacted?" My argument would be that it would actually open their doors because they have more time to give to their students if they choose to on the weekends and at home and whatever, because they have less classroom time that they have to teach. So on the second to the last, let me check my notes here, I have quite a few, I apologize...there's the athletic consideration. I think I already belabored that point, but athletics they support changes, this, I've heard that the athletics both who are teachers in the classroom who are coaches,

but also students, will have, wouldn't miss 18 classes per season. So they have an additional time that they won't have to prepare a classroom, for their, additional time for teachers to prepare for substitutes and to cover their classrooms. And athletes won't miss classes because of that and they would have more opportunity to be able to not have to be in class when they can be out in the field, there's that whole sleep deprivation. Here's where I'm getting at, and Dr. Barrabee I really do respect you and I really do respect your opinion, but we heard from two teachers today, this evening...

Ms. Day: One teacher.

Mr. Leska: that that procedure that we asked them to look into, through this committee, they, it sounded to me like they didn't feel like the whole procedure played out. Their voices weren't heard completely and there was miscommunication within that committee, and that everything wasn't said and vetted completely. And yes if it takes two more months, it takes two more months in my opinion. But we should not jump the gun just to get this done and over with when 5,000 students are affected. I mean in our district, who you know, all the high school students are affected. It's extremely important that we really take a careful look at this and I know we have already and I think it's a great start, but we need to finish this before we move forward with a final vote to put this to bed.

Ms. Day: Ms. Grant do you want to talk now?

Ms. Grant: Yes, I'm going to go through my notes and I am sorry I have changed my mind 18 times. First of all I did want to make one comment - that Marana was mandated to change their schedule by the Department of Education. But the discussion about the instructional minutes and there's been the discussion about the five classes as a Senior year, and to me the parents and students currently have the option to take five classes as a Senior. It would be upon Counselors to encourage them to that fifth class, or the parents to talk to them about the benefits of taking five classes their Senior year. And, you know, as students some of them come in 8th grade, and when they register as a Freshman they've got that 4-year schedule already mapped out. They know exactly what they are going to do and how they are going to get there. But many students once they start as a Freshman, they don't know. And they find out about band or music or IB or Cambridge or the JTEDs so now they have to change it. As a Sophomore or Junior they change their minds; as long as they wind up with the graduating credits. But we have to have that flexibility there for them so they can adjust their schedule accordingly especially, for example, we heard about the Honors Internship. Well, as a Senior they have to be done half a day in order to take that program. Well, they won't be able to if we mandate this. So I think we have to leave the flexibility with our high schools to accommodate. There is nothing preventing any student classes as a Senior year. And then I wanted to make one clarifying point as a Board Member: through this whole process that we have gone through for I don't know how long, a year a year and a half, I have never been contacted by one teacher, outside of this Board meeting, about being concerned about instructional minutes or the five classes as a Senior. So, I just wanted to clarify that point as a Board Member. Thank you.

Ms. Day: Dr. Barrabee.

Dr. Barrabee: I am very sympathetic to concerns of teachers feeling overburdened. I think probably most teachers in the District feel overburdened because they have too many students in the classroom, because there isn't as much support available as they need. So that fact that teachers are overburdened is a chronic situation unfortunately, and the Legislature is doing their best to make it worse. I am not without sympathy for the issues, I mean I've seen my wife teaching for 37 years and my gosh, at one point she had 38 children in Kindergarten classroom, and it was crazy. And it meant she didn't have much life after, it was a different district, when she wasn't teaching she was busy preparing for teaching. But the thought that students are spending more time in school in classes somehow, spending more time than minimum required as being something that is without value surprises me. I just don't understand why our bar, or the bar of any of the students should be to just attend the minimum amount of time. It's a privilege for them to be able to spend more time at school, take more classes, have more options. Again, these issues are extraordinarily complicated; it isn't just a matter of money. It's so complicated that to insert from the Board a mandate based on our, at least my lack of sufficient expertise in all the areas that are involved, I think it's not constructive.

Mr. Leska: Madam President...

Ms. Day: Okay, one point of clarification I would like to, or something I would like to take us back to at one point, was that we did listen to students who came and said, I don't think the issue is to be minimalists and not do what's right by students, but we did have at least two or three students who came in and said their options

were limited because of the length of the day, etc. etc. So I sort of, I don't mean to take exception, but I don't want to be considered a minimalist. That's not what we are trying to look at at this particular point.

Mr. Leska: I'd like to, if you wouldn't mind Dr. Barrabee since you made the motion, to maybe amend it. And you can throw it out the window if you will, but I'm going to bring it out there that we strike, that we take your proposal, your motion but strike the word "financial" out of the paragraph...

Ms. Day: It doesn't have that in it. Ms. Gardiner, would you read back the motion that Dr. Barrabee made?

Ms. Gardiner: If I understood Dr. Barrabee right, he recommended that scheduling be left to, that the principals of the schools would take care of scheduling. Not the recommendation...

Ms. Day: Right.

Mr. Leska: Oh okay, but that's it?

Ms. Day: Right. That was his motion.

Ms. Gardiner: And Ms. Grant seconded it for discussion purposes.

Mr. Leska: So, just for clarification, the scheduling at Ironwood Ridge, they had their proposal to do what they were going to do, CDO had their proposal, and Amphi High I think was going to keep it status quo. I think that was the discussion and if...

Dr. Barrabee: ... I don't understand that. There were suggestions from the committee for possible changes...

Mr. Leska: Right.

Dr. Barrabee: ...but ultimately the issue was who was going to be responsible for deciding what changes, if any, and it was left to the principals of each school, and that is my motion. That that part be the sole decision of the Board.

Ms. Day: Okay, I guess that brings up a question that I know some of us had regarding the committee or the recommendations that came out. So when it says, for instance, Ms. Burnett I am going to put you on the spot, I'm sorry, but when it says Ironwood Ridge's recommendation is this, this is a recommendation from that committee. Is that in fact your recommendation, or might be? I don't know because it gives the impression that Ironwood Ridge wants to do that when in fact it might be a small group of people who were in the committee.

Mr. Nelson: Ms. Burnett, would you like to respond please.

Ms. Burnett: Good evening President Day, Members of the Board, Superintendent Nelson. I would first like to say for clarity's sake that I was only able to attend the first and last committee meeting that took place over a long period of time. So out of respect for that clarity, I want to make that clear. I think that it is a very good point that you make, President Day. There were four teachers from Ironwood Ridge on this committee; there are 85 teachers on staff. I do know as a high school administrator that the high school schedule is a very personal and important thing to every teacher in the building. I don't believe that I can state that the entire staff at Ironwood Ridge would support specifically what four members may have put together. Actually I would say I don't believe that would be true. Anytime there would be a schedule implementation or change, I believe personally as an administrator that would be a staff-wide discussion. So I am not sure if I answered your question.

Ms. Day: I've got my answer. But did you understand that? Okay. Do you have a question for Ms. Burnett because I wanted to call Mr. DeWeerd and Mr. Lansa up as well just to get them on record. Do you have a question for Ms. Burnett?

Ms. Grant: No. I have a question for Dr. Barrabee. So...

Mr. Leska: Uh, yes actually thank you President Day. So it was my understanding that this committee was supposed to survey all of your teachers, and if four were only selected to go and if no one really knows how the teachers would feel about this schedule change, why didn't we...

Mr. Nelson: Let me answer that.

Ms. Day: I don't think that's Ms. Burnett's...

Mr. Leska: Right.

Mr. Nelson: President Day, Board Members, Mr. Leska - in the materials that you received on Friday you had the charge of the committee. It specifically says a survey will be done if a change is recommended. It doesn't say that you are going to survey the staff. If a change is recommended. That's a fairly important distinction.

Mr. Leska: Absolutely, I agree. But aren't we recommending a change that the ...

Dr. Barrabee: Not necessarily.

Mr. Leska: Well, I apologize...

Ms. Day: Okay, if we, can...if the issue is who then, here's a question for clarification, who is it? Are you in charge of the schedule right now at Ironwood Ridge, Ms. Burnett?

Ms. Burnett: President Day, yes, I believe I am.

Ms. Day: Okay, alright, so there is in fact, according to Dr. Barrabee's motion, we are not really changing anything. I mean we do have to have a motion but we are not changing.

Dr. Barrabee: The motion is not to make changes essentially, but I think there was something constructive that occurred as a result of what went on. Two things were constructive. One, certain issues came to the surface that any principal should know is of concern to at least part of the constituency that she deals with, both the parents and the students and the staff. The other thing that I think we have learned is that the Board cannot effectively become the administrator making mandates over the administrators.

Ms. Day: Okay. Mr. Nelson, you want to comment?

Mr. Nelson: Yes, just to clarify for the Board and attendees this evening. The recommendation that the committee put forth, does not say that there can't be a change in the scheduling.

Ms. Day: No, I understand that.

Mr. Nelson: It says that where it belongs is with the site input from the staff to the principal. It doesn't say that a change can't be made.

Ms. Day: Well, an issue at that point certainly the awareness has been heightened regarding the schedule.

Ms. Grant: Regarding your motion Dr. Barrabee, do you want to make it clearer based on the recommendation of the committee where they said it would be, and I am sorry I don't have it in front of me, but I think it said it would be by the school based on financial.

Dr. Barrabee: No, I think the fundamental recommendation was that we would leave it up to each principal to deal with their schedule.

Ms. Day: Okay, alright, and then I would like to follow up. Ms. Burnett you may have a seat if you like. Mr. DeWeerd.

Mr. DeWeerd: President Day, Board Members, Mr. Nelson. A few things as we have been sitting here talking...one of my bigger concerns as a principal is thinking about, first of all, the process. The people that were involved in the committee from our school, the other schools, I don't know to what degree they were able to speak to other teachers and parents about what they thought about what was being discussed in committee. So I don't know to what degree they necessarily represented the entire school community. I can't speak to that. One of the things that has been talked about here tonight has been the excess number of minutes/hours that our students are sitting in class that equals up to 6 weeks' worth of time. That was one of the things that we did talk about quite a bit during the committee meetings. And again, to kind of echo Dr. Barrabee, it's almost seems counterintuitive to say that to have students in classes less time would somehow equate to better learning. What we talked about, or what I talked about at certain points in the committee, was that somewhere in there is probably this sweet spot of what's the most appropriate amount of time that a student needs to be effective. So we are comparing our model to all these other school models where there is less time, but that doesn't necessarily conclude, I think, that that's better, it just means that it is less. In there we talked about the idea of the law of diminishing returns in terms of how much time, so maybe there is a better place in there. But we didn't ever conclude what that amount of time would actually need to be. Then we kind of got to this point where we didn't have a consensus between the three high schools. John will come and speak to you in a minute about Amphi and their particular needs and my group recommended a change in how we do minutes as did Ironwood. But I said my voice in that wasn't necessarily represented I think because I echoed several times during the committee meetings that I...there was a bullet on our recommendation, the second bullet I think of what we said, because one of the things that I am very concerned about is any change that could potentially put more work on a teacher's plate would not be something that I could support. One of the questions, one of the topics that Mr. Little spoke about was the idea that a change could result in a teacher teaching another class. I don't know if that's true or not, but if that is true, I would not recommend that. That was one of the things we talked about. He also said there was a potential loss of money which we discussed tonight. And I said I cannot...there is not enough compelling evidence in this discussion for me to recommend something that might cost the District money and would potentially create more work for a teacher. With that said, I think we could all agree that if we could provide our teachers with more time to work together, that would be a good thing. I think the thing we kind of settled out on as one of the more important things for kids is this loss of time at the

end of the day for sports. We all agreed that was a good thing if we could somehow compress our day so that was not an issue that would definitely be a bonus for students, and advantage for students. The thing that I settle on right now is you can't ask me to create a bell schedule that meets certain numbers of minutes that is different than another school in our same District. If we have teachers in one school teaching a certain number of minutes different than what my teachers are teaching at my school that seems very problematic to me. If the teachers at Amphi High School are going to teach 180 hours a year in each of their classes and my teachers are going to teach 150 to 160, you have now got a very big problem of equity to deal with. And I'm sitting here going, why haven't we been talking about that because John can't do something, he can't have one set of rules or standards for his school and I work by a different set of standards in my school. I like the idea that it will be up to me to create the bell schedule but I still have to work to the standard that meets the law that is consistent throughout our District. So whatever that standard is I can work to that, but it needs to be equitable, I think, throughout our District.

Ms. Day: Okay I just have a question, and I am not sure who it is for, but it's my understanding from reading this over the months that we don't have the same minutes taught in each one of our high schools anyway, right now.

Mr. DeWeerd: There is a minimum, so the standard is 180, they might vary to some degree...

Ms. Day: That's what I'm saying they vary, it's not equitable right now is my understanding. I mean according...

Mr. Nelson: It's close.

Ms. Day: I mean Ironwood Ridge was 190 something or other, I don't know, whatever, so it's not the same amount of hours in each of the high schools. That's the understanding. Am I correct? Okay, thank you.

Mr. Nelson: Thanks Paul.

Ms. Day: Do you have a question for him? Because I am bringing another principal up.

Mr. Leska: That's fine I'll wait.

Ms. Day: Thank you. Mr. Lansa.

Mr. Lansa: President Day, Governing Board Members, Mr. Nelson. I guess I am not sure what the question was. I think it had to do with if our staff were all understanding initially what...

Ms. Day: Well I. The question is, are you behind the recommendation? Now we heard last time you were here that Amphi doesn't want to change, but you were going to change your minutes by taking some off the lunch and some off the passing periods and basically that is how you are going to bring your day back to a shorter day. But the length of your periods will remain the same. Is that correct?

Mr. Lansa: Yes, so the recommendation from us [Amphi High] was not to make any huge change in the number of minutes and the instructional time. What we actually started with, and I guess this was actually a whole committee ago with a lot of this group, was looking at was the impact on students with sleep time, the amount of time they were putting in with sports, the combination of the stress that it had. It then carried over to this committee. Looking at the students and the amount of time during the day, we were really trying to alleviate at the back end of the day the amount of class time they miss with sports. To tell you the truth we could use even more class time, instructional time with the students. You know what happens with Advanced Placement teachers doing a lot of the additional support for those classes outside of the regular instructional day. We have the same thing happening with Cambridge, we have the same thing happening with our English Language development teachers. Our teachers work above and beyond those regular instructional minutes so to lose those was really the last thing that we wanted to do. We knew that it would have a negative effect on our students is really what it would come down to. Keeping the instructional time the same we were able to condense our day looking at how we could take some time out of passing periods, a little bit of a condense in the morning at our breakfast time, a little bit of a condense at lunch and freed up roughly about 20 minutes to half an hour at the end of the day. That was all to keep our students in class, nothing missing class at the end of the day. As far as the staff input, just like the rest of the high schools you heard, there were three teachers and a parent involved in the process. For me the way this works it the information that was developed, the recommendations, I take those back to my leadership team, we talk through it with the department heads and the leadership team, get their input and then, as Ms. Burnett talked to you about, including the whole staff. We did this three years ago with our school schedule. At that time we were trying to create more time for our teachers to have professional development and collaboration time. That's why our schedule, as you have heard, has

closer to 180 hours versus 190 at other schools because we found a way to make, develop more professional development time through early outs for our teachers. That was 3 years ago. We went through the same process. Looked at numbers of it with the leadership team, the whole staff and that is why our total numbers [of instructional time] are closer, almost down to the minute when we start looking at it, of those 180 hours that are required. That is because we carved out as much collaborative time as we could for our teachers in that last process three years ago.

Ms. Day: Okay, thank you. Anybody have a question for Mr. Lansa? Okay, thank you Mr. Lansa.

Mr. Leska: I just wanted to ask maybe a clarifying question to Mr. Dangerfield or Mr. Nelson, either one. Instructional hours, can they be changed legally by principals, the amount of instructional hours that are taught at each school, seat time?

Mr. Dangerfield: Yes you can as long as you meet the minimum requirement of the State. You just have to meet the minimum so that you get your funding.

Mr. Leska: Okay.

Mr. Dangerfield: But the principal does have administrative discretion, depending on the policy.

Mr. Nelson: President Day, Board Members, Mr. Leska. It's not quite that simple, it's an integrated process because of transportation. There are a number of other factors that go into the development of the schedule.

Mr. Leska: So they can't really change anything without Board approval.

Mr. Nelson: No, the way it works right now, if I may, is that our principals as they identified, gather input with the staff, they work through the department chairmen, their leadership team, etc., to come up with a schedule. School Operations, Finance and Transportation looks at the schedule to see what the implications are for each of those departments, and come to an agreement on an integrated schedule. Nobody really operates independently if that's the question.

Mr. Leska: Yeah. Understood. I just really am having heartburn that we spent months and months, and in some cases of the constituents years, discussing this and we are just going to vote to do status quo. Just to allow, because that is what they can do already. They can create their own schedule already, which means that through the integrated process that Mr. Nelson spoke about. But they already have the autonomy to do their own instructional hours as long as it meets the minimum and we are going to vote to be able to have them do it again which is the exact same thing as they do now so it is really.

Ms. Day: Well, I could say that's an assumption that there is going to be the status quo because we just heard Mr. Lansa say that 3 years ago they made changes. We have certainly heightened the awareness of instructional hours within the District. So I am very heartened by the fact that I think people will look at that, teachers will look at type of thing. And as Amphi did, I believe CDO, again not to put you on the spot Mr. DeWeerd, didn't you change the schedule last year just a little bit just to have, which maybe was the impetus to start this in the first place, because you wanted to start at 7:00 AM instead of 6:50 AM?

Mr. DeWeerd: President Day, Board Members, Mr. Nelson. That is exactly true. That is when Ms. Mehren and I began the process of looking - she was a member of my Site Council and that's when we had a number of students in first period classes, and it was starting at 6:50 AM, and I wanted to adjust our schedule so that first hour [zero hour] would start at 7:00 AM. So that 10 minute change required some adjustments so we tweaked the entire schedule. And that's when we had to stay within the 180 requirement.

Ms. Day: But you did make the change.

Mr. DeWeerd: We did make the change.

Ms. Day: Yes, Mr. Leska...Ms. Grant.

Ms. Grant: Did the IB issue get resolved? Wasn't there about the..

Ms. Day: Theory of Knowledge.

Ms. Grant: Theory of Knowledge.

Mr. DeWeerd: President Day, Board Members, Mr. Nelson. Ms. Grant, yes. We are working on a new model. Theory of Knowledge was being taught as a complete class which in order for our IB Students required them to take seven classes for two years. So we are looking at embedding that course into other classes, one at the Junior year and one at the Senior year. The requirement for IB is supposed to be integrated throughout both the years but it only requires 100 hours of time spread out over the course of 2 years. We were actually doing 360 hours over the course of 2 years and that was what was pushing it into the first period class. So we are looking at trying to embed that in another course.

Ms. Day: Okay. Mr. Leska.

Mr. Leska: There are two issues here that still have not really been addressed. So we've always given the leeway to the administrators to set their own schedules but we still have 7 weeks, 6 weeks of more classroom time and we also don't, they cannot change the financial piece, we can only do the financial piece to that if it creates a financial difference to your sites. And only we can allow that to happen if there's a change.

Dr. Barrabee: I don't...

Ms. Day: I think that we approve the budget, we don't mandate, we are getting into as you said the micromanaging part if we start with the money part. We approve the budget. That's our financial. Dr. Barrabee.

Dr. Barrabee: I must say I'm impressed in terms of what we've heard reported in terms of the dynamics that have occurred over the years at the different schools in response to the various concerns and pressures at each school, which are different. And one of the benefits of this exercise has been that awareness of some of the concerns at least are in the back of the minds of administrators. How and when they make changes I think should continue to be as it was; the responsibility of each school using the procedure that was described by Mr. Nelson which is an integrated process. As it must be as we are in an integrated system. I don't see us trying to mandate from the Board.

Ms. Grant: I call for the question on the Motion, please.

Dr. Barrabee: Second.

Ms. Day: Ms. Gardiner, read it back for us please.

Ms. Gardiner: Dr. Barrabee moved that the recommendations regarding scheduling of instructional hours be handled by the principals of the schools.

Ms. Day: Okay, and we had a second. Okay, any further discussion? All those in favor say "Aye", opposed "Nay". Motion carries 3 to 1.

VOTE: 3-1 (Voice Vote). Mr. Leska cast the "Nay" vote.

C. Study/Approval of Revisions to Section G (Personnel) of the Governing Board Policy System Developed through the Meet and Confer Process to Include: GBEB-R (Staff Conduct: Causes for Disciplinary Action); GCBC (Professional Staff Supplementary Pay Plans); Regulation GCBC-R (Professional Staff Supplementary Pay Plans); Regulation GCK-R Professional Staff Assignments and Transfers); and GCQFD-R (Discipline, Suspension, and Dismissal of Professional Staff Members: Hearing Procedures for Dismissals or Suspensions without Pay Exceeding Ten Days)

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 7.C.] (Exhibit 16)

Ms. Day asked Ms. Spencer if she would like to comment before or after the item. Ms. Spencer indicated she would like to speak before. Ms. Day read the Call to the Audience for Public Comment.

Dr. Barrabee asked if the policies would be approved altogether or individually. Ms. Day said it depended if they wanted to approve them tonight as it is Study/Approval. Dr. Barrabee asked for further clarification in a motion would be made for each policy separately or as a whole. Ms. Day said it depended on the Board and what the discussion is. Dr. Barrabee indicated he would be glad to deal with them together as he doesn't see any controversies.

Ms. Kathy Spencer, AEA Secretary, addressed the Board regarding the Meet and Confer process. During the Meet and Confer process she serves as one of the facilitators for the AEA and is pleased to report that they presented the proposed policies changes to their executive committee and body of leaders, and they voted unanimously to move forward with the proposed changes.

ACTION: APPROVED. MOTION: Dr. Barrabee moved to approve the revisions to Section G (Personnel) of the Governing Board Policy System Developed through the Meet and Confer Process to Include: GBEB-R (Staff Conduct: Causes for Disciplinary Action); GCBC (Professional Staff Supplementary Pay Plans); Regulation GCBC-R (Professional Staff Supplementary Pay Plans); Regulation GCK-R

Professional Staff Assignments and Transfers); and GCQFD-R (Discipline, Suspension, and Dismissal of Professional Staff Members: Hearing Procedures for Dismissals or Suspensions without Pay Exceeding Ten Days). **SECOND:** Ms. Grant; **DISCUSSION:** There was no discussion. **VOTE:** 4-0 (Voice Vote).

8. **ACTION**

A. Approval of Revisions to Governing Board Policies FBC (Retirement of Facilities), and LC (Relations with Education Research Agencies)

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50223773>, Item 8.A.] (Exhibit 17)

Mr. Nelson introduced the item saying that FBC has to do with the fact that if the District sells a school building we have to make it available to charter schools bidding on the property also. Policy LC is a little more significant in this way. It doesn't necessarily affect our district because we have already followed this guideline for a long time. Mr. Leska and I have already had a discussion about this and a couple of incidences. What LC basically says is that we follow and will follow recent legislative action having to do with surveys that could be considered invasive, or that ask certain types of questions. That is outlined in the law and this change basically says that we will follow the law and make sure that we do not take surveys of students, without parent permission, with certain types of questions.

ACTION: APPROVED. MOTION: Ms. Day moved to approve the revisions to Governing Board Policies FBC (Retirement of Facilities) and LC (Relations with Education Research Agencies as submitted. **SECOND:** Mr. Leska; **DISCUSSION:** There was no discussion. **VOTE:** 4-0 (Voice Vote).

BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

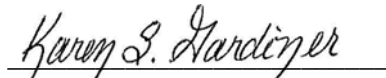
Ms. Day asked the Board if there were any requests for future agenda items. There were none.

PUBLIC COMMENT

There was no further public comment.

ADJOURNMENT

ACTION: APPROVED: MOTION: Ms. Grant moved that the meeting be adjourned. **SECOND:** Dr. Barrabee; **DISCUSSION:** There was no discussion. **VOTE:** 4-0 (Voice Vote), **TIME:** 9:55 PM.


Respectfully submitted,
Karen S. Gardiner

Jo Grant, Board President

TBD
Date

Approved: TBD