

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, May 5, 2015 at 5:00 PM

Board Members Present

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

Board Members Absent

Julie Cozad, Member

Central Administrators Present

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

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

Ms. Day called the meeting to order at 5:00 PM. Ms. Grant motioned to recess the Open Meeting and hold an Executive Session, Dr. Barrabee seconded the motion and the motion passed 4-0. The Board recessed into Executive Session at 5:01 PM.

1. EXECUTIVE SESSION

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

1. Discussion of Employment and Evaluation of the Superintendent, Pursuant to A.R.S. §38-431.03(a)(1).

B. Motion to Close Executive Session and Reconvene Open Meeting

Upon return to the Board Room Ms. Day called for a motion to close Executive Session and reconvene the Open Meeting. Ms. Grant made the motion, Dr. Barrabee seconded and the motion passed 4-0. Ms. Day announced that the Board will be reconvening into a continuation of Executive Session at the end of the Open Meeting.

CONTINUATION OF OPEN MEETING - START TIME IS 6:00 PM OR THE CONCLUSION OF EXECUTIVE SESSION.

Call to Order and Signing of Visitors' Register

Ms. Day called the meeting to order at 6:02 PM and invited members of the audience to sign the visitors' register.

Pledge of Allegiance to the Flag

Mesa Verde Elementary School

Ms. Carol Tracy, Mesa Verde Principal introduced the students who would be leading the pledge. After the pledge, Ms. Grant presented them with certificates of commendation.

Recognition of Student Art
Mesa Verde Elementary School

Dr. Barrabee introduced the student art. Ms. Patricia Berdine, Mesa Verde Art Teacher submitted a wide range of art. The work displayed gives a sense of how diverse the Art program is, including cultural influences, and stimulating children's imagination by introducing works of great artists such as Picasso. Types of work included: owls made of recyclable materials, Japanese inspired dolls and calligraphy, henna designs, 3D miniature furniture designs, and works based on the art of Picasso. Dr. Barrabee congratulated Mesa Verde on their Art program.

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

Ms. Day announced the next Special Meeting of the Governing Board on Tuesday, May 19, 2015 at 6:15 PM, at the Canyon del Oro High School Café, 25 W. Calle Concordia, Oro Valley, AZ 85704.

Ms. Day moved **Item 4.B. Teacher Appreciation Week and School Nurse Appreciation Day** up from Information to before Recognitions in order to show an appreciation video first off. Ms. Day also requested that Item 2.B. Walker recognition be moved up as the first recognition. There was no objection.

4. INFORMATION

B. Teacher Appreciation Week and School Nurse Appreciation Day

Board Book Information: *On April 21, 2015, the Amphitheater Governing Board approved a resolution recognizing the contributions of teachers and nurses in the District, and setting May 5 and 6, 2015 as Dates for Special Recognition. Teacher Appreciation Week has been celebrated by schools across the country in one form or another since 1944. This year, National Teacher Appreciation Week is May 4 - 8, 2015, with National Teacher Day being observed on Tuesday, May 5, 2015. The National Association of School Nurses has also set apart Wednesday, May 6, 2015 as National School Nurse Day. While the contributions of teachers, nurses and other professional school employees should be celebrated every day, focusing that celebration on these specific dates can serve to remind us how much these personnel do for our students.*

Ms. Mindy Blake, Director of Community Relations, introduced Teacher Appreciation Week and School Nurse Appreciation Day. An Appreciation video was shown. The video is available on www.amphi.com and YouTube. Mr. Nelson thanked Ms. Blake and Matt Stamp, Web and Digital Media, for the video.

2. RECOGNITION(S)

B. Recognition of Walker Elementary School as the Southern Arizona Research, Science and Engineering Foundation's 2015 Top STEM Elementary School, and Bu Meh for Winning 1st Place in the Plant Sciences Category at the Arizona Science & Engineering Fair

Board Book Information: *The Southern Arizona Research, Science, and Engineering Foundation (SARSEF) named Lulu Walker Elementary School the 2015 Top STEM Elementary School. STEM is science, technology, engineering and math. The designation is well-deserved. Walker teachers and students are committed to exploring all aspects of STEM fields, and their enthusiasm shined at the 2015 SARSEF Fair in Tucson. Walker students submitted 20 projects to the Fair, and won many awards. We are proud of their accomplishments and the school's distinction of being named 2015 Top STEM Elementary School.*

Bu Meh followed the scientific method for her project, "Freezing Cold, Cacti!" She explored how cacti react to freezing temperatures. She won an Arizona Sonora Desert Museum Scholarship, the Patricia C. Abbey Memorial Award, Saguaro National Park prizes, and the Tucson at the SARSEF Fair. She went on to win 1st Place in the Plant Sciences Category at the Arizona Science & Engineering Fair.

Mr. Nelson asked Ms. Nelson to introduce the Walker recognition. Schools across the region have the opportunity to participate in Science Fairs throughout the year. Judges are invited into our schools from the realms of high tech industry and universities to judge our students products. The judges are very impressed with the quality of work of our students. Winners at the school level go on to participation at the Southern Arizona Research, Science and Engineering Foundation (SARSEF) competition. Ms. Nelson introduced Mr. McConnell, Walker Principal, to give details about the two awards. Mr. McConnell stated he is proud to work at one of the premiere schools in our District. He quoted Charles Frances Adams, "No one ever obtains eminent success by simply doing what is required of him." "It is the amount and excellence of what is over and above the required that determines the greatness of the ultimate distinction." The staff at Walker Elementary is committed to the success of all students. Being named the 2015 top STEM Elementary School by SARSEF just confirms the staff's commitment to students. Teachers frequently incorporate Science and Engineering into Reading, Writing and Math so that our students can see there is real life, everyday applications to the things that they are learning. Mr. McConnell recognized the Walker teachers in attendance, but most notably the self-proclaimed "Science Geeks": Ms. Smith, Ms. Cordell, Ms. Jackson and Ms. Vick-Frantziskonis. This year Walker sent 20 projects to SARSEF and 14 of the projects earned a total of 19 awards, as well as 7 sponsor awards, 2 won SARSEF Grand Award 3rd Place, 2 won SARSEF Grand Award 2nd Place and 7 received SARSEF Grand Award 1st Place. All the Grand Award winners also received cash awards. Two of the projects went to the Arizona Science and Engineering Fair in Phoenix. Bu Meh's project "Freezing Cold Cactus" won many awards at SARSEF beginning with the Desert Museum Camp scholarship, the Patricia C. Abbey Memorial Award, the Saguaro National Park prize, Tucson Cactus and Succulent Society 1st Place Award and 1st Place in the Plant Sciences Category at the Arizona Science & Engineering Fair. Bu Meh has had an incredible journey throughout her life and through this project this year. We don't just do Science Fair week or month, this project started quite early in the year, and to watch the progression of her project has been amazing. Ms. Grant presented Bu Meh and the school with Certificates of Commendation.

A. Recognition of Copper Creek Fourth Grade Students - SB 1441 Designating Copper as the State Metal

Board Book Information: Several years ago, students in Jennifer Royer's Fourth Grade class at Copper Creek Elementary School thought it would be a good idea if Arizona had a state metal, and they thought that metal should be copper. They began a dialog with state lawmakers. This year Senator Steve Smith introduced SB 1441 that would make copper the official state metal. Students traveled to the Capitol in Phoenix and testified during hearings on the bill. The legislature passed the bill, and Governor Doug Ducey signed it into law in March of 2015. Governor Ducey and Senator Smith visited Copper Creek Elementary School on May 1, 2015 for a ceremonial signing of SB 1441 with Ms. Royer's Fourth Grade class. We applaud Jennifer Royer's Fourth Grade students at Copper Creek Elementary School for their creativity and courage to obtain this special designation for the State of Arizona.

Principal Tanya Wall introduced Ms. Royer and Copper Creek Students. The journey of SB 1411 began 3 years ago. A student asked why copper was not the state metal. They wrote letters asking why. The students began working on support for a bill to make copper the state metal and this year it was passed into law. Governor Doug Ducey came to Copper Creek on May 1, 2015 for a ceremonial signing of the bill. It was awesome to see what a teacher can do with a teachable moment. Mr. Leska presented the class with a certificate of commendation. He asked if anyone would like to share what they had learned from the experience. One comment was, "It taught me that you don't have to be older to do great things."

C. Recognition of Odyssey of the Mind Teams

Board Book Information: Amphitheater Public Schools continues to be the top district in participation and achievement in the Arizona Odyssey of the Mind program. Odyssey of the Mind is an international educational program that provides creative problem-solving opportunities for students from Kindergarten through college. Team members apply their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics. The Canyon del Oro High School Pandora's Box team, along with the Coronado K-8 Runaway Train; Painted Sky Experiencing

Technical Difficulties; Painted Sky Silent Movie; Prince Elementary Lost Your Marbles; and CDO Silent Movie teams will compete against students from around the world May 20-23, 2015 at Michigan State University.

School: Canyon del Oro High School; **Coach:** Cymry Deboucher; **Pandora's Box Team:** Robert DeBoucher, Matt Collins, Bryn Hudson, Sarah Sheldon, Jade D'Auteuil and Kayla Cordero.

School: Canyon del Oro High School; **Coach:** Amy Selegue; **Silent Movie Team:** Dean Selegue, Micah Secrest, Jason Ronstadt, Garrison Synnestvedt and Thomas Gaston.

School: Coronado K-8; **Coaches:** Daniel and Erica Rokop; **Runaway Train Team:** Aiden Badruddoja, Shea Carlson, Hannah Ford, Tyler Rokop, Nathan Merz and Riley Mix.

School: Painted Sky Elementary; **Coaches:** Rebecca and Toby Ford, Brianne Ronnie; **Experiencing Technical Difficulties Team:** Sarah Seifried, Morgan Harper, Alison Randall, Parker Young, Connor Ford, Allee Noble and Payton Rokop.

School: Painted Sky Elementary School; **Coaches:** Angela Wichers, Liesl Kolodisner; **Silent Movie Team:** Frances Rosenthal, Naomi Kolodisner, Caroline Wichers, Aidan Gist, Mackenzie Gist, Braeden Hargrove and Sully Mix.

School: Prince Elementary School; **Coaches:** Leigh Kechely, Sabina Prijic, Kristin Prinz; **Lost Your Marbles Team:** Khalia Crocker, Sherlyn Gutierrez, Dioselina Equihua, Alejandro Calderon, Danna Celaya, Lesly Maria Hernandez and Komla Lucas Wowui.

Mr. Nelson noted that the District has a long and storied history with Odyssey of the Mind (OM) and asked Dr. Roseanne Lopez to introduce the teams. Dr. Lopez shared that Odyssey of the Mind has been a longstanding competition in the District for over 25 years. We currently have the largest membership of any District in the State of Arizona and are continually asked to host regional and state competitions. Dr. Lopez noted she is very privileged to serve on the Odyssey of the Mind State Board as an officer and as the State Problem Captain for Problem number five for several years. Previously as an OM coach she has seen hundreds of students become collaborative and creative thinkers as they work through one of the five complex problems in this competition each year. She has seen many former OM students graduate college with degrees in engineering and other fields. Graduates tell us that they use the skills they learned in Odyssey of the Mind every day; especially spontaneous problem solving. What the students in Odyssey may not know is that what they are doing today will affect their future in a very positive way. This is truly one of the best academic competitions in the world for building real life problem solving skills that can be sustained for a lifetime. This year we have 6 teams from 4 different schools who have taken either 1st or 2nd place in the Arizona Odyssey of the Mind State Tournament. And in 2 weeks are headed to Michigan State for World Finals. They have worked extremely hard and have polished their performances and they will make us very proud. All four principals are here this evening to introduce their coaches and teams. Each principal talked about their teams and coaches, introduced the team members and had them describe their projects and what they learned in detail. Dr. Barrabee presented Prince, Painted Sky and Coronado teams with their certificates. Mr. Leska presented the Canyon del Oro team with their certificate. Mr. Nelson noted that Ms. Day is the Arizona President of Odyssey of the Mind.

D. Presentation of Distinguished Service Awards

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. We would like to recognize the following individuals for the month of May:*

Gail Greer, First Grade Teacher, Donaldson Elementary School
Alfredo Fierro, Custodian, Amphi High School.

Mr. Nelson introduced the Distinguished Service Awards (DSA), which provides an opportunity every month to recognize two employees from our hardworking staff and invited Mr. Bejarano to introduce the recipients for May 2015

Mr. Alfredo Fierro - Mr. Fierro has been with the District since 1999. As a Custodian, Alfredo is known for keeping the gym area at Amphi High clean and polished. He takes a great deal of pride in his work and it shows. He's a huge fan of the athletic program at Amphi High. He can often be heard encouraging students and coaches before their games and praising their efforts afterwards. It is not uncommon for Amphi High to receive compliments on the facilities after hosting a regional or state tournament. Much of the praise is due to Alfredo's efforts. He always goes the extra mile to make sure everything is first rate. Over the years he's become an integral part of the athletic program and Amphi High School. Alfredo is respected by all; he's loyal, committed, and dedicated to Amphi High and the District. Ms. Day presented the Distinguished Service Award to Mr. Fierro. Mr. Fierro introduced his wife, daughters and grandsons.

Ms. Gail Greer - Ms. Greer had been in the District for 26 years and in that time she has significantly impacted the lives of many students. She is highly invested in her students and their families as well as her colleagues. She's a true professional. Although she is soft-spoken she can command the attention of 25 First Graders by the expected modeling behaviors. She maintains positive relationships with families through a weekly newsletter. The needs of students always come first. Gail serves on the Donaldson leadership team and participates in professional development opportunities. Most of all Gail is a positive influence as she consistently maintains a calm and warm demeanor with students and staff. Ms. Day noted how critical First Grade is and asked Ms. Greer how many years she has been teaching. Ms. Greer stated she has been teaching for 30 years. Ms. Greer introduced her family and pointed out colleagues and students. She thanked the Board for the Award. She said that being an educator for 30 years can sometimes have its ups and downs and sometimes you wonder, is it worth it? And then you have that little First Grader who looks up at you after a particular lesson and he or she says, "This has been the best day of my life!" Then you go home and say, yeah, it's worth it. All of the weekends, all of the nights, it's all worth it.

Mr. Nelson announced that Office Max awarded Gail with the Excellence in Education Award. She was nominated by a parent. The parent said that, "Ms. Greer creates a warm and inviting environment in her class." "I have never heard her raise her voice, and the students adore her." "She has an amazing way of teaching all skill levels providing just what each child needs." "She goes above and beyond keeping parents informed on their child's progress even sending daily texts when needed." "Ms. Greer is an exceptional teacher, but more importantly she makes the students feel loved and accepted." "I am so glad that my son and daughter have the opportunity to thrive in her class."

Ms. Day called for a short 7 minute break.

E. Recognition of American Society of Engineers Southern Arizona Educator of the Year

Board Book Information: *The Educator of the Year Award is awarded annually as part of the American Society of Civil Engineers (ASCE) Engineer's Week. Engineer's Week is an event each February intended to recognize outstanding members of the engineering community, increase public knowledge of all the projects engineers do and help children discover engineering through outreach events. The Educator of the Year award is awarded to recognize an educator with outstanding contributions in the field of engineering education, especially in the mentoring of students and young engineers. The Southern Arizona Educator of the Year is **Scott Weiler** from Amphitheater Middle School.*

Mr. Weiler thanked the Board of for recognizing him. It is a big honor to be recognized for what they are doing with Girl Power and Robotics. We are looking at projects and saying yes. Students have taken a flight around Marana and will launch a weather balloon. One student wanted to become an author and now wants to become

an Aerospace Engineer. Mr. Leska presented Mr. Weiler with a certificate of commendation, and he introduced his family.

3. PUBLIC COMMENT

Ms. Day read the open call to the audience.

Mr. Mick Stewart addressed the Board regarding enrollment. He stated that he sent an email regarding enrollment to Board Members and only one replied. He gathered information from three other Districts about enrollment. The issues of State funding will not go away. Three other Districts have marketing programs to add students to their enrollment. Those districts are willing to share their information. He would like to see a committee created for marketing the district.

Ms. Rolanda Baker addressed the Board regarding the renting of school property to outside groups; specifically Faith Christian Church renting Amphitheater High School. Ms. Baker expressed grave concerns about the group. She described alleged child disciplinary actions practiced by the group beginning at infancy. She demanded that the District dissolve the rental contract; that the District cannot be allowed to be affiliated with such a group. Ms. Baker stated the amount of yearly rental income that is made, and opined that the money is made on the backs of abused children. Ms. Baker began to talk about a staff member by name and point them out in the audience. Ms. Baker was called out of order by the Board President. On the yellow speaker card, as well as in the Call to the Audience read by Ms. Day, it is clearly indicated that public discussion of specific personnel matters and/or personal attacks on personnel are not permitted.

Ms. Rachel Mullins addressed the Board regarding the renting of school property to outside groups; specifically Faith Christian Church renting Amphitheater High School. She stated that she is a former member of Faith Christian Church. Ms. Mullins thanked the Board for allowing her to speak. She provided the Board with a handout of information being documented in the press, including the Washington Post, regarding alleged abuse, extreme control and discipline of infants 8 weeks old. She knows it is not a policy to investigate, but encouraged them to look at the information, and if true to halt the contract for use of the District's facilities. She herself has gone through counseling for PTSD after years in the group. She again asked the Board to please look through the information and consider it.

Mr. John Fife, Amphi Education Association President, addressed the Board regarding the Reduction in Force (RIF) plan. Mr. Fife stated that he feels like he has come full circle. Several years ago the District was facing a RIF with 150 pink slips. This time we have a surgical RIF. We know cuts are necessary when we lose students and funding. A couple of that programs that are being reduced don't make sense; the Community Employment Program and El Hogar. We ask the Board to please take a look and reconsider these programs.

Ms. Gayle Piotrowski addressed the Board regarding the elimination of the high school positions of Community Employment Developers. She has two students in the District. Her oldest is in Special Education at Amphi High. She is here because of the elimination of the Work Experience class. The loss of the class will have a major impact on him and many other students. It is the responsibility of the District to prepare all. His education is just as relevant. In Work Experience they are trained to look at job skills and what to do when out of high school. Students in the program are more likely to graduate.

Ms. Lisa Millerd asked that a PowerPoint presentation she had be loaded for viewing by the Board regarding the reduction of programs. We were unable to grant her request as the presentations and content of meetings are the official material of the Board as presented in the Board Book. We are unable to accept and present unseen material from the public at the meeting. Ms. Millerd provided printed copies of the PowerPoint presentation. When asked if she would like to speak about the handout, she declined. The handout outlined the benefits of the Work Experience program's transition to employment, vocational and educational opportunities for students and highlighted the El Hogar program of temporary student placement for academic advancement and behavior management.

4. INFORMATION

A. Status of Bond Projects

Mr. Nelson asked Mr. Chris Louth to present the latest update on our Bond Project. Mr. Louth went over the presentation as noted below.

I. INSTRUCTIONAL SPACE / PORTABLE REPLACEMENT

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

Construction is 68% complete. Phase 3 renovations: Professional Development Building construction is in process. Steel frame shell is complete. Roofing, window glazing, and steel door installation is in process. Civil and Landscape work has started. The Wetmore project is on schedule and on budget.

B. Donaldson Elementary School Addition / Remodel:

Design Development drawings are complete and Construction Documents are being prepared.

C. Mesa Verde Elementary School Addition / Remodel:

Construction Documents are complete. Plan review by Pima County Department of Development Services is complete. A GMP (guaranteed maximum price) is on tonight's consent agenda for Governing Board review and approval. If approved, this project will begin immediately.

II. NEW SCHOOL

A. New Elementary School:

Programming of the new school is complete and Schematic Design is in process. A website is available for project updates www.amphi.com/stem-school-news

C. Canyon del Oro International Baccalaureate Program

Board Book Information: *Cris Cisco, International Baccalaureate Coordinator at Canyon del Oro High School (CDO), will present an overview of the CDO International Baccalaureate Program).*

Mr. Nelson introduced Ms. Cris Cisco, International Baccalaureate (IB) Coordinator at Canyon del Oro High School, who would speak about the IB Program. He noted what an excellent job she has done. Ms. Day then called on the three speakers who submitted Agenda Item Specific comment cards. Ms. Day read the Item Specific Call to the Audience. Ms. Sarah Stewart spoke before the presentation. Ms. Tina Merrin and Ms. Rebecca Briamonte chose to speak after the presentation.

Sarah Stewart addressed the Board regarding the International Baccalaureate program. Her daughter Casey is a Freshman at CDO in the IB program. Her father is also a teacher, in his 21st year as a teacher at TUSD. Ms. Stewart said she supports the IB program at Canyon del Oro. They want the best foundation possible for their daughter. IB allows the space for creativity and investigation beyond the norm and prepares students for college and beyond. Statistically, IB students are better accepted by universities; it sets them apart from other applicants. Universities look for grades and a well-rounded student. The IB program also emphasizes community service.

Ms. Cisco gave a PowerPoint presentation with embedded video highlighting the structure of the IB program and its benefits to students. The IB Program is a demanding 2-year, pre-university course leading to examinations for highly motivated students ages 16 to 19. The Diploma Program equips students with the skills and attitudes necessary for success in higher education and employment. IB learners are inquirers, knowledgeable, thinkers, communicators, reflective, principled open-minded, caring, risk-takers and balanced. The profile develops internationally-minded people who recognizing our common humanity and shared guardianship of the planet help to create a better, more peaceful world. This is made possible through a

worldwide learning community of educators, supporters, students and their families united under one mission, one name, International Baccalaureate. The program provides 21st Century skills such as: global awareness; an emphasis on deep understanding rather than shallow knowledge; core studies in English, foreign language, History, Science, Math and Art; critical thinking and problem solving; communication and collaboration; initiative and self-direction; creativity and innovation; social and cross-cultural skills and leadership and responsibility. IB students are also caring. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference on the environment and the lives of others. The IB program is a world class program with an integrated and continually reviewed curriculum, international standards and rigorous internal/external assessments. As of 2014 there were 4,972 IB programs worldwide. In the Diploma Program, students study concurrently six subjects at the higher level (240 hours each) and standard level (150 hours each). They also participate in a core of three parts consisting of an extended essay which is a paper of original research 4,000 words long, a Theory of Knowledge course on critical thinking that encourages them to make connections across disciplines and Creativity Action Service (CAS) to meet 8 learning outcomes. The extended essay offers students the opportunity to investigate a research question of individual interest and familiarizes them with the independent research and writing skills expected at university. The Theory of Knowledge course is interdisciplinary and explores the nature of knowledge across disciplines encouraging an appreciation of other cultural perspectives. CAS encourages students to be involved in artistic pursuits, sports and community service as well as education outside the classroom and development of the learner profile. IB diploma holders have access to the world's leading universities and are well prepared for university work. Studies have found that IB students felt prepared to succeed and excel in coursework, had strong academic skills especially in analytical writing and had academic behaviors such as work ethic, motivation, time management and help-seeking. IB students were more engaged in high school, in college scored higher in courses, are more likely to enroll in college and stay enrolled, attend a more selective college and graduate at higher rates. Colleges recognize the value of an IB education and IB students have a higher acceptance rate. They also receive more scholarships. Since the 2013-2014 school year up to 158 students from various private and charter schools enrolled at Canyon del Oro for the purpose of participating in the IB program who otherwise would not have attended. This does not include students who left the District and have returned to participate in the IB program.

Students Kimberly Kevershan and Cezanne Rahner spoke about the IB program, its benefits and the scholarships they have been awarded. Sonya Gauna, Department Chair of History and IB Social/Cultural Anthropology, teacher spoke on what teachers think about the program. Ms. Day then called on the two remaining speakers to comment on the International Baccalaureate program.

Ms. Merrin said she is the parent of a Freshman at Canyon del Oro. They live in the Catalina Foothills, but chose to attend school at Canyon del Oro. They chose Canyon del Oro solely because of the IB program. They did so based on the Administrators. Had it not been for the IB program they wouldn't have open enrolled. The IB program is the crown jewel of Amphitheater and should recruit students from throughout the county. Ms. Merrin described the attributes of the program which mirrored the presentation. She recommended that students take IB courses rather than AP as many college recruiters prefer IB coursework. IB is not well known in Tucson and Amphitheater is set to dominate the market with the IB program.

Ms. Briamonte said she is one of the parents that Ms. Cisco met with and showed around campus. They hadn't considered CDO until they learned of the IB program. They have gotten to know CDO well and their daughter is thriving. They are very grateful for the program. She asked the Board that despite budget cuts, to please do their best to always support IB. Her daughter can become the most fully extended version of herself through participation in IB.

Dr. Barrabee noted that when seeking to qualify to be an IB school, it was not just a willingness that was required. They checked to see if we had qualified staff and made visits to the school. It was an honor because being selected reflected their confidence in the quality of our teachers. At a celebration dinner last year each IB

student spoke. One point that impressed everyone was that each student mentioned the support and teamwork among fellow IB students. Teamwork is the heart of IB.

In closing Ms. Cymry DeBoucher, IB Film and Art teacher, presented a video of short films created, produced and directed by students in the IB program.

5. CONSENT AGENDA

Ms. Day asked if there were Board Member requests to have any items addressed separately. There were no requests. Dr. Barrabee made the motion to approve Consent Agenda Items A-N. The motion was seconded by Mr. Leska and passed unanimously 4-0. Appointment of personnel is effective provided all district, state, and federal requirements are met.

A. Approval of Minutes of Previous Meetings

Minutes from the March 10th and March 24th, 2015 meeting were approved as submitted.

[<https://www.amphi.com/departments-programs/governing-board-minutes/2014-2015/march-2015.aspx> , Item 5. A. attach] (Exhibit A)

B. Approval of Appointment of Personnel

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50151508>, Item 5. B. attach]

C. Approval of Personnel Changes

Certified and classified personnel were appointed as listed in Exhibit 2.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50151508>, Item 5. C. attach]

D. Approval of Leave(s) of Absence

Leaves of Absence requests were approved for certified and classified personnel as listed in Exhibit 3.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50151508>, Item 5. D. attach]

E. 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=50151508>, Item 5. E. attach]

F. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,934,642.97 (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 payment authorized:

FY 14-15

Voucher #119 \$82,381.00	Voucher #120 \$758,369.57	Voucher #121 \$155,537.19
Voucher #122 \$207.50	Voucher #123 \$318,917.18	Voucher #124 \$242,705.01
Voucher #125 \$376,255.22		

G. Acceptance of Gifts

The Board accepted the Gifts and Donations as listed.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50151508>, Item 5. G. attach] (Exhibit 5)

H. Receipt of March 2015 Report on School Auxiliary and Club Balances

The Monthly Report on School Auxiliary and Club Balances was accepted as submitted.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50151508>, Item 5. H. attach] (Exhibit 6)

I. Approval of Out of State Travel

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=50151508>, Item 5. I. attch] (Exhibit 7)

J. Approval of Grants

A grant for Copper Creek Elementary from the Oro Valley Community Foundation was approved as submitted.

Board Book Information: *Tanya Wall from Copper Creek Elementary School has received an Oro Valley Community Foundation grant in the amount of \$1,000.00. The funding will be used towards the purchase of two LaserJet Printers for the 21st Century Learning Lab.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50151508>, Item 5. J. attch] (Exhibit 8)

K. Approval of a Guaranteed Maximum Price (GMP) for Mesa Verde Elementary School

The GMP from Core Construction was approved as submitted.

Board Book Information: *District Administration presents to the Governing Board a Guaranteed Maximum Price (GMP) from Core Construction Company for the Mesa Verde Elementary School renovations in the amount of \$3,921,693.*

This amount consists of:

- *Base price - \$3,772,316*
- *Adjacent Ways - \$94,377*
- *Reimbursements for permits - \$25,000*
- *Reimbursements for special inspections - \$30,000*

The scope of work will include:

- *Construction of new classroom space and demolition of aging portables*
- *Restroom upgrades for ADA compliance*
- *Site improvements*
- *Reconfiguration of front office*
- *Campus security fencing*
- *Information technology infrastructure*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50151508>, Item 5. K. attch] (Exhibit 9)

L. Request to Change Existing School Colors at Walker Elementary

The Board approved the request to change Walker Elementary's school colors to black and silver.

Board Book Information: *At the end of the 2013-2014 school year, the Walker Site Council inquired about the Walker Elementary School colors. The reason for the inquiry was that while celebrating the 50th anniversary of Walker, staff had selected a retro-look for Walker school shirts and chose a design with the original school colors of green and white. No one on the Site Council knew that the school colors were now Turquoise and Sand. Several of these parents have had students at Walker for 5 or more years. A discussion ensued about changing the school colors to something more befitting a Wolf (the school mascot). Mr. McConnell, Principal at Walker Elementary, let the Site Council know that he would investigate steps involved in changing/updating the school colors.*

At the beginning of the 2014-2015 school year, the Site Council members wanted to continue the discussion of school colors. They decide to poll the school community to see if members knew the school colors. They conducted a poll on the Walker Facebook Page and set up a Google link on the Walker Webpage. Eighty-five percent (85%) of those responding did not know the school colors. When asked if there was a preference for colors, responses were varied, but a consistent trend identified the following combinations: black and white, black and grey, or black and silver.

At the Fall PTO and Site Council meetings, members discussed the school colors and the PTO proposed a change to black and silver. The color change was brought to the staff members who indicated they liked the proposed change to black and silver. The new color scheme was also presented to students and they

overwhelmingly liked the proposed new colors. In short, the Walker community would like to change the school colors to something more befitting a Wolf; they are seeking Board approval to change the Walker Elementary colors to black and silver.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50151508>, Item 5. L. attach]

M. English as a Second Language Credit

Board Book Information: *As the state began the mandatory AzMERIT assessments this year, an interesting dilemma presented itself. Unlike the AIMS test which was a “high stakes” test that could have been taken a total of five times during a student’s high school experience, the AzMERIT End of Course (EOC) exams are tied to specific coursework. This posed a new and unanticipated challenge for our English Language Learners.*

In the past, students who were receiving instruction in writing as part of their English Language Learners (ELL) 4-hour block were registered in and receiving credit for specific English classes (English, 9, 10, 11, and 12). This year, we had approximately 100 students at Amphitheater High School (AHS) who are classified at the pre-emergent, emergent, or basic levels of English proficiency based on their AZELLA (Arizona English Language Learner Assessment) scores; these are the three lowest levels of proficiency. Thirty-nine (39) of those students are classified as pre-emergent – basically non-English speaking. And yet, because of past practice, they were registered in English 9. As a result, those students were required to take the AzMERIT End-of-Course exam for English 9. Our experience working with students over the years at AHS indicates that once they are at the intermediate level, they can be successful (with appropriately scaffolded instruction) in a regular English class.

Further investigation indicated that Amphi was not alone in the state in wrestling with this new issue. Jayne Huseby, Language Acquisition, did some research on the topic by talking to her counterparts around the state. Many of those districts are moving to solve this issue in the manner we are recommending.

The Arizona Department of Education, Office of English Language Acquisition Services provided the following information from the Administrative Code (Board Rule):

R7-2-302.2 Minimum Course of Study and Competency Requirements for Graduation from high school beginning with the Graduation Class of 2013:

1. The awarding of a credit toward the completion of high school graduation requirements shall be based on successful completion of the subject area requirements prescribed by the State Board, local school district governing boards and charter schools as follows:

1.a. Four credits of English or English as a Second Language (ESL), which shall include but not be limited to the following: grammar, writing, and reading skills, advanced grammar, composition, American literature, advanced composition, research methods and skills and literature.

Currently, only students enrolled in our English 9, 10, or 11 courses are mandated to take the AzMERIT End-of-Course exams. By adding English as a Second Language (ESL) Language Arts to our course options, these least proficient students would be exempt until they reach the “intermediate” level and are enrolled in a true, high school level English class.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50151508>, Item 5. M. attach]

N. Final Career Ladder Payout

Board Book Information: *On February 6, 2014 the Career Ladder Steering committee recommended that if there were over \$7,500 remaining in the salary and benefits section of the Career Ladder budget at the end of the 2014/2015 school year, a final payout would be distributed to teachers in the program. Recently, it was determined that there will be a balance which exceeds this amount and therefore a small payout is possible. This final payment will close out the remaining balance.*

All teachers receiving these funds have completed the necessary work for participation in Career Ladder and therefore qualify for this payout. A spreadsheet of qualified teachers is attached. All teachers will receive a gross amount of \$56.31 as their final payout.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50151508>, Item 5. N. attch] (Exhibit 10)

6. STUDY

A. Review of Governing Board Policy IKF (Graduation Requirements) and its Accompanying Regulations and Exhibits

Board Book Information: *Recently two parents expressed concern over the transfer of their child's credits from a charter school. Governing Board Policy IKF (Graduation Requirements) and its Regulations and Exhibits are presented for the Board's review.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50151508>, Item 6. A. attch] (Exhibit 11)

Mr. Nelson introduced the review of Item 6.A. policy IFK. Recently several parents expressed concern over some transfer credits from a Charter School, wanting credit for high school classes taken in middle school. Ms. Monica Nelson, Associate Superintendent, briefly reviewed the background and policy of IKF and specifically page 118 IKF-RC that deals with credits. Ms. Nelson said that as you know from reviewing policy IKF and its regulations and exhibits, much of what is currently contained in the policy pertains to the former AIMS test. And now that the Arizona Legislature is adjourned we will begin making revisions to the policy to bring to the Board. For example one of the pieces we will have to add is a score of 60 out of 100 on the US Naturalization Test that being a high stakes graduation test; the only one currently in place in the State of Arizona. As Mr. Nelson said, based on the past conversations that the Board has been involved in, not only IKF-RC, which is where we find the quote that parents have talked about which says that, "A middle school student who takes a high school course shall receive high school credit only if the course is taught by a teacher that is certificated at the high school level." but there also was some discussion regarding IKF-RA which is the issue of demonstrating the accomplishment of skills and competency through an examination. Ms. Nelson said that in order to try to gather some information she went back into the collective institutional history in Amphi by talking to many teachers and administrators over the last several days regarding the history around the Math issue. She found that for years not only Amphi but other districts she is familiar with have struggled with the issue of accelerating Math students appropriately in order to provide them with the challenging curriculum they need, and also to prepare them to be successful both in that class and in future Math classes as well. That issue of success for the student, she believes, has been at the heart to these discussions. In conversations with school Math teachers over the years, there are two main issues to be addressed. First, the success of the younger advanced Math student in a particular course with the rigor presented in the course normally taught at the high school level, and perhaps more importantly that student's success in future more advanced Math course sequences as well. She knows that discussion has gone on in Amphi prior to her arrival in 2003. Amphi has wrestled with the issue from many different perspectives. Many years ago, for example, very few students accelerated in Math and those who did had to go to the high school to take the course. This created scheduling and transportation issues for the students as well as the schools. As more students were able to successfully accelerate this did not seem to be a feasible way to continue, and so the District began to offer Algebra and Geometry at our middle school campuses. Secondary certified Math teachers were hired to teach these courses. District Math teachers worked to complete a middle school Mathematics course sequencing and entrance criteria sheet. This sheet helped Middle School principals and Math teachers place students appropriately in challenging Math courses. Concerns about whether or not to grant high school credit within Amphi alone, not even considering other schooling opportunities, for students enrolled at Math classes taken at the middle school level were resolved, for a time, in this fashion. Students who completed Algebra or Geometry at the middle school level and received a grade of A or B received elective credit, but had to earn their high school Math credits in course work actually taken in high school on high school campuses. Her own children were involved in that situation. However, beginning with the class of 2013, as you may recall, four Math credits were required for high school graduation. That changed the complexion of the discussion a little bit. So in the 2007-2008 school year Mr. Nelson, then the Associate Superintendent, met with high school and middle school Math teachers to again address the issue of middle school accelerated Math students obtaining high school Math credits for their

course work successfully completed on the middle school campus. In January 2008 this committee completed a seven point list of requirements addressing how to grant high school Math credit to middle school students accelerating in Math. These points, contained in the memo, address the change that would see students receive both Math credits and the grade that they earned in the class posted on their high school transcript. These grades would be calculated into their GPAs and be utilized for rank in class purposes. Amphi teachers teaching Algebra, Geometry and Algebra II in the middle schools were already high qualified, secondary certified Math teachers because the District felt it was important that their background preparation in Math be equivalent to their colleagues teaching at the high schools. Algebra and Geometry, and ultimately Algebra II as well for certain, very, very talented Math students, course description in the high Schools and middle schools would be identical. middle school students had to follow the high school drop and add deadline of 10 days. Students in both the middle school and the high school would complete a common final designed and planned by Amphi teachers in Algebra, Geometry or Algebra II and would utilize the same text series within the feeder pattern. Grades were to be posted as a cumulative semester grade, not quarterly grades as middle school grades typically are posted. A parent letter was written outlining all of this information to inform parents about these decisions. So that is some of the history that brings us to where we are today with the issue of having a common final designed by Amphi teachers, having courses that are taught, in our schools at least, by highly qualified and secondary certified Math teachers, and a very specific set of criteria in place that was developed back in the 2007-2008 school year that addressed many of the issues that are topics the Board will be considering when talking about this policy tonight. Ms. Nelson provided samples of the two documents that she referred to, the placement criteria sheet and the seven point memo, that she referred to. She went over some updates that had been made in recent years.

Mr. Nelson noted that on IKF-RC the last paragraph that says, "A middle school student that takes high school Math courses shall receive high school credit only if the course is taught by a teacher certificated at the high school level..." through discussions with our high school and middle school Math teachers over the years this was a very important point to our Math teachers, with a feeling that the advanced certification having taken the AEPA test in high school Math created a sounder knowledge base and stronger content knowledge to be able to teach the advanced Math classes in middle school. And that particular sentence is the point of contention of several parents who have addressed the Board regarding credit transfers from out of District schools. As Ms. Nelson pointed out there is an avenue where if the student is taught by an elementary or middle school Math teacher, they have an option to take the entrance exam, which essentially is the final test, and if that is passed with an 80% proficiency, that allows them to get credit for the class. In regards to questions about the 80% on the test, there is no magic body of research that 80% is the magic number. But there are two fairly significant research articles having to do with mastery learning and implications for testing and teachers in high stakes environments. Both of these research articles indicate that 80% is a commonly accepted proficiency level around the country. It is generally accepted and that is where we got our 80% criteria.

Dr. Barrabee said he personally fully supports the policy of requiring a teacher certificated at the high school level teaching the middle school course if that course is indeed is going to be used for credit. It is reasonable. The issue at the moment that needs clarification is in what ways parents and students made aware of that requirement and when. Mr. Nelson asked for clarification that we are talking about out of District students who transfer in. Dr. Barrabee confirmed he was referring to out of District students, but also wondered about our own students. Mr. Nelson said that our own students are part of the seven point criteria that was developed and only have to be concerned about their final grade for the accelerated course. He said here we are talking about students who have not been in our District who want to attend and want credit for Math taken somewhere else while in middle school. If those classes are taught by high school certificated teachers we accept the credit. Dr. Barrabee then asked how out of District parents and students are made aware and when they are made aware of our requirements. Mr. Nelson said he did not know if he could specifically address each of the three high schools and how they do that, but when students are open enrolled they are made aware of the acceptance of credits. Their credits are examined. Dr. Barrabee asked if at that time the parents and students are made aware of whether or not their Math class from their non-District school qualifies. He believes that is one of the critical questions from his point of view. Mr. Nelson said that at the time they register they find out. Dr. Barrabee asked

if the parents and students who expressed concern were not told the Math class wouldn't count. Mr. Nelson said that he doesn't know the details of each situation and how and when they were told. Dr. Barrabee said the issue he sees is one of communication. If it is communicated right before graduation, it is a problem. If it is communicated at registration then there is no excuse for claiming later that they didn't know they wouldn't get credit. Mr. Nelson said we do not know until they open enroll, we are talking about 8th Graders enrolling in high school. Dr. Barrabee said he understood that, but that students could open enroll at any grade level (and have taken accelerated courses in middle school) and when do they find out that a class is not going to count.

Ms. Nelson said that whenever a student enrolls from an outside school, be it an out of state public school or a local charter school, one of the first things that happens is our counselors or registrars take a look at the transcripts that they provide and ascertain whether the classes listed on the transcript meet the requirements stated in Amphi policy. It is that time of registration that they are notified that there is an issue that needs to be addressed. For example we have some students currently transferring to our high schools from some charter schools or public schools who have taken, Algebra for example, at a school where the criteria doesn't match what we have in place for our own students, so they have begun to take the final exam to see if they can earn credit. Or they have talked with their counselor at one of our schools that perhaps it is better to take Algebra again from a highly qualified, secondary certified Math teacher. So those are all discussions that happen at the time of the registration, not when graduation is around the corner. Dr. Barrabee said he takes it then that any parent who claims that they didn't know based on something written in the curriculum description for the High School really is not a satisfactory argument that they didn't know. Mr. Nelson said that he would have to interview the parents to find out exactly when and how they each found out, but the point remains that what has been important to us in the past is that for high school credit the teacher needs to be high school certified. Secondly we have provided opportunities over the years for students whose teacher was not highly qualified and secondary certified to have another avenue to still get credit for the course. And the concern has been that there needs to be some level of proficiency shown, whatever the percent is, that is for the child's benefit so they can be successful later in additional Math classes. Dr. Barrabee says he supports that completely and doesn't need to be re-convinced; the issue as he sees it is a communication issue. Because, at least one of the high schools the description of credit transfer does not provide the information that would be needed for out of district families to understand the policy that we have. Therefore he submitted a rewrite to the curriculum description that deals with transfer policy to Mr. Jaeger so that it does communicate our policy, and if that were the only way that the parent and student would have known, he would understand why they are terribly upset. But apparently they should have known because the counselor would have brought it to their attention when they registered.

Ms. Grant wanted to clarify in her mind what the communication and process is. For example, she is a parent, she wants to take her 8th Grade child, who is not in our District, to attend and Amphitheater District high school. She comes in and what would she be given? The school has to give the parent something. Is that where the confusion is? She wouldn't find out until they register? She gives the school the transcript, then who verifies whether or not that course was taught by a highly qualified, secondary certified teacher? Mr. Nelson called on Mr. Bejarano to answer the questions. Mr. Bejarano said that this is a moving target if you will. Parents will come to our schools and say that they are not within our system. Our books are geared toward our students and we know that as they come up through our feeder patterns information is constantly being fed to them through our system. The tricky part now is that when students come to us from outside our system we literally take them by the hand and say here is how we are going to evaluate your transcript; counselors do that, when he was a principal he would do this, he would sit down with a parent because a parent wants to know all about the school. They would schedule a meeting to see what we have to offer and then we would explain to them what classes will count and which won't. It is no different than when a student transfers from another state, say Texas who has been in high school 2 years. We take their transcript and evaluate it to see which courses they have taken that meet the Amphitheater Public Schools graduation requirements. Sometimes they don't, they have taken courses that we don't have, so we give them elective credit so they have a bunch of electives when they graduate. The issue is that the students from out of district typically go to some sort of an orientation night. He used to meet with parents. He knows that for one charter school that is down the street from Ironwood Ridge he would regularly have meetings with six or seven parents in the conference room where we would talk about all the

things that are going to happen at the school. That is how we got information to them. He would say that is the typical behavior of our high schools. Take the IB program, Ms. Cisco talked about inviting students in to talk about IB. When they do that they talk about what high school courses have been taken so far that might transfer in. They get quite a bit of that information in conversations, in meetings and orientations. When they are dialoguing, that is when they are getting a lot of that information. They are having more of a handholding experience with our staff about credits, programs, graduation requirements, and differences from their school to Amphitheater. Ms. Grant asked again how we find out if the class was taught by a high qualified, high school certified teacher. How is it verified? Mr. Bejarano said our counselors, registrars or administrators will go online to check out the curriculum, they will make a phone call to find out what the course is about. It is pretty simple when it is high school, because from an accredited high school to accredited high school it is easy. Now when having to consider 8th Graders which is middle school it gets a little trickier. We have to do more legwork to figure it out, so we call the administration. In the case of the parent who has been coming to the Board, we called the administration of their charter school and that is how we found out. Ms. Grant asked then when we find out that the class they took was not taught by a high school certified teacher, at that point are they notified that the credit will not count, so their option is to take a test? Mr. Bejarano confirmed that within that timeframe of learning about the school, here is my transcript, we will evaluate it and within that timeframe they are given that information. Ms. Grant asked for clarification that the option is they can retake the class in high school or take an exam for credit. Mr. Bejarano confirmed that was the case.

Mr. Leska wanted to clarify that we are not reaching out to the local feeders from outside our District, like Charter Schools. However, we can reach out to the K-8 Charter Schools that are in our immediate vicinity because those parents, especially the very proactive parents, are looking for high schools. Are they are looking for a Grade 9-12 Charter School or a Public School, the IB program schools? We have great high schools. Are we reaching out to them to tell them this is what is required in Amphitheater? It seems like from what he is reading that our handbooks don't provide that information, which he understands they are written for our students and not for those coming from out of district. But parents of Charter School 7th Graders may be thinking okay, my child has one more year, should they be at this school in an 8th Grade program if the credits won't transfer. They are asking the Charter School and looking at our policies but we have 2,000 pages of policy and no parent is going to go through that. So they are looking at the high school handbooks and it seems that we are not reaching out to the out of district feeder schools and telling them that this is our requirement. Mr. Bejarano responded. There are a couple of different issues involved in that question. So are we reaching out, yes we are. We get invited, along with other high schools in the area, to some of the charter schools to visit and talk about our schools. That is how they find out more about our schools. Do we evaluate transcripts there, no we don't. That happens at registration. Mr. Leska said what he is asking is, are we reaching out and telling them that our policy is if a child is going through Geometry in 8th Grade and it is not being taught by high school certificated teacher it will not be transferred. It sounds like we are not reaching out to those particular schools and saying this is our policy, IKF-RC, that courses have to be taught by high school certificated Math teachers for us to give credit. They think that is a great school, and it probably is, they are being told that it is a high school credit, not knowing that we will not take it without an exam. Mr. Nelson said that most of the time where we are invited to present with other high schools what the parents are looking for isn't necessarily to that degree of specificity at that point; it's generally more about the high school, what we offer, what are the benefits of attending, etc. Generally what you are referring to is shown when the parents follow up with some specific questions. Mr. Leska said he is not really talking about parents being invited to talk to parent groups, he is referring to talking to the administration of those schools, saying to Legacy or Basis, our policy says that if a teacher doesn't have a high school certification in Math the course won't transfer, so don't tell your students that it is a high school course. Mr. Nelson said his understanding about the visits to the school is the information presented is broader. Mr. Bejarano said he could answer the question. He has had conversations with the principal of Legacy and he said he understands our policy, he gets it, and they just don't have a qualified teacher. Next year this won't be an issue because they have already hired a high school teacher. Ever since we moved to the acceleration of our Math programs and the way it's just doubling and tripling every year, we are trying to stay up with it and communicate as much as we can. In the future we will be able to get a better handle on communicating. Mr. Leska stated his biggest concern is the attrition of students out of our schools and when a

parent wants to open enroll from out of district at a charter school or in from within our district into high school and sees they will not get the credit they might feel that they should just go to another charter school where they will get the credit. Then we possibly lose that student if we are not proactively, every year, talking to the schools so they can get the message to their parents.

Dr. Barrabee said he is very relieved to know that when a student registers that their transcript is reviewed carefully for what credits they can receive. And he thinks it would be wise for the District to include in our handbooks the sentence that is in our policy so that the lack of that sentence in the handbook doesn't become, after the fact, a reason for being upset having perhaps wishfully thinking it would count even though the counselor said it would not. Mr. Nelson asked if the policy statement is in the handbook. Mr. Bejarano said that it is not. He believes there is some phrasing in the handbook that alludes to it, but does not believe it is specific enough. Dr. Barrabee stated he has studied the wording in the handbook thoroughly, it is missing, and he believes it should be there.

Ms. Day then called on public speakers who had submitted Item Specific comment cards for Item 6.A.

Ms. Kay Cornall addressed the Board. Ms. Cornall said that as a parent who went through the whole process, she wanted to speak to the Board. Her daughter attends Legacy and before that she attended Basis. Half of her Algebra, which is the credit in question, was at Basis. They then switched to Legacy, as the pressures there got to be a little too much for a 7th Grader. Upon switching, when looking at high schools, they had the open house for high schools to attend and Ironwood Ridge did not attend. Marana, Mountain View, Canyon del Oro, Pusch Ridge and several other schools were in attendance. Ironwood declined to attend that meeting. So we didn't get any information. But in December they contacted Ironwood and CDO to find out what the policy was on open enrollment and they directed us to their websites and told us the timeframe we had to do the paperwork and submit. So we did that, submitted paperwork to both schools, and attended both open houses. At those open houses nothing is talked about regarding transcripts. When you open enrolled you submitted it. None of that is discussed. The fact that your credits don't transfer, is not discussed at either school at that point. We did go back to Ironwood for the course selection day and at this time it was sprung on us. Then we received open enrollment acceptance at both Ironwood and CDO. We talked to the CDO counselors and they were willing to accept her Algebra credits. Then we received a letter back from CDO probably 2 or 3 weeks ago saying they could no longer accept the credits and that she had to test in order to get the credits. Everyone keeps referencing IKF-RC and she is not sure where that comes from but the Arizona Department of Education policy J0-950, which Amphi has accepted into their policy, clearly states that "transfer credits satisfying any one of the following criteria is accepted for the transfer credit" and the third bullet is "the credit meets description of the core credit or other requirements and is awarded by a school accredited by one of the following agencies" and it lists the agencies, which Legacy is accredited by. So Legacy meets one of those requirements. So that she guesses is the concern that there has been a lot of misinformation. At one of the open houses we were told it was 75% if they did the testing, because the counselors at Ironwood weren't sure if they were going to. Then when we went to the other meeting it was 80%, so even the passing score had flopped. We are looking at it like if it is a policy, why isn't it in the Ironwood course catalogue. That is on the admissions, we could have gone there read it and known there was an issue a lot sooner.

Mr. Leksa asked where the policy J0-950 she referred to came from. Ms. Cornall stated it is the Arizona Department of Education policy that can be reached in a hyperlink from the Amphi site. Mr. Leska then asked if we have something more stringent than ADE policy. It was confirmed that we do. He noted that it still doesn't have a clarity on the passing grade, it sounds like there were issues on being told different percentages. He is curious why we are having this issue and are having miscommunication; ADE's policy clearly states the credit meets descriptors of the core credits or other credits that was awarded by a school accredited by one of the following agencies, which Legacy is accredited. Mr. Nelson asked Mr. Jaeger to explain the ability of the local governing board to set a higher standard. Mr. Jaeger said he doesn't have the benefit of looking at the same document (J0-950) the Board is looking at. Mr. Jaeger was then given a copy. Looking at the document he can say it is not a State Board of Education policy, he believes it is one of our policies, but it depends on how the

person got to this particular policy. The State Board of Education sets rather global policies, just as the Governing Board sets its own somewhat global policies, and then in turn the administration sets more specific conditions and then even at the sites more specific conditions are set from time to time. Certainly one of the issues that school districts in Arizona have dealt with for some time is a difference between what is required under State law for graduation and a high school diploma and what a local school district might determine is appropriate for their standard. School districts can and have sometimes historically created more stringent or more strident requirements for their diploma beyond those required, at a minimum, by the State Board of Education. Sometimes those go to what the student must achieve and sometimes they go to, as is the case here, the requirements for the rigor of the preparation of the teacher. In our case for reasons already discussed we have set more rigorous requirements for the preparation of the teacher than perhaps some other schools might do as permitted by State law. Mr. Leska asked if it was our policy and not the State Board policy. Mr. Jaeger said this is actually the codification system under the District policy. Mr. Leska asked if on bullet 3 that is our policy, then we would have to accept the credit. Mr. Jaeger said this is not the single policy; this would be specific to high schools that are accredited by North Central. This is a high School to high School transfer policy. What we have to look to in this particular case is the policy that applies to middle school advanced enrollment course work for which high school credit is sought. Two totally separate issues. Mr. Leska asked if it says high school to high school. Mr. Jaeger said the policy is expressly about high school diplomas and high school transfer credit. Mr. Leska said the course in question is a high school course. Mr. Jaeger clarified that it is a middle school course taught with high school material that high school credit can be awarded for when it meets certain conditions.

Dr. Barrabee said he also submitted a draft for possible revision of IKF-RC so that the language is consistent with a revised school handbook both of which make the issue very clear. It is intended to avoid the ambiguity and confusions.

Ms. Day declared a brief comfort break at 10:02 PM. The meeting was called back to order at 10:09 PM.

7. STUDY/ACTION

A. Adoption of the FY 2014-2015 Expenditure Budget Revision 2

The FY 2014-2015 Expenditure Budget Revision 2 was adopted as submitted.

Board Book Information: *The State of Arizona requires governing boards to make a final revision of the operating budget for the school year no later than May 15th. The significant changes in budget since the December budget revision are listed below:*

Page 1 of 8:

Line 4 – Increase to Purchased Services budget for November General Elections costs.

Line 6 – Increased expenses as a result of decreased Indirect Cost revenues (Page 6 - Other Funds line 20)

Line 7 – Increased expense in support contracts.

Line 7 – Increased expense for utilities as a result of the timing of bills.

Line 23 - The Special Education budget in the Maintenance and Operations fund has been increased for additional students. In addition, the district received additional funding for sudden growth funding of \$474,695.

Page 4 of 8:

Line 10 - The Unrestricted Capital budget has been adjusted to reflect the estimated final legislative budget reduction of \$4,065,170.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50151508>,Item 7. A. attach] (Exhibit 12)

Mr. Nelson introduced the item. Once we adopt a budget then over the course of the year several things change and we need to do two or three budget revisions that are necessary. He then called on Mr. Little to provide an overview of the changes. By state law districts are required to submit their revisions by May 15, 2015. It is a final opportunity to move numbers around to get to a starting point for the following year. Mr. Little noted the main changes to the budget revision and offered to answer any questions. Mr. Leska asked if this is the last

budget revision we can make before May 15th. Mr. Little confirmed we can make revisions up to May 15th. Mr. Leska asked if this included the program cuts to El Hogar and the Work Experience Program. Mr. Little replied it does not. This is the current budget that ends June 30th.

Ms. Day called for a motion to adopt the budget revision. Dr. Barrabee made the motion, Ms. Grant seconded and the motion passed 4-0.

B. Determination of Governing Board Position on ASBA Legislative Action Agenda Items

Board Book Information: *The Arizona School Boards Association, of which the District is a member, is holding its annual ASBA Delegate Assembly on September 12, 2015. The Delegate Assembly determines ASBA's positions for any future Special Sessions of the current Legislature and for the Second Regular Session of the Fifty-first Legislature. In advance of the September Delegate Assembly, ASBA is requesting that individual governing boards submit Proposed Action Agenda Items to help craft ASBA's advocacy stances. The deadline for submission of proposed items is May 29, 2015. These items will then be submitted to ASBA's Legislative Committee on June 5, 2015. Following that meeting the Committee will then create a draft document that will be circulated to all governing boards and superintendents. That document will be the basis for discussion at the official Delegate Assembly on September 12th.*

At this time, the Board may consider proposed Action Agenda Items. The Item for appointment of a Delegate and Alternate to the ASBA Delegate Assembly will be submitted to the Board in August. ASBA asks that issue submissions be confined into three (3) categories: long-term, short-term, and 2016 Session-specific legislation. Once submitted, these proposals will be compiled by staff and provided to the ASBA Legislative Committee for consideration. The Board is not limited in the number of proposal submissions; proposals may also be in any or all of the categories. Drawing from the Board's submission last year and the extensive discussion and direction at that time, a draft of Legislative Priorities for this year is attached.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50151508>, Item 7. B attach] (Exhibit 13)

Mr. Nelson asked Mr. Jaeger to briefly go over the material. We have a deadline from Arizona School Boards Association (ASBA) that is earlier this year. They are asking how we see the priorities, then they will go to a legislative advocacy group and then we will get the final report. Mr. Jaeger said that each year ASBA determines what its legislative agenda will be and in crafting its legislative agenda that it then advocates on behalf of during the legislative session they seek out input from their member districts and this is the first step in doing that. Recognizing that in the fall semester of next year they hold a number of meetings at which the actual legislative agenda for the organization ASBA will be determined. As we know their agenda may not necessarily comport with our own individual District agenda all the time. But the idea is that they try to solicit input from everybody and come up with one that as an organization they wish to advance. What was submitted to you was what this Governing Board submitted to ASBA last year as a proposal for what we believed ASBA should advocate on behalf on. That was the first year that they asked us to present it in the format of Long Term Issues, Short Term Issues and Current Fiscal Year Issues. What we are looking for is some feedback tonight or we are certainly welcome to some feedback to me via email so that I can perhaps create a better draft for approval at our next meeting.

Dr. Barrabee said the only suggestion he has is under Short Term Issues #3 it mentions to ensure college and career readiness of all students, somehow we should mention JTED because that really affects our students significantly and has a lot to do with career readiness.

Ms. Grant noted that under Long Term Issues #2 it says properly fund building maintenance. Shouldn't we call it what they call it; properly fund District Additional Assistance? Mr. Nelson said that this item refers to the lack of School Facilities Board (SFB) funding and building maintenance.

Ms. Cozad asked where it says to settle the 301 court case. Is that the Short Term or under the 2016 specific? It is under the 2016 issues.

Mr. Leska said he is very disheartened how ASBA lobbied against the anti-Common Core bill in the legislature this year. For him it is a non-partisan issue. When you have New York teachers union oppose it as well as the Chicago union, they did not want Common Core or anything like it in their system, and ASBA lobbied really hard to oppose the repeal of Common Core. He is disheartened with the whole organization because of that particular issue when it had little to do with funding and everything to do with a 50/50 split in population that affects everyone. He just wanted to say how he is not happy with ASBA's lobbying efforts in that case; as they were obviously effective. We need to be very careful what we are asking for because mostly likely we will get it.

Dr. Barrabee asked for clarification on what the alternative legislation was regarding Common Core that is, for those who didn't want Common Core, what the replacement would have been. Ms. Day commented that it is not on the agenda tonight and cannot be discussed. Mr. Nelson confirmed that Board Members could email inputs to Mr. Jaeger in time for the item to be on the May 19th agenda for approval.

8. ACTION

A. Approval of 2015-2016 Student Code of Conduct

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

An effective Code must explain expectations for behavior so that all members of the school community can fully understand them; it must also provide fair and consistent guidelines for consequences to be applied when behavioral incidents do occur to help ensure schools are safe places for students, staff, and the public.

The SY 2015-2016 drafts of the Code were reviewed by the Governing Board at its regular May meeting. Dr. Barrabee provided some specific requests for modification at that time. Many of those changes are being incorporated into final drafts for presentation to the Board, through this item, for adoption, however some were not included due to legal requirements. The two versions of the Code (one for elementary schools and one for middle/high schools) are attached.

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50151508>, Item 8. A. attach] (Exhibit 14)

Mr. Nelson introduced the Student Code of Conduct. Changes suggested by the Board were made and Mr. Jaeger went over them carefully. Some of the suggested language could not be used because districts are required to use AZ Safe terminology that is the same across the State. The matrixes and rule language were simplified. We used more positive language about what we want the students to do. Administration proposes approval in its current form so that we can get it printed as we print some 16,500 copies. Not only for every parent and child, but also for replacements and the like.

Mr. Leska asked if this was just the Student Code of Conduct - is this included in the handbook we discussed regarding IFK-RC? Mr. Jaeger confirmed it was just the Student Code of Conduct. The handbook discussed is each school's individual handbook. The Code of Conduct is packaged into a District-wide handbook that's much more general in its information; it summarizes some key policies of the District and the like. There was no further discussion.

Ms. Grant moved that the Board approve the 2015-2016 Student Code of Conduct, Ms. Day seconded the motion. Motion carried 4-0.

BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

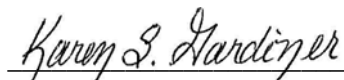
Ms. Day asked the Board if there were any requests for future agenda items. There were none.

PUBLIC COMMENT

Ms. Day asked if there was any further Public Comment. There was none.

ADJOURNMENT

Dr. Barrabee motioned to adjourn, Ms. Grant seconded the motion and the motion passed 4-0. The meeting adjourned at 10:33 PM.



Respectfully submitted,
Karen S. Gardiner

Deanna M. Day, President

Date

Approved: TBD