

DRAFT Minutes (for approval)

**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, November 18, 2014, 5:00 PM

Board Members Present

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

Board Members Absent

Julie Cozad, Member

Central Administrators Present

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

OPENING OF MEETING - 5:00 PM TO HOLD EXECUTIVE SESSION

Call to Order

Ms. Zibrat called the meeting to order at 5:02 PM.

1. EXECUTIVE SESSION

A. Motion to Recess Open Meeting and Hold an Executive Session for Student Disciplinary Action:

1. Determination of Whether to Hold an Expulsion Hearing and Designate a Hearing Officer to Hear Evidence, Prepare a Record and Bring a Recommendation to the Board, Pursuant to A.R.S. §15-843 (F)(2), Regarding:

- a. Student # 30040750;
- b. Student # 30050623;
- c. Student # 30021047;
- d. Student # 30010952;
- e. Student # 30036798;
- f. Student # 11507531;
- g. Student # 30034885; and
- h. Student # 30034401.

2. Consideration and Decision Upon Expulsion Hearing Officer's Recommendation, Pursuant to A.R.S. §15-843(F)(2), Regarding:

- a. Student # 30019326;
- b. Student # 30018937;
- c. Student # 30029390;

- d. Student # 30047108; and
- e. Student # 30037867.

3. Consideration and Determination of Appeal of Long-term Suspension Hearing Officer's Decision, Pursuant to A.R.S. §15-843(A); Determination of Whether to Hold an Expulsion Hearing and Designate a Hearing Officer to Hear Evidence, Prepare a Record and Bring a Recommendation to the Board, Pursuant to A.R.S. §15-843(A), Regarding:

- a. Student # 30051044.

Ms. Day moved that the Board recess to hold an Executive Session pursuant to A.R.S. §15-843 (F)(2) and A.R.S. §15-843(A). The motion was seconded by Ms. Zibrat and passed unanimously 4-0. The Board recessed into Executive Session at 5:03 PM.

B. Motion to Close Executive Session and Reconvene Open Meeting

Upon return to the Board Room, Ms. Zibrat called the Regular Public Meeting to order and asked for a motion to reconvene. Ms. Day moved to close Executive Session and reconvene the meeting into Open Session. The motion was seconded by Dr. Barrabee and passed unanimously 4-0. Ms. Zibrat declared the meeting in Open Session at 6:02 PM.

CONTINUATION OF OPEN MEETING - APPROXIMATELY 6:00 PM
Call to Order and Signing of Visitor's Register

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

Pledge of Allegiance to the Flag
Coronado K-8 School Students

Anabelle Coleman, Maya Horner, Leela Horner, Lizzy Thornton and Erica Baird
Board Book Information: *Some of the listed students were unable to attend. Michael Sears and Mark Clark attended as substitutes. Certificates were made and sent to them later.*

Ms. Zibrat asked Mr. Nelson to introduce our guests for the Pledge of Allegiance. Mr. Nelson commented on the outstanding students with us tonight from Coronado K-8 School, and asked Mr. Gerad Ball, Coronado K-8 Principal, to introduce them. Mr. Ball said it was a pleasure to have their Student Council members here to lead the pledge. The students led the pledge of allegiance. Each student then introduced themselves, spoke about their interests and introduced their parents and guests. Ms. Cozad thanked the students and presented each with a certificate of appreciation on behalf of the Board.

Recognition of Student Art
Coronado K-8 School

Dr. Barrabee introduced the student art display. The artwork on display this month utilized technology to create art photos, collaboration to create life story covers integrating Language Arts, ceramic works based on the Aztec calendar, a collage showing 120 years of hard work and history of the District, and art pieces that change images when viewed from different angles. He commended Art teachers Analia Lopez, Jennifer Pike for doing an extraordinary job of integrating Art with other areas of the curriculum such as Language Arts and Social Studies. Dr. Barrabee introduced Erica Baird, one of our pledge leaders, and asked her to explain how technology is integrated into her photography work. Erica shared that technology is integrated into photography because you have to learn the how the camera works because there are multiple ways to take pictures and sometimes you have to change the settings to make the photos

work out. Fourth grade students created a collage in recognition of the dedication and hard work all members of the Amphitheater School District have put forth every day since 1894. They are also celebrating remembering the past, embracing the present and preparing for the future. Ms. Zibrat thanked Dr. Barrabee and Coronado Art students.

Announcement of Date and Place of Next Special Governing Board Meeting

Ms. Zibrat announced the next Regular Meeting of the Governing Board: Tuesday, December 9, 2014, 5:00 PM, Wetmore Center, 701 W. Wetmore Road.

2. RECOGNITION(S)

A. Recognition of Distinguished Service Awards

April Hinzy, Accountability and Research Specialist, School Operations

Robin Meece, School Improvement Specialist, Holaway & Keeling Elementary Schools

Board Book Information: *The Distinguished Service Award was established to recognize employees' initiative, collaboration, loyalty, and contribution to the Amphitheater Public School District. Employees are recognized on a monthly basis during the school year. All Amphitheater employees are eligible to be nominated by their colleagues for this recognition.*

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

Ms. April Hinzy - April is a valuable member of our accountability department. She is called on to create reports to help our Principals identify areas for growth and development. She takes a pro-active approach to her work and often has answers before questions are asked. She is called upon by Principals to help with data collection, which requires her to look for innovative ways to present the data. She always has a smile on her face and is willing to help. April collaborates with many people. She does an exemplary job of organizing testing across the District. April is dedicated and committed to the Amphitheater School District and this is seen in her daily interactions. She's respectful, helpful and diligent in getting her job done, ensuring what needs to be shared. She takes pride in what she does and celebrates the accomplishments of everyone around her. She is always willing to step up to the plate when asked. She does this with a smile, a sense of humor and keeps those around her in good spirits. The attitude that she exhibits makes a positive work environment that extends beyond her office here at Wetmore. Ms. Day presented April with a certificate and thanked her for her work. Ms. Hinzy shared that she has worked at Amphi for over 8 years and the group of people she works with are professional, exemplary and they embody all these things that were just said about her.

Ms. Robin Meece - Robin is an invaluable resource to teachers, principals and anyone who has contact with students. She jumps in when things need to get done. She has a talent for looking at data and finding ways to make improvements. Robin wants to impact as many children as she can and is always willing to answer questions and look into things deeper. Robin is always willing to lend an ear, give feedback, brainstorm and share. She works with Principals to find solutions, develop plans or just find clarity. Robin speaks highly of all of our schools and will do anything in order to improve students and teacher learning and understanding. Robin's love of teaching is inspirational. As a teacher she always works to develop relationships and the personal connections needed to build trust. Robin has shared her wealth of knowledge throughout the District by providing training and professional development opportunities, casual hallway discussions and through her current position at Keeling working with staff

there. Robin's calm demeanor, enthusiasm for working with children, content knowledge and ability to find what works best for all children makes her a valuable member of the Amphitheater community. She is always there for children, teachers and administrators. Ms. Meece thanked her professional friends in attendance. Ms. Day presented Ms. Meece with a certificate from the Board. She is grateful to Amphi because everyone has given her so many opportunities. She loves her job and every job she's had at Amphi, and she is getting rewarded for what she loves to do.

B. Recognition of District Parent/Teacher Organizations

Board Book Information: Each one of our Amphitheater school sites has a working Parent – Teacher Organization, or PTO as they are often called. We have other sites with different distinctions (the Nighthawk Parent Organization at IRHS, for example), but the overall goals of the organizations remain the same. Our Parent/Teacher organizations play a vital role in supporting our schools and students. Parent/ Teacher groups provide funding, volunteer time, support and assistance in the both the classroom and the school, and are effective communication support organizations. We value and respect the work they do to enhance learning opportunities in our schools. We would like to take this opportunity to recognize our Parent Teacher Organizations and thank them for their efforts on behalf of our students and staff. Representatives from each school will be present at the Board meeting.

Ms. Zibrat asked Mr. Nelson to introduce the recognition of Parent/Teacher Organizations. Mr. Nelson shared some information about the awesome volunteers who have put in so much time for the District. Knowing most of them, they are also in large part responsible for helping us pass the Override continuation because their circle of influence and dedication to the District is amazing. Mr. Nelson asked Ms. Mindy Blake of Community Relations to introduce them. Ms. Blake noted that every school has a Parent/Teacher Organization and the PTOs play a very important role in how our schools are supported. They support our students and our schools. They raise money for our schools, they volunteer, go on field trips, organize trips, to help in the classroom, to help schools communicate with families in the District. The representatives are here on behalf of all the hardworking people who are on their teams back at their schools. Our PTO parents are very busy with family, jobs and other interests and we appreciate that they take the time to help out at Amphi schools and classrooms and to help our students be the best that they can be. Ms. Zibrat came forward to read and present the certificates. Dr. Barrabee thanked them for playing such a critical role that benefits everyone. Mr. Nelson stated that the PTO members are so valuable to our schools and they support us in so many ways, not caring to take credit. They care about helping students and teachers.

C. Recognition of National Merit Scholarship Semi-Finalists

*Board Book Information: We are proud of the six Amphitheater Public School District students who were recently named as National Merit Scholarship Semi-Finalists. The students are **Nicole Enos** and **Michael Yugas** from Canyon del Oro High School, and **Ryan Larson**, **Scott McKinley**, **Matthew Mitchell**, and **Mitchell Wagner** from Ironwood Ridge High School. Students qualify to become semifinalists based on their scores on the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/SMSQT). Nationwide this group of approximately 16,000 semifinalists represent less than one percent of all U.S. high school seniors. These very bright and talented young students have a chance to compete for thousands of dollars in scholarship money for college. To become a finalist, the students and their schools must submit a detailed scholarship application providing information about their academic achievements, community projects, leadership experience, employment, and honors they have received. (Matthew Mitchell was unable to attend.)*

Ms. Zibrat asked Mr. Nelson to introduce the recognition of our National Merit Scholarship Semi-Finalists. Mr. Nelson said what a great evening it is to get to recognize not only those who support our schools but those who achieve exceedingly well. He called on Ms. Blake to introduce the semi-finalists. Ms. Blake stated we are proud of the six Amphitheater District students who are in the

running for National Merit Scholarships for 2015. Students qualify to become semi-finalists by taking the preliminary SAT National Merit Scholarship qualifying test. A group of approximately 16,000 semi-finalists represent less than 1% of U.S. high school seniors. These very bright and talented students have the chance to compete for thousands of dollars in scholarship money for college. To become a finalist the students and their schools must submit a detailed scholarship application, providing information about their academic achievements, community projects, leadership experience and honors. They are busy students.

Ms. Blake called on Ms. Natalie Burnett, Principal of Ironwood High School, to introduce the Ironwood Ridge semi-finalists. She said it is always a pleasure to honor our top students and the pride of our school and District. She has three of four of the young men here tonight. She introduced Ryan Larson, Scott McKinley and Mr. Matthew Mitchell. Dr. Barrabee made the presentations. He asked each what their area of interest is and how they came to it. Matthew Mitchell said he would like to be a particle physicist, he has applied to MIT and is hoping to hear back. Scott McKinley said he is on the other end of Physics compared to Matt, he likes Astro Physics. He went to a summer program that peaked his interest and will pursue that in college. Ryan Larson loves sports and wants to pursue a career in sports journalism. Ms. Zibrat then asked them to introduce their family members.

Canyon del Oro High School Principal, Mr. Paul DeWeerd, introduced his students who are semi-finalists. Mr. De Weerd thanked them for the opportunity to introduce a couple of CDO all stars. He asked Nicole Enos and Michael Yuhas to come to the front. Nicole is an outstanding student who was recently selected for a youth service scholarship from Tucson Local Media, which includes Explorer News and Inside Tucson Business. Nicole has a 4.0 un-weighted GPA, and is currently enrolled in numerous Advanced Placement classes AP Literature, AP Calculus BC, AP Statistics and AP Physics. Nicole has volunteered her time on the Blue Print mission where she has helped build four houses at Puerto Peñasco, Mexico for under-privileged community members, and is also a member of the Refuel mission where she painted schools and a local hospital in Mexico. She continues to volunteer her time for Velo Vets, Wounded Warriors Project, helping visually impaired Vets with bicycle therapy. She is pursuing admission to several Ivy League schools and U.C. Berkley to continue her education. She intends to student Bio Engineering to join the fight against cancer. One of her best memories from high school includes being a member of the State Champion CDO Academic Decathlon team and competing last year at nationals in Hawaii. She also said she has enjoyed attending CDO because she is surrounded by a diverse group of students who are passionate about school and get along well with others.

Michael Yuhas has applied for admission to the U.S. Coast Guard. If he is accepted he plans on going into their Naval Architecture and Engineering Program to design naval ships and parts. To help prepare him for this challenge he is taking a variety of AP classes including: AP Statistics, AP Calculus BC and AP Literature. He is also currently enrolled in Architecture and Engineering 102. Michael is also a member of the CDO Academic Decathlon team and is looking forward to competing again this year and defending their State championship from last year. He intends to continue participating in Track and Field in the spring as a pole vaulter. Through his church Michael has also traveled to Mexico six times to help build homes for impoverished families. He said that he recognizes high school is a very transitional time and he has enjoyed watching his friends become young adults as they prepare to leave high school and pursue their dreams and futures.

Dr. Barrabee said he is extraordinarily impressed with their service to the community. It is very refreshing and very much needed. Dr. Barrabee presented Nicole and Michael with certificates from the Board.

3. PUBLIC COMMENT¹

Mrs. Zibrat described the procedures for addressing the Board.

Ms. Jo Holt addressed the board. She noted that a couple of good things happened two weeks ago on election night for Amphi: Ms. Jo Grant got re-elected to the Governing Board and the Override Continuation passed. She stated that the Override is a band aid, but is a necessary and needed band aid. As a former Senate candidate, she is here tonight as a pro public schools candidate. Problems with school finances have a long, sordid history in this State. It is going to take one or two more cycles to fix that. She will still be demanding proper funding for public schools and will not back down. Change is not easy. When it seems the darkest, we have to be the strongest; we have to have the courage of our convictions. Public education is critical to the state and to the nation. Ms. Holt then thanked the Board for their uncompensated service to this community.

4. INFORMATION²

A. Status of Bond Projects

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

Ms. Zibrat asked Mr. Nelson to introduce the Status of Bond Projects. Mr. Nelson called on Mr. Louth to speak about how the projects are proceeding. Mr. Louth presented a briefing with photos.

I. INSTRUCTIONAL SPACE / PORTABLE REPLACEMENT

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

Construction is 16% complete. Phase 1 renovations are in process.

HR - framing and structural repairs Federal Programs Offices - drywall, painting, ceiling grid installation, HVAC above ceiling duct installation, and lighting installation

School Operations Offices - painting, ceiling grid installation, HVAC above ceiling duct installation, and lighting installation

Technology Office - drywall installation, insulating, and HVAC Rough In

West Restrooms - demolition

East Restrooms - are open (temporary doors and partitions)

The Wetmore project is on schedule and on budget.

B. Donaldson Elementary School Addition/Remodel: schematic design is complete and design documents are being developed.

C. Mesa Verde Elementary School Addition/Remodel: design documents are complete and construction documents are being developed.

II. HEALTH, SAFETY, AND SECURITY

A. Wilson K-8 Playground Improvements: Procurement of a General Contractor for courtyard playground improvements is in process.

III. NEW SCHOOL

A. New Elementary School: Programming of the new school is in process with the architect of record and District staff. Currently the curriculum model is being developed. The physical model of the building and site will be developed based on the curriculum model. Procurement of a General Contractor is in process. Studies have been performed on the site. Archeological, ecological and biological studies have all been conducted and those came back with positive results with nothing of concern. The site is developable and we can continue to move forward.

Ms. Zibrat asked the Board if they had any questions. There were none.

B. Review of Changes to Federal E-Rate Program

Board Book Information: *Through the FCC, the Federal E-Rate program provides funding for technology and communications to schools and libraries who apply, qualify and are approved. This briefing reviews the program in general and explains the changes to the E-Rate program and how it will impact the District.*

Ms. Zibrat asked Mr. Nelson to introduce the E-Rate program review. Mr. Nelson stated that one of the Federal programs the public is not generally aware of is the Schools and Libraries division and the E-Rate program. It is fairly complex and really important to the District. He then asked Chief Financial Officer, Mr. Scott Little, who oversees that part of Technology to provide the report. Mr. Little said it has been 4 years since the last brief on E-Rate and now is a good time to review the program and talk about upcoming changes. He gave a PowerPoint presentation on the changes and how they will affect the District. Mr. Little closed by saying that it is a lot of information to take in, and he could answer questions the Board might have.

Ms. Zibrat called for any questions. Dr. Barrabee pointed out there is a lot of technical language and he would appreciate it if someone could share what broadband and wireless might mean for individual students in the classroom; what might be available for them because of these improvements. What it comes down to is how we enrich the program for students, but it would be nice to have some examples that are more specific. Mr. Nelson said that can be provided.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50130335>, Item 4.B. attachment]

5. CONSENT AGENDA

Ms. Zibrat introduced the Consent Agenda and asked if there were Board Member requests to have items addressed separately. There was a speaker request submitted for Item 5. P. Ms. Zibrat asked for a motion to approve Agenda Items A-O and Q. Ms. Day moved to approve Agenda Items A-O and Q. Ms. Grant seconded the motion. The motion passed 4-0.

A. Approval of Minutes of Previous Meeting(s)

Minutes from the October 28, 2014 meeting were approved as submitted. (Exhibit 1)

[<http://www.amphi.com/departments-programs/governing-board-minutes/2014-2015/october-2014.aspx>]

B. Approval of Appointment of Personnel

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50130335>, Item 5.B.]

C. Approval of Personnel Changes

Certified and classified personnel changes were approved, as listed in Exhibit 3.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50130335>, Item 5.C.]

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

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50130335>, Item 5.D.]

E. Approval of Leave(s) of Absence

Certified and classified personnel leave(s) of absence were approved, as listed in Exhibit 5.
[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50130335>, Item 5.E.]

F. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,836,708.45 (Final Total)

A copy of vouchers for goods and services received by the Amphitheater Schools and recommended for payment has been provided to the Governing Board.

The following vouchers were approved as presented and payments authorized:

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

G. Acceptance of Gifts

Donations were accepted by the Governing Board. (Exhibit 6)
[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50126042>, Item 5. G.]

H. Approval of Parent Support Organizations for 2014-2015

The following Parent Support Organizations were approved:

Keeling PTO
CDO IB Organization
Prince PTO

I. Receipt of August 2014 Report on School Auxiliary and Club Balances

School Auxiliary and Club Balances were accepted as submitted. (Exhibit 7)

Board Book Information: *Arizona Revised Statutes §§15-1121 and 15-1125 provide for the operation of Student Activity and Auxiliary Operations funds respectively. The Uniform System of Financial Records for Arizona School Districts (USFR) outlines procedures to be followed by school districts in the disbursements of monies from either of these funds. One requirement for the operational compliance is to provide a report to the Governing Board summarizing the transactions for the month.*
[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50130335>, Item 5.I. attachment]

J. Receipt of Monthly Status Report for the Fiscal Year 2014-15

The Monthly Status Report was accepted as submitted. (Exhibit 8)

Board Book Information: *This report provides an update on the funding status of the FY 2014-2015 expenditures.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50130335>, Item 5. J. attachment]

K. Approval of Out of State Travel

Out of state travel was approved for staff and/or students (source of funding indicated): (Exhibit 9)

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50130335>, Item 5.K.]

L. Approval of Grants

The following grant was approved and accepted by the Board. (Exhibit 10)

Board Book Information: *Amphitheater High School has received an ACA Honorarium grant from the Arizona Commission on the Arts in the amount of \$3,000.00. The funding will be used towards the cost of the artist honorarium.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50130335>, Item 5.L. attachment]

M. Approval of Supplementary Texts

The following Supplementary Texts were approved for use by the Board. (Exhibit 11)

Board Book Information: *Attached is a list of supplemental texts that have been purchased for use in the district during the first semester of the 2014-2015 school year. This is presented for the Governing Board's information and recognition.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50130335>, Item 5.M. attachment]

N. Award of Contract for Construction Manager at Risk for the Elementary School Bond Project Based on Responses to Request for Qualifications 14-0008 (updated 11/14/2014)

Board Book Information: *The Arizona Administrative Code R7-2-1100 covers the procurement of construction using alternative project delivery methods. Alternative project delivery methods for construction are defined as: construction-manager-at-risk, design-bid-build, and job-order-contracting construction services. Request for Qualifications (RFQ) 14-0008 was e-mailed to 132 General Contractors and published on the District's website. Five contractors submitted responsive proposals; one contractor submitted a proposal that did not meet the submittal requirements of the RFQ and was deemed non-responsive. The Evaluation Team scored each Contractor based on the evaluation criteria listed in the RFQ. The three highest-scoring Contractors were asked to participate in interviews with the Evaluation Team. The Evaluation Team ranked each Contractor based on the Contractor's interview. The results were:*

Core Construction, Inc. – Highest Ranking Contractor

Diversified Design & Construction, Inc. – Second Highest Ranking Contractor

Lloyd Construction Company, Inc. – Third Highest Ranking Contractor

The Governing Board determined that Core Construction, Inc. is the highest-qualified contractor for this project and authorized the Administration to negotiate compensation (pre-construction service fees and the guaranteed maximum price for this project), general conditions to be charged during construction, and any other contract terms that the Administration determines to be fair and reasonable for this project.

O. Ratification of Superintendent's Execution of Agreement with Real Estate Developer Regarding Voluntary School Impact Donation Pursuant to Governing Board Policy KLJA

The Board approved the execution of the Development Donation Contract between Amphitheater School District and Kai Enterprises/JMK Family Properties as presented. (Exhibit 12)

Board Book Information: *Governing Board policy KLJA permits the district to solicit and encourage real estate developers to contribute voluntary "educational donations" to the district to offset the impact on the district's schools of their proposed developments. Especially in the growing northern part of the District's boundaries, increased enrollment resulting from developments may result in over-enrollment, exceeding schools' physical capacity. Presently, the State School Facilities Board (SFB) does not provide funding for school construction in growing neighborhoods if physical enrollment capacity exists elsewhere in a school district. Instead, the SFB requires districts to bus children where capacity exists or to redraw school boundaries to adjust enrollment patterns, both of which substantially interfere with the neighborhood school philosophy our district and community have long embraced. In a proactive effort to avoid overcrowding and negative impact on the district's students, the district has entered into negotiations with real estate developers pursuant to Policy KLJA. In each case, the district has sought an educational donation per home, due at the close of escrow of each home, or the donation of land to be used for school construction. The district concluded favorable negotiations with Kai Enterprises/JMK Family Properties related to a development consisting of approximately five hundred (500) residential units located near La Cholla Boulevard and Naranja Drive. The Project will impact the enrollment at Wilson K-8 and Ironwood*

Ridge High Schools. The result of this negotiation was the developer's commitment to pay the District \$1,500.00 for each detached single-family residential unit, and \$450.00 for each apartment unit, if any, townhome and condominium residence built on platted lots in its proposed development. An agreement has been reached with the developer and is attached for the Board's ratification.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50130335>, Item 5.O. attachments]

P. Approval of Addendum to Compensation Package for the 2014-2015 Fiscal Year for Certified, Classified, Classified Exempt, and Professional/Non-Teaching, Employee Groups, Pursuant to Meet and Confer Recommendation.

The Board approved the recommended disbursement described in the attachment. (Exhibit 13)

Board Book Information: On March 11, 2014, the Governing Board approved the compensation package for current school year, based upon the recommendation of the Meet and Confer process. The recommendation included a provision for reconvening the Meet and Confer teams if new or currently unanticipated monies were received by the District which could be used for staff compensation. The provision for reconvening the team was triggered earlier this year when the District was notified that it would receive Student Success funding from the Arizona Department of Education. The Meet and Confer teams met on October 30 to develop a proposal for disbursement of those funds. The attached form of agreement (a signed copy of which will be provided through addendum to this item) provides further detail on the teams' recommendation.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50130335>, Item 5.P. attachment]

Q. Approval of Amendment to Intergovernmental Agreement with the Pima County Health Department for the Provision and Administration of Childhood Immunizations

The Board approved the amendment to the Intergovernmental Agreement (IGA) with Pima Co. Health as written; specifically to extend the agreement to September 10, 2015. (Exhibit 14)

Board Book Information: Absent specific exceptions, Arizona law and District policy JLCB require that school-aged children obtain certain vaccinations prior to attendance at any district school. As a service to the community last year, the District entered into an Intergovernmental Agreement with the Pima County Health Department ("PCHD") for the provision and administration of childhood immunization services. The IGA permits the PCHD to provide training to district-employed registered nurses in order to qualify the nurses to perform immunization services. Those services are utilized at free school clinics for which the PCHD also provides clerical and technical support, clinical supplies, and preparation of forms and records. The original Agreement was approved by the Board on August 1, 2007 and amended most recently on October 22, 2014. The PCHD has requested the Board approve the attached Amendment which would extend that Agreement until September 10, 2015.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50130335>, Item 5.Q. attachment]

Mr. Fife addressed Item 5. P. As part of the Meet and Confer agreement approved by the Board last spring, there is a clause saying that if additional funds were received, we would meet and recommend how those funds should be distributed. That language is included in every year's package for a number of reasons. Occasionally the District receives additional funding we weren't anticipating, and this is the case now. Student Success funds were released in the amount of ~ \$240,000.00. The Meet and Confer teams met at the end of November and the recommendation was made to distribute funds equally among Certified, Classified, Classified Exempt, and Professional/Non-Teaching Employee Groups. It was put out to AEA membership last week, and received an approval rating of 85% to ratify the agreement. AEA strongly recommends that the Board approve the proposed disbursement. Ms. Zibrat asked if there were

any questions. Ms. Day motioned to approve Item 5. P. and Ms. Grant seconded the motion. The motion passed 4-0.

Mr. Nelson thanked Ms. Holt for her comment. She is a stellar supporter of public education. He also acknowledged and congratulated Mr. Chris Ackerly, who will be serving in the State Legislature, and is also committed to public schools. Dr. Barrabee acknowledged and congratulated Mr. Scott Leska as our newly elected Board Member. Ms. Zibrat requested a short break. The meeting recessed at 7:12 PM.

Ms. Zibrat reconvened the meeting at 7:21 PM. Ms. Zibrat asked Mr. Nelson to introduce the study on policy revisions to ECB, GDF, IFK and JQ. Mr. Nelson asked Mr. Jaeger to provide information on the proposed revisions. Mr. Jaeger provided a Power Point Presentation which detailed the proposed revisions.

6. STUDY

A. Study of Proposed Revisions to Governing Board Policies ECB (Building and Grounds Maintenance); GDF (Support Staff Hiring); IKF (Graduation Requirements), and JQ (Student Fees, Fines, and Charges). (Exhibit 15)

Board Book Information: *The periodic revision of state and federal law often necessitates the corresponding revision of Governing Board Policies. This item is presented to permit the Board to review proposed revisions to the following Policies:*

ECB (Building and Grounds Maintenance). *Senate Bill 1102 established language in A.R.S. 15-2032, School Facilities Board building renewal grant fund; definitions, that has been incorporated into this policy.*

GDF (Support Staff Hiring). *Senate Bill 1391, Fifty-first Legislature, Second Regular Session, included provisions related to fingerprint checks and fingerprint clearance cards which have been added to this policy.*

IFK (Graduation Requirements). *House Bill 2265 added an option for school districts to add a rigorous computer science course that would fulfill a mathematics course required for graduation from high school.*

JQ (Student Fees, Fines, and Charges). *This policy has been revised to include language required due to the passage of Senate Bill 1350, which established A.R.S. 15-116 (Public Schools; fees; waivers; prohibition). These revisions include statute language:*

- *Providing for the waiver of fees, should the fees be deemed an economic hardship to the student;*
- *That prevents exclusions of a student from enrollment in a public school or remaining in a public school for nonpayment of fees; and*
- *Permitting a school district/charter school to charge tuition to a non-state resident student*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50130335>, Item 6.A. attachments]

Ms. Zibrat asked if there were any questions from the Board. Dr. Barrabee asked where in the policies of the District it clarifies the District's responsibility to provide various services to students who are in private schools. He asked if this could be discussed now or perhaps it could be clarified in a Friday Memo. Mr. Nelson said there are two aspects to the question that he could briefly clarify and then provide further information in a Friday Memo. There are policy decisions, then there are also funding decisions based on Federal grants in which we are required to share funding with private schools. This is based on laws contained within Federal grants. Dr. Barrabee stated a Friday Memo would be helpful because it is his impression that public schools take on some responsibilities that can be a burden on our resources, and would like to know what responsibilities we do not receive compensation for.

7. STUDY/ACTION

A. Study and Approval of the Governing Board's Legislative Priorities for the 2015 Fiscal Year
Board Book Information: *For several years, the Governing Board has established legislative priorities for the District to guide and direct the Governing Board Members and other District representatives in their conversations and efforts with Arizona legislators to effect legislative actions of benefit to the District and its students and staff. These priorities help ensure that communication with state law makers is consistent with the Board's philosophies and the District's mission. The priorities set by this item are separate from, but may overlap, those adopted by the Arizona School Board Association, which also seeks input from the District's Governing Board in the formation of that organization's own legislative agenda. The Board will recall that it has previously studied and responded to ASBA's request for input into that organization's legislative agenda, and Board representatives have already attended ASBA's legislative meetings for that purpose. The Board provides input to ASBA through separate Board action for that purpose. In previous discussions, the Amphitheater Governing Board has established the following legislative agenda for Amphitheater Public Schools. This item is presented for review and approval of a new agenda for the coming 2015 legislative session(s). It seems appropriate to begin that discussion by reviewing the prior year agenda to determine whether any modification of what follows is required. Last year's agenda has been updated, however, to reflect the most current information. The simple legislative agenda statements enumerated below are "talking points" that may be used by district representatives to illustrate the issues in their discussions with lawmakers and other interested parties.*

1. Increase Funding for K-12 Education.

- *AZ LEARNS and NCLB demand higher levels of achievement.*
- *The stakes for students and their families under these systems of accountability are high; mastery of state standards is mandatory for promotion and graduation.*
- *Increasing student achievement goals is warranted; but support of those increases through increased school funding is essential to support those goals.*
- *Special programs which increase student success and respond to federal and state mandates require maintenance of financial support.*
- *Funds are required to attract and retain the best and most qualified staff, particularly in high needs areas such as science, math, technology and career and technical education.*
- *School funding long failed to keep pace with inflation, much less the increasing demand of public education, until state voters overwhelmingly approved Prop 301, ensuring that, at a minimum, schools could rely upon their funding keeping pace with inflation.*
- *Even with 301's inflation factor (2% max.), school district budget increases since passage of the Proposition were largely absorbed by increased costs for state retirement contributions, energy and fuel, and health care.*
- *More remarkably, over the course of several recent years, the legislature actually violated the requirements of the Proposition and failed to make appropriations for full inflationary funding; the Arizona Supreme Court recently ruled so.*
- *Thus, despite the intentions of the people of Arizona, Arizona school districts find themselves far behind where they should be in terms of their funding. At the same time, the legislature and State Board of Arizona have mandated new programs and changes for public schools that require increased financial support.*
- *This is untenable. It is unfair. It deprives our students and our schools of the resources they need to succeed.*

2. Restore Career Ladder Funding.

- *Career Ladder, following the Gilbert School District lawsuit ruling, has been phased out – it ends this current fiscal year.*
- *While Career Ladder is available in less than 30 school districts, this important program served a significant portion of the Arizona student population -- approximately half of the students in the state in fact.*
- *The number of school districts participating should not be the issue; it should be the value of the program to the students of our State.*
- *Substantial benefit was observed in the achievement of students in districts with the program.*
- *The program supported staff development requirements under NCLB.*
- *Programs which help students and schools succeed should never be a target for cuts at a time when the stakes for success have never been higher.*
- *The ruling in the Gilbert School District illustrates that the program was wrongfully denied to other districts; all of Arizona's students deserve its proven benefits; the program should be reestablished in some form.*
- *All communities throughout the state can benefit from the successes of program.*
- *The loss this program represents diminished services to thousands of students across the state and has resulted in the loss of thousands of dollars in income to teachers all across the state.*

3. Maintain Desegregation Funding.

- *Desegregation and OCR orders typically mandate that school districts undertake some form of corrective action, through the implementation of new programs, services or policies.*
- *A.R.S. §15-910 (the desegregation funding statute) provides a separate source of revenue for school districts compelled to implement new programs and services by operation of court orders or OCR decrees.*
- *In November 2004, the legislature put forward Prop 101, which mandated that initiatives or referendums requiring the expenditure of state revenues also had to provide a source of increased revenues to avoid impacting the State's general fund and existing state programs. In advancing Prop 101, the legislature correctly recognized that new programs imposed upon government should have dedicated funding sources. In the same way, §15-910 protects existing school district programs and services with dedicated resources for certain mandates.*
- *Programs and services of school districts directly serving Arizona's children deserve no less protection than the general fund of the State.*
- *Argument that voters have no control over the desegregation taxes is faulty; Voters disapproving this levy or any other for that matter can evidence their disapproval at the polls in Governing Board elections.*
- *Use of desegregation funding for purposes not provided for in consent orders or decrees (compliance with State-directed SEI/ELL programs) risks legal intervention due to violation of orders.*

4. Provide Adequate Funding to Serve English Language Learners.

- *Arizona law mandates Sheltered English Immersion; methodology is no longer a school district or local community choice.*
- *ELL student success is measured as a cohort/subgroup by state assessments and NCLB measures.*
- *Language disparities affect the learning of children and must be taken into account; additional services beyond those needed by English speaking students are required.*
- *The extra services require additional financial support.*
- *The Flores decision recognized -- even before high stakes programs – that the level of state ELL funding was inadequate.*

- *With our ELL students' ability to graduate at stake, appropriate funding must happen.*

5. Establish a Reliable and Adequate Source of Funding for the School Facilities Board.

- *The purpose of the SFB cannot be achieved without consistent funding, as evidenced in recent years.*
- *Building renewal funds have not been fully supported (if supported at all) for the several years throughout the SFB's history. The Arizona Supreme Court's mandate in Roosevelt Elementary School District No. 66 v. Bishop has gone unmet for years.*
- *New school construction support has also become woefully inadequate given increases in building material costs.*
- *Anecdotes of concrete gymnasium floors and inadequate site preparation at SFB funding schools illustrate the lack of adequate SFB funding to support even the most ordinary school elements.*
- *35 year old air conditioners and unsafe fire alarm systems are required to fail before they can be replaced with any SFB support due to the limited funds available – an absurd reality.*
- *Current reliance upon the State's general fund as the funding source cannot and should not continue; it creates not only a burden upon the State, but also an unavoidable reality of insufficient facilities which do not mirror our public's expectation for the best in education.*
- *In November 2004, the legislature put forward Prop 101, which mandated that initiatives or referendums requiring the expenditure of state revenues also had to provide a source of increased revenues to avoid impacting the State's general fund and existing state programs.*
- *Through Prop 101, legislature correctly recognized that new programs imposed upon government should have their own funding source.*
- *A new funding mechanism – bonding, perhaps -- could reduce or eliminate the competition between the need for schools and other crucial State priorities.*

6. Provide User-friendly and Practical Reporting Requirements and Provide Funding Support for the Same.

- *Federal and state reporting and data requirements combine to create a substantial administrative burden for school districts.*
- *Recent requirements of AzSAFE actually require submission of data prohibited by federal law, marking the sometimes unnecessary aspects of many demands.*
- *Annual submissions of certain documents serve no useful function (e.g., Declaration of Curricular Alignment) and raise questions as to why "one-time" submissions suffice in other equally important situations (i.e., oath of office).*
- *The worthy goal of putting more funds in the classroom must be reconciled with the ongoing effort to put more burden in administrative functions.*

7. Protect and Support Educator Due Process Rights.

- *While the interests of the student must be the paramount focus of all education decisions and policies, those interests will never be met if educators are led to believe that their rights do not matter.*
- *A careful balance must be drawn between ensuring students receive services from the most-qualified and effective staff possible and protecting the rights of teachers to due process and opportunities for professional growth.*
- *Legislative mandates for evaluation outcomes, loss of continuing status, and dismissal from employment deprive school boards of necessary local control.*
- *State mandates ignore inherent deficiencies in state and data systems that have not been supported with capital funding from the state.*

Ms. Zibrat asked Mr. Nelson to introduce the Study/Action on legislative priorities for the 2015 year. Mr. Nelson stated that each year before the Legislature convenes, we look at the priorities of the Board and clarify them so we can communicate them clearly with the Legislature. Mr. Nelson called on Mr. Jaeger to elaborate. Mr. Jaeger said that for several years the Board has defined the legislative interests of the District, essentially those that guide the Board Members, and also staff who represent the District, in lobbying efforts on behalf of the District. The priorities also direct the Superintendent in his interaction with state-wide education leaders as to what our interests are in respect to various issues. It also provides people speaking on the District's behalf with "talking points" so that the message is consistent with the Board's direction. Mr. Jaeger reviewed each point. Ms. Zibrat thanked Mr. Jaeger and called on Mr. Nelson. He advised the Board that the item could be approved tonight, or more study could be requested.

Ms. Zibrat asked the Board if they had any questions. Ms. Grant noted that the settling of the Proposition 301 lawsuit should be a separate item on the list from 1. Increased Funding for K-12 Education. Dr. Barrabee highlighted School Facilities Boards (SFB) not being funded. One of his concerns is fire alarms, as many of our buildings are older. He was under the impression that the State will not fund replacement unless a system fails. Dr. Barrabee emphasized that pressure needs to be put on the State for School Facilities Board funding. In regards to fire alarms, Mr. Nelson stated that the District was faced with that choice, to fix them or let them fail. We were not going to let them fail. We replaced aging fire alarm systems through bond projects. The SFB has basically been eliminated except for about \$16M in emergency funding. Mr. Burns has been able to get us two sources of funding from the SFB in the past 6 months, which is helpful. Ms. Zibrat asked if the Board wanted to study the item further, or move for action. Mr. Nelson suggested making changes that were suggested, and bringing the item back before the Board at a future meeting.

8. ACTION

A. Approval of Revisions to Governing Board Policies and Regulations BDB (Board Officers), BEC (Executive Sessions/Open Meetings), BEDBA (Agenda Preparation and Dissemination); GDFA (Support Staff Qualifications and Requirements); IKE, and IKE-RB (Promotion and Retention of Students); IJJ (Textbook Adoption) and its Regulations and Exhibits; JFAB (Tuition/Admission of Nonresident Students), and KF, and KF-R (Community Use of School Facilities).

The Board approved the revision to Governing Board Policies BDB, BEC, BEDBA, GDFA, IKE, IKE-RB, IJJ and its Regulations and Exhibits, JFAB, KF and KF-R as submitted. (Exhibit 16)

Board Book Information: *On October 7, 2014, the Governing Board reviewed proposed revisions to Approval of Revisions to Governing Board Policies and Regulations BDB (Board Officers), BEC (Executive Sessions/Open Meetings), BEDBA (Agenda Preparation and Dissemination); GDFA (Support Staff Qualifications and Requirements); IKE, and IKE-RB (Promotion and Retention of Students); IJJ (Textbook Adoption); JFAB (Tuition/Admission of Nonresident Students), and KF, and KF-R (Community Use of School Facilities). As the Board was previously notified, legal and cross references will also be updated on policies GCF, GCFC, GDG, and LDA upon approval of these proposed revisions. These revised policies and regulations are now presented for the Governing Board's approval. The draft revisions are presented both in "clean final" copy and "redline" copy for the Board's ease of review.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50130335>, Item 8.A. attachments]

Mr. Nelson introduced the item. These policies were reviewed previously and are on the agenda tonight for action. Policy IJJ underwent significant changes. A year ago in November, parents requested changes in the textbook adoption policy. The District has now made almost every change suggested. On p. 154 we addressed many of those items. Before, we placed textbooks up for adoption on review here at Wetmore. Now we will place textbooks on display at the sites where they will be used. We will also advertise textbooks up for adoption on our website, the school website and through the local newspaper to broaden

the participation rate or interest in the textbook series. We have included several places in the policy on adoption of textbooks regarding community members and parents. The AEA raised two specific concerns. First, the use of the term “materials” was perhaps too broad a term. With only one exception the term was removed and the words “companion resources” were used instead. The second concern was recognizing the expertise of teachers in pedagogy. That was done on p. 153 by saying the committee will be composed primarily of teachers.

Ms. Zibrat asked for questions. Dr. Barrabee suggested that when we advertise a text book, we include a pro-statement paragraph about why it is proposed for use. Ms. Zibrat asked for a motion to approve Item 8. A. Ms. Cozad made the motion and Ms. Day seconded. The motion passed unanimously 4-0.

B. Approval of New High School Courses for 2015-16 School Year

Board Book Information: Canyon del Oro’s International Baccalaureate Program includes an emphasis on modern language courses. In the past, the Governing Board has approved several modern languages. As part of our efforts to expand course offerings for a wider range of students, we have already approved the following modern language ab initio courses:

IB German ab initio (SL)

IB French ab initio (SL)

IB Russian ab initio (SL)

We would now like to request approval for the following course:

IB Spanish ab initio (SL)

Because these courses are introductory in nature and are designed for students with little to no previous experience in the language (focusing on practice and exploration of the language as well as developing intercultural understanding), we do not recommend these courses carry a weighted grade as is usually the case for IB courses.

Ironwood Ridge is proposing a new English elective class focusing on poetry. Included in this class are opportunities for reading, writing, analyzing, critiquing, memorizing, and performing poetry which address many of the reading and speaking standards in grades 9-12 Arizona College and Career Readiness Standards. The class would be called Poetry Out Loud.

Canyon del Oro is proposing a change to the AP U.S. Government and AP Economics classes this year. Both classes are currently offered exclusively as year-long courses. This change would primarily impact pre-IB students who would like to take government and economics in their sophomore year but who do not have room in their schedules for two year-long classes. The CDO staff hopes it will also increase the total number of students choosing to take the Advanced Placement version of these two courses. Because there is some concern expressed by others who have taught the year-long AP courses in the past, we recommend this as a pilot for one year at CDO only which would allow us to closely monitor student success on the AP exams in the shortened course format.

Amphi High currently has a Web Page Development program in its Career and Technical Education program. They are seeking to add a fourth class to the program. This course will be for students who have successfully completed the first three classes of the program. In this Web Page Development III class, students will work on real-life projects they propose and develop using independent research and design. Students will incorporate their prior web page development knowledge gained from their previous classes into projects for this class.

Amphi High would like to offer an Automotive Diesel CTE program starting in 2015-16. Current industry labor market data shows a need for qualified diesel mechanics and automotive technicians both locally and across the state and nation. The program will focus on fundamental automotive skills and will include introductory diesel fundamentals. Students participate in hands-on activities that include,

but are not limited to, safety, brakes, tire mounting, tire balancing, tire rotation, oil changes, basic diesel skills, and basic 4 stroke engine tear down and rebuild.

Ironwood Ridge and Amphi High School each have CTE engineering programs. There is a need to modify the beginning course of these programs to reflect changes to the content based on current course offerings at the middle schools and curriculum to be addressed in the beginning course of the high school Engineering CTE program sequence. This new course will be Pathways to Engineering. The course will introduce various types of engineering, including biomedics, robotics, automation, and computer aided drafting.

Ironwood Ridge is proposing an AP Human Geography course to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

Ms. Zibrat asked Mr. Nelson to introduce the item. Mr. Nelson briefed that we have worked to provide better continuity in the practice of adoption of courses, fees and registration for our students; that is what this item is about. To more expediently get the courses that high schools want to adopt for the following year. In December the Board will be presented with an accompanying fee schedule that has been advertised to the public for 30 days. We are working on a quicker and more effective registration of students so the process goes smoother for parents. This is one third of a broader sort of approach. Mr. Nelson asked Associate Superintendent, Ms. Monica Nelson to provide background on the new courses. Ms. Nelson pointed out that Canyon del Oro has the International Baccalaureate Program. Traditionally the courses in the IB program are carrying weighted grades. However, we have what are called "ab initio" beginning courses. Because these are very focused basic practice and exploration of the language and culture we are asking that these courses not carry a weighted grade even though they are IB program. We are asking for a one-year pilot in AP U.S. Government and Economics at CDO for 10th graders so we can monitor to see the number of students enrolled and their success on AP exams in the short course format.

Ms. Zibrat called for any questions. A motion was made by Ms. Day to approve Item 8. B. Ms. Zibrat seconded and the motion carried 4-0.

C. Approval of New Course Names for Middle School Social Studies and Science

Board Book Information: *For years, we have referred to our social studies and science classes at the middle school level simply by referencing the grade level and general content area; examples would include "6th grade science" or "8th grade social studies". Recently, we have decided that it would be more helpful to include the major topics covered in the course as part of the title. After consultation with teachers in the middle schools, principals submitted recommendations to my office. I combined them into one document and sent them back to the schools, asking for a final recommendation from them. Below you will find those recommended names, which we believe will more accurately convey what we actually teach in those courses:*

Science

6th grade: Biology/Environmental Science/Energy

7th grade: Geology, Astronomy, Ecology

8th grade: Genetics, Physics, Chemistry, Ecology

Social Studies

6th grade: World History: Early Civilizations

7th grade: American History: Civil War through the Depression

8th grade: Contemporary U.S. History and Civics

Mr. Nelson introduced the item. The item allows the titles of courses to be more explanatory as to the content. He invited Ms. Nelson to provide details. Ms. Nelson explained that in the past, middle school courses had specific titles such as Earth Science, Biology, and Physical Science. Then the National Science Foundation recommended a more integrated Science approach and we no longer had those specific course titles to hang on a course. We reverted to generic titles such as 6th Grade Science. Those titles really didn't state what was being taught. They worked together to develop specific titles, and what you see are recommendations for renaming the courses and emphasizing the major components in those content areas. For example, instead of 6th Grade Science, in Tyler, on report cards and on the schedule it would be shown as 6th grade: Biology/Environmental Science/Energy. And likewise with Social Studies courses.

Ms. Zibrat asked if the Board had any questions about the item. Dr. Barrabee commented it was a great idea, asking if the teachers were ready to integrate the content. Ms. Nelson clarified that the content is the same; just the title is changed to reflect what the content covers. Ms. Day thanked Ms. Nelson for their work and the title changes. Ms. Day made a motion to pass Item 8. C. Ms. Grant seconded the motion. Motion passed 4-0.

D. Approval of New Courses for Middle and Elementary Schools

Board Book Information: *As we work to plan the upcoming 2015-16 school year, we would like the Board to consider adding two courses, one at the elementary and one at the middle school level.*

Middle School:

Based on the growing field of computer science, we believe it would be to our students' advantage to begin acquiring the skills necessary to program. While we understand that the "languages" of computers changes, the thinking skills required to design a successful program remain the same. Nearly every facet of employment has a growing computational component. The sciences are an obvious realm, but this component is even expanding into as diverse a field as the arts. This course would be offered as a semester class to middle school students.

Elementary School:

In a world that has an increasingly global focus and with the largest percentage of Spanish speakers in the world located in the Western Hemisphere, we would like to propose that Amphi begin to offer Spanish in the elementary schools. While all the specifics to the program are still in development, we are seeking the Board's approval to proceed knowing there will be implications in the middle school and high school programs in the years to come as more students acquire second language skills starting in the elementary levels. We will continue to update the Board as progress is made in the design of the program.

Mr. Nelson said there are two courses that we want to consider adding to the curriculum at the middle school and elementary level. Ms. Nelson stated that we are not saying we are ready to implement these courses now. We are asking for approval to continue the study of implementing both the Computer Programming class at the middle school level and the Spanish class at the elementary level. We still have some study to do and funding issues to look at. As we progress and do the research, we would like the Board's tentative approval, to continue to provide updates as to how it is going and we would then be in a position to offer these courses in the coming year.

Ms. Zibrat called for any questions. There were no questions. Ms. Day moved to approve Item 8. D. and Ms. Grant seconded the motion. Motion passed 4-0.

BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

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

PUBLIC COMMENT

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

ADJOURNMENT

A motion was made by Ms. Day that the Board Meeting be adjourned. Ms. Grant seconded the motion and it passed unanimously 4-0. Ms. Zibrat declared the meeting adjourned; the time was approximately 8:03 PM.

Respectfully submitted,
Karen S. Gardiner

Susan Zibrat, President

Date

Approved: TBD