

DRAFT

**AMPHITHEATER PUBLIC SCHOOLS
Tucson, Arizona**

MINUTES OF REGULAR PUBLIC MEETING OF THE GOVERNING BOARD

Place, Date and Time of Meeting

Leadership & Professional Development Center, 701 W. Wetmore Road, April 4, 2017, 5:30 PM

Board Members Present

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

Central Administrators Present

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

Others Present

Clyde Dangerfield, Cantelme and Brown, District Legal Counsel

OPENING OF MEETING - 5:30 PM TO HOLD EXECUTIVE SESSION

Ms. Jo Grant

Ms. Grant called the meeting to order at 5:31 PM.

1. EXECUTIVE SESSION

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

1) Discussion and Consultation with Representatives of the Governing Board In Order to Consider Its Position and Instruct Its Representatives in the Meet and Confer Process with Employee Organizations, Pursuant to A.R.S. §38-431.03(A)(5).

ACTION: APPROVED. MOTION: Ms. Day moved to recess the Open Meeting and hold an Executive Session for discussion and consultation with representatives of the Governing Board in order to consider its position and instruct its representatives in the Meet and Confer process with employee organizations, pursuant to A.R.S. §38-431.03(A)(5); **SECOND:** Ms. Cox Golder; **DISCUSSION:** There was no discussion. **VOTE:** 5-0 (Voice Vote); **TIME:** 5:32 PM.

B. Motion to Close Executive Session and Reconvene Open Meeting

ACTION: APPROVED. MOTION: Ms. Day moved to close Executive Session and reconvene the Open Meeting; **SECOND:** Ms. Grant; **DISCUSSION:** There was no discussion. **VOTE:** 5-0 (Voice Vote); **TIME:** 6:04 PM.

CONTINUATION OF OPEN MEETING - START TIME IS 6:00 PM

Call to Order and Signing of Visitor's Register

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

Pledge of Allegiance to the Flag
Copper Creek Elementary Students

Ms. Tanya Wall, Copper Creek Principal, introduced pledge leaders Taylor Rayl, Reagan George, Surya Graves, Alexandra Morrison and Zephany Davis who are members of the Copper Creek Student Council. After the pledge of allegiance Ms. Grant asked Surya to talk about the Copper Creek student art on display; then she presented them with Certificates of Commendation.

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

Ms. Day announced the next Special Meeting of the Governing Board on Thursday, April 6, 2017 at 2:45 PM and Tuesday, April 18, 2017 at 6:00 PM, in the Leadership & Professional Development Center, 701 W. Wetmore Road, SE Parking and Entrance.

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

2. RECOGNITION

A. Presentation of Distinguished Service Awards

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 2.A.]

Mr. Mike Bejarano, Chief Academic Officer Secondary Education, introduced the DSA Award recipients.

Rosie Slack, Custodian III, Ironwood Ridge High School

Ms. Slack has been with Amphi since 2003 and is the Lead Custodian at Ironwood Ridge. She demonstrates excellence in everything she does and goes above and beyond to assure her and her crew creates the cleanest, safest environment for learning. To Rosie, it is not just a job. She is passionate about what she does and cares about the students. She is positive, helpful and is a team player who communicates and collaborates. Rosie said she was humbled and honored to receive the award, thanked God, and was grateful for those who put her in for the prestigious award as they saw something in her she did not see in herself. Rosie said as much as she appreciates the award, as grateful as she is, that the greatest reward she has ever been given is the simple opportunity to help others and do what she needs to do keep a clean environment for her Nighthawk family. She will continue to do her best and hopes this will be an encouragement to the children to do what they need to do and go above and beyond in all they do. She thanked Ms. Burnett for being so inspirational and Mr. Spencer for keeping her on her toes, and everyone else who has supported her on her journey and challenges. Mr. Leska presented her with the Distinguished Service Award.

Dennis Williams, Science Teacher, Cross Middle School

Mr. Williams came out of administration in Phoenix and when he got to Amphi he found his true passion. He has been with Amphi since 1994, serving as 8th Grade Science teacher, Wrestling Coach and Athletic Director. Dennis is a very respected and loved by students and parents. He makes Science come alive in the classroom by using engaging and hands on experiments such as dissections. Everyone wants to be in Mr. William's class. He arrives at work bright and early at 6:00 AM and doesn't leave till well after 6:00 PM teaching 7 periods a day and athletics. They call him the "Energizer Bunny" and he has smile on his face each and every day. Dennis is a master communicator. As Athletic Director he keeps coaches informed for the expectations and duties. He also communicates all the athletic information to staff and students through a weekly communicate called "This Week in Athletics". He is a man of integrity, a professional educator who is passionate about his curriculum and is a loyal employee who goes above and beyond in his duties. Dennis thanked his wife, who is also an educator and others. He said he works in a district and school where distinguished service is all around, it's contagious, and he doesn't see himself as better than others. Our legacy is not in a trophy or award, it is in the lives of our students. Therein lies our true purpose. He has taught over 5,000 students. Mr. Leska presented him with the Distinguished Service Award.

B. Recognition of Amphitheater High School Special Olympics Arizona Basketball State Champions & Most Inspirational Athlete Award Winner

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 2.B.]

Mr. Nelson announced that we have champions in the house and asked Mr. Lansa, Amphi High Principal, to talk about the exciting event that took place and how they became champions. Mr. Lansa shared that they are very excited to introduce the new State Champions from the Special Olympics Basketball tournament that happened in March. He called up the team members who were present and introduced players Kevin Siegalkoff Agustin Willem, Tony Salinas, Sunny Noriega Romero and Darnell Moore. These students are in the cross-categorical class and part of their day is spent in adaptive PE class where they have student mentors who are also part of the team. Mr. Lansa introduced team partners Emily Hoishman and Brandi Lizarraga who were present and the teams coaches Kimberly Dickinson, Marian Johnson and Ciarra White-Griggs. Ms. Dickinson spoke about the competition. The adventure started in February at the regional tournament where the team tied for first which allowed them to go to State. They were super excited that they won. When asked if they wanted to go to State, every one of them was fired up and wanted to play. Then the parents needed to be asked because it would involve a road trip over Spring Break. The adventure began Friday, March 17th when they played three games, one against a team from Phoenix, one from the Four Corners area and one against Yuma. They advanced to the final four and on Saturday, March 18th played two games, the final game against Mountain View High School, beating them 21-20, taking State!

Ms. Dickinson described the Most Inspirational Athlete award. Every team got to nominate an exceptional athlete and the team nominated Darnell Moore. The Special Olympic officials reviewed the nominations and for Arizona Special Olympics Basketball, they named Darnell 2017 Most Inspirational Athlete for the State of Arizona for his attitude, enthusiasm, sportsmanship, and exemplifying the spirit of Special Olympics. Dr. Baker presented them with Certificates of Commendation.

C. Recognition of Canyon del Oro High School Superintendent's Student Advisory Council

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 2.C.]

Mr. Don Enright, Assistant Principal, introduced the CDO council of 16 students, four from each grade level. Ms. Cox Golder presented them with Certificates of Commendation.

D. Recognition of Canyon Del Oro Academic Decathlon Team

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 2.D.]

Mr. Chris Yetman introduced the CDO Academic Decathlon Team and explained the team composition. The team is seeded 3rd to 4th in the nation and they hope to bring back a banner from national competition. Ms. Day presented them with Certificates of Commendation.

3. PUBLIC COMMENT

Five people submitted forms to speak during public comment. Ms. Grant read the Open Call to the Audience.

Jim Love - Mr. Love introduced himself and Mr. John Williams. (*Mr. Love is a Board Member at Flowing Wells and Mr. Williams is a Board Member at Altar Valley.*) They represent the Arizona School Boards Association (ASBA), which all districts in the state are a member of, and are the Pima County co-directors on the board of directors for ASBA. Mr. Love and Mr. Williams are at the meeting tonight to recognize Superintendent Patrick Nelson. Mr. Love noted some of Mr. Nelson's efforts on behalf of public education such as sitting in on a governor's staff meeting pleading for monies to help repair schools because the state is not funding schools as they should. The reason why they are here is because of all the years of service that Mr. Nelson has given to this community and all the things he has done to try to improve the district, the things he has done for his staff, and most importantly the things that we've seen tonight that he has done for his students. Mr. Williams read the certificate being presented to Mr. Nelson on behalf of ASBA, "In recognition of

your significant contribution and service to the success of Arizona school children and public education.” He added that the award is well deserved because he saw Mr. Nelson interact with the students before the meeting, and that is the mark of a true leader. Mr. Nelson takes education seriously. As everyone is aware, public education in Arizona is under attack, and it is up to us to rally and assure that public education stays in place as it is the greatest example of democracy that we have in the United States.

Ralph Atchue - Mr. Atchue addressed the Board regarding the State’s funding of education. Mr. Atchue stated that he was the Democratic candidate for Legislative District 11 for the State Senate and will be running again in 2018. It has been about a year since Proposition 123 passed and it is time to take a look at where we are at. After 11 months of Prop 123, Arizona is still at the bottom of per pupil spending. Arizona is still at the bottom when it comes to teacher pay. Statewide we are approximately 4,000 teachers short and approximately 24% of our teaching force will be eligible for retirement. We are left with facility maintenance funding that is at a nearly 90% cut in many school districts leaving school buildings and buses vulnerable for disaster. Our current State Legislature and Governor are proposing a budget that puts pennies to the dollar towards these problems. In addition they are considering expansion of ESAs which are vouchers, as most people know them. These are unneeded tax breaks for the wealthy who can already afford to pay for private education. ESAs have proven very little benefit to the improvement of education quality and they are tax resources spent with little accountability. It’s time to look at another type of solution. First we need to stop the ideological tax cuts that are costing our state, right now, \$4 billion per year. With the additional revenue that would come from stopping those tax cuts we would be able to raise teacher’s salaries to a base of what he is suggesting of \$50,000 per year. That would assure the ability to recruit and retain quality educators. With the additional funds we would be able to invest in the infrastructure not only of today’s schools, but the schools of tomorrow. He would like to see the State support public education as schools reinvent themselves to provide quality options for the kinds of choices that Arizona families need and want. He believes the only way to achieve these goals, and real improvement in Arizona public education, is to change who we elect to our State Legislature and in the Governor’s mansion. It’s time to end the one party domination of the last 10 plus years in our State and begin to elect Democrats who will help us to make the changes we need.

Greg Steed - Addressed the Board regarding the new Instructional Technology Specialist job description requiring A+ Certification. Mr. Steed introduced himself as an Instructional Technology Specialist in the District. The Technology Specialists have been told that the change to the Instructional Technology Specialist job description has been made because technology continues to change and the District wants to insure its employees are up to date with the technology and have the knowledge to do their jobs. While we all agree with statement, we do not believe that the Tech Specialist position requires the A+ Certification. The A+ Certification was not created for this type of job, and Tech Specialists do not do that type of work. It was created for positions such as the IT Repair Techs and the Network Techs. A more appropriate certification for the Technology Specialists would be the Fundamentals Certification. Mr. Steed asked the Board and the District to consider the Fundamentals Certification. But if they choose to keep the A+ Certification requirement three and a half months is not enough time to prepare. Most of the Tech Specialists would not be able to be fully prepared to pass the exam. The financial cost is immense for people who are working 24 hours a week at \$11.00 an hour. If they do not pass the exam they will lose the money [for the test] and their job with the District. An additional point is that some of the Tech Specialists already have valid A+ Certifications, but because they are “GFL” or Good for Life certifications, the District will not accept them. Even though CompTIA (*The Computing Technology Industry Association*), the certifying authority, says that they are valid certifications.

Gary Lerch - Addressed the Board regarding the new Instructional Technology Specialist job description requiring A+ Certification. Mr. Lerch introduced himself saying he has been an Instructional Technology Specialist at Coronado K-8 School for the past 17 years after being a teacher for 30 years in the Seattle, WA districts. The knowledge that the A+ test requires is way above what is found in our job description and what we do every day. It may be appropriate for the High School Repair Techs or the IT employees at Wetmore, and it is surprising that it isn’t required of them, but is only required for the lowest level IT employees. Another concern is what may happen in the schools. If the problem is that the District is not getting qualified applicants

for a part-time job that pays \$11.00 to \$13.00 per hour, how is raising the qualifications going to help the situation? It is possible that some schools will open in August with no computer techs. Finally, if the Board wants to carry through with this requirement perhaps it could change how it is being implemented. We have been given only three and a half months to accomplish this. Personally he has a vacation planned for the month of June giving even less time. Perhaps the current employees could be grandfathered or at least given the next school year to gain this certification. Mr. Lerch expressed that he hopes a solution can be found that will be both beneficial to the District and its schools, and also for its current employees.

Steve Broome - Addressed the Board regarding the new Instructional Technology Specialist job description requiring A+ Certification. Mr. Broome said the letters that the Board received from Greg and Gary did a great job of outlining the situation, so he will not touch on every point. The Board has been told that the test is easy and that it should be able to be passed with little to no study time. He could not disagree more. Is he qualified to make an evaluation on the difficulty and value of the A+ Certification as it pertains to his job? Like many of the school techs he comes with experience. He holds a degree in MIS (Management Information Systems) from the University of Arizona and 20 years' experience as IT Director at Child and Family Resources. His very conservative guess is that less than 20% of the certification applies to his duties as a school tech. As to taking the test with little to no studying, he brought along a hard bound prep manual book to show the Board as an example. After plugging his experience into a testing website for A+ Certification, it estimated that he would have to study about 112 hours to guarantee passing the test. He expressed that he does not need to study over 100 hours on his own time, pay for his own prep materials and take a test that does not pertain to his job, to do a job that he already does and has never gotten less than an "excellent" rating for on his evaluations. Mr. Broome asked that the Board remove the A+ Certification from the Instructional Technology Specialist job description. If it is a certification that is needed please consider the more relevant IT Fundamentals Certification.

4. INFORMATION²

A. Status of Bond Projects

INFORMATION ONLY - Mr. Burns presented information on the status of current bond projects and asked if the Board had any questions. Mr. Leska asked about the Innovation Academy skylights and what would happen on a cloudy day or at nighttime events. Mr. Burns said that the school can turn on the hall lights. There is no sensor system, but hopefully the staff will learn not to turn on the hallways lights when there is sun through the skylights, and to turn them on when they need them. Mr. Leska asked if the lights were only in the hallway. Mr. Burns clarified that all the classrooms have normal lighting. Mr. Leska commented that ADA seating is being installed in the gym in CDO and asked if ADA seating would be done on the football field for sporting events and graduation. Mr. Burns said they are currently testing an engineering solution at Amphi High, which simpler than CDO because the land is flat at Amphi High, but if that solution works they will try to engineer an equivalent solution at CDO.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 4.A.]

Ms. Grant announced a short break. The break began at 7:20 PM and ended at 7:29 PM.

Ms. Grant noted that before the presentation of the Educational Support Staff video was shown there was another speaker for Public Comment, a student, who would speak first. Ms. Grant called on Eddie Vargas.

Eddie Vargas - Addressed the Board on REACH programs. Mr. Vargas introduced himself as a senior at Canyon del Oro High School. As he begins a new chapter in life, he realizes the value that Amphitheater School District has had in his education. He is a product of the District after attending Amphitheater Schools for 13 years. It has been an honor to have been challenged in many different ways, and he is the person he is because of the challenges he has been given academically. Honors internship at Canyon del Oro has contributed greatly to those challenges, and after seeing how it has contributed to his life he believes it should continue to impact others for future generations in the same way it has impacted him. Last year he approached Ms. Cymry DeBoucher, instructor for the course at CDO, after being selected for an interview for the Key summer internship program. He had never done an interview, and although excelling academically, he didn't have a clue

at how to succeed at an internship or an interview. Ms. DeBoucher helped him plan his answers and discover what his values and philosophy was. He completed his internship interview through the help of the Honors Internship Course and because of the help was accepted into the program. This year he received help with understanding higher education and scholarship function, how to write personal statements, resumes and answering interview questions in ways that were different than in regular classes. Gifted students tend to see the world a little bit differently. Ms. DeBoucher had molded the class to fit their needs. As a first generation college student he had no idea what the process was for looking at colleges and scholarships. Through one-on-one guidance he was able to fit pieces he had already together. Last week he found out he was accepted to be a Baird Scholar at the University of Arizona Honors College, which is valued at \$100,000. The Honors Internship class is different than Advanced Placement and International Baccalaureate classes that are taught at the school because it allows us [Gifted students] to truly think critically about the world that we learn about in our classes. He hopes that the Board maintains the structure of the class so that others are able to succeed.

B. Educational Support Staff Appreciation Video

INFORMATION ONLY - Mr. Nelson introduced the item saying that the value of the District's Educational Support Staff is amazing and the District could not educate our students without them.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 4.B.]

C. School Reports - Coronado K-8 School, Amphitheater Middle School and Painted Sky Elementary

INFORMATION ONLY - Coronado, Amphitheater Middle School and Painted Sky principals highlighted a program in their school and why parents should choose their schools.

Coronado K-8 School - Mr. Gerard Ball, Principal, highlighted the Kindergarten Program at his school. Times have changed in Kindergarten curriculum. In Kindergarten students are learning concepts such as reading a page top to bottom, left to right, turning the page, counting from 1- 100, decomposed numbers $6=3+3$. Teachers are learning how to balance socio-emotional development with academics with training through Kinder Experience. It changes what the rooms look like and the curriculum. Content is authentic to the learner with activities such as building a scribble bot which consists of a container, motor and markers that they make move and squiggle. They are given experiences that they will see years down the road in jobs. The activities are open ended. They also learn how to work with other students and in groups. Why choose Coronado? It is the people; students finding their niche and what they hold dear and school spirit.

Amphitheater Middle School - Ms. Tassi Call, Principal, highlighted the Advisory Home Room Class. Advisory Home Room Class began 7 years ago. Students who have a strong relationship with an adult flourish. Students are assigned to Advisory in 6th Grade. The focus is on themes; they do projects, get organized for the day and make up assignments. The socio-emotional needs of adolescents are important and it helps with the transition to high school. Why choose Amphi Middle School? It is our moral obligation to prep all students for college which guides everything they do. There is a kind environment with a class or activity or everyone and work with the community.

Painted Sky Elementary - Ms. Wendy Biallas-Odell, Principal, highlighted three special areas/programs. Volunteerism is high with parent and community volunteers every day in the classroom, some for trips and events and others working with students. They have logged 5,400 volunteer hours. Thunder Bird Resource Center offers tutoring in Math and Reading from 35 volunteer parents and community members, many of who are retired teachers. Watch Dog is a new national program designed to bring male role models into the classroom. Painted Sky had 40 fathers or father figures to help. They wear gray shirts identifying them as part of the program. They start the day at drop-off and the bus and go into the classroom engaging in class work. They will have lunch with their child and 40 minutes in recess. A Volunteer felt like a "rock star" because all the students want to be with him. Why choose Painted Sky? Painted Sky is a caring community of parents, students and staff and a Kind Campus.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 4.C.]

D. Periodic Legislative Update - Updated April 2, 2017

INFORMATION ONLY - The Periodic Legislative Update was moved to the end of the meeting due to

time constraints so that items more pertinent to those in attendance could be covered first.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 4.D.]

5. **CONSENT AGENDA**³

Ms. Grant asked if there were Board Member requests to have any items addressed separately.

ACTION: APPROVED. MOTION: Ms. Day moved to approve Consent Agenda items A. - P.
SECOND: Ms. Grant; **DISCUSSION:** There was no discussion. **VOTE:** 5-0 (Voice Vote). Appointment of personnel is effective provided all district, state, and federal requirements are met.

A. Approval of Minutes of Previous Meetings APPROVED

The minutes for the March 20, 2017 and March 21, 2017 Board Meetings were approved as submitted.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 5.A.] (Exhibit A)

B Addendum to Approval of Appointment of Personnel APPROVED

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 5.B.]

C. Addendum to Approval of Personnel Changes APPROVED

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 5.C.]

D. Approval of Leave(s) of Absence APPROVED

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 4.D.]

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

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 5.E.]

F. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,318,505.85 (Final Total) APPROVED

A copy of vouchers for goods and services received by the Amphitheater Schools and recommended for payment has been provided to the Governing Board. The following vouchers were approved as presented and payment authorized:

FY 16-17

Voucher #541	\$874,760.78	Voucher #542	\$570,182.44	Voucher #543	\$64,566.00
Voucher #544	\$153,064.76	Voucher #545	\$156,991.36	Voucher #546	\$290,041.65
Voucher #547	\$171,878.39	Voucher #548	\$37,020.47		

G. Acceptance of Gifts APPROVED

The listed gifts and donations were accepted.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 5.G.] (Exhibit B.)

H. Approval of Parent Support Organization(s) - 2016-2017 APPROVED

The Parent Support Organization(s) were approved as submitted.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 5.H.] (Exhibit C.)

I. Receipt of February 2017 Report on School and Auxiliary Club Balances APPROVED

The report on February 2017 report was approved as presented.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 5.I.] (Exhibit D.)

J. Award of Contracts for Internet Service provider (ISP) and Internet Transport Based upon Responses to RFP (Request for Proposal) 03-06-2017 APPROVED

The Governing Board awarded two contracts for RFP 03-06-2017 based on the highest scoring proposal for each service. One contract shall go to Cox Business for Internet Transport, and the other contract shall go to Arizona Board of Regents, University of Arizona for Internet ISP.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 5.J.] (Exhibit E.)

K. Approval of Intergovernmental Agreement with the Arizona Board of Regents for Internet Services APPROVED

The Board approved the Intergovernmental Agreement with the Arizona Board of Regents for Internet Services as submitted.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 5.K.] (Exhibit F.)

L. Approval of Out of State Travel APPROVED

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 5.L.] (Exhibit G.)

M. Approval of Waiver Request for Graduation APPROVED

The Board approved the waiver of 1.0 credits of physical education for Ironwood Ridge High School student # 30021945 on the condition that the credits be replaced with another elective course.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 5.M.]

N. Approval of Contract Forms for the 2017-2018 Fiscal Year for Administrative, Administrative Exempt, Certificated, and Professional Non-Teaching Employee Groups; Authorization to Issue Contracts to Renewing Staff Members for Fiscal Year 2017-2018 APPROVED

The Board approved contract forms for the listed groups and directed their issuance to renewing members of the respective employee groups.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 5.N.] (Exhibit H.)

O. Review and Approval of Supplemental Texts and Materials APPROVED

The list of new supplement texts and materials was approved as submitted.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 5.O.] (Exhibit I.)

P. Approval of School Facilities Board (SFB) Grant for: Amphitheater High School Chiller Replacement APPROVED

The Board executed the attached Terms and Conditions and accepted the Building Renewal Grant for the Chiller Replacement at Amphitheater High School, Project Number 100210281-1024-019 BRG in the amount of \$5,683.00.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 5.P.] (Exhibit J.)

6. STUDY

A. Study of Proposed Governing IHAMC (Instruction and Training in Cardiopulmonary Resuscitation)

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 6.A.] (Exhibit K.)

Mr. Nelson introduced the study item. The new policy is based on legislation that was passed requiring high school students to have CPR training. Training must start being offered by July 1, 2019. The district is looking at ways to train the students. Mr. Leska asked how they planned to present the training or what class it would be in. Mr. Nelson said they are looking at it now and will keep the Board informed.

7. STUDY/ACTION

A. Review and Approval of 2017-2018 Student Code of Conduct

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 7.A.] (Exhibit L.)

Mr. Nelson introduced the item which was reviewed at the March 7, 2017 meeting in detail. The red markings indicate what is to be deleted and the blue markings indicate what is to be added to the policy based on the input of administration and the principals. The green markings are what the Board wants added to the policy. The revisions were run by the assistant principals who deal with the policy on a daily basis. Administration asks for the Board's approval so that the handbooks can be printed and ready for registration.

ACTION: APPROVED. MOTION: Mr. Leska moved to approve the 2017-2018 Student Code of Conduct as written. **SECOND:** Ms. Cox Golder; **DISCUSSION:** There was no discussion. **VOTE:** 5-0 (Voice Vote).

B. Study/Approval of REACH Report

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 7.] (Exhibit M.)

Mr. Nelson introduced the item recapping that the review of the REACH program has been done in two parts; Dr. Lopez doing the first review in 2016 and the second review took a bit longer. As noted on the first page of the report, full implementation of all changes listed in the report would be prohibitively expensive at this time, and is not possible without additional funding from the state. REACH co-chairs and Ms. Nelson went through the report to summarize and highlight key issues that should be addressed first. Ms. Nelson is available for comment and questions as are our REACH co-chairs Donna Shreve and Melanie Derksen who are great REACH teachers and have been committed to this project.

Ms. Grant asked Ms. Cymry DeBoucher if she would like to make her public comment before the presentation or after. Ms. DeBoucher indicated she would speak after.

Ms. Day: What does it mean, approval of the REACH report? If we moved right now to adopt this report, what would we be adopting? A whole lot of things we can't afford?

Mr. Nelson: Great question. Probably not the best wording, but what you would be adopting is the outline on the very first page of 1, 2 and 3.

Ms. Day: I don't think that is clear. I don't want to approve that report as written.

Ms. Grant: Okay we'll have to...

Ms. Nelson: The Board item that we submitted, and that you see on the screen behind you, summarizes the three main priorities as first steps. Recognizing that we have things we would like to implement down the road, but we would like to do some things and need some decisions on how, and if, and when we are going to do those because staffing is involved, and we are doing outstanding projects right now with the principals. To summarize, in the meetings with department chairs, we came up with these three priorities. The first one was based on the survey result from the REACH report done by Dr. Lopez and the committee. One of the things was that people saw a need to increase the time for elementary students and to provide support and professional development opportunities for teachers in regular classrooms who are teaching in the cluster. So as we looked through the opportunity to put together 2 hours per week based on groups of 12 as the measurement used, it would require an additional 3.3 FTE at a cost of approximately \$171,461.00. The second piece was to expand some offerings at the high school level to build in the English classroom opportunities in 9th and 10th Grade because as it currently exists, our students come out of the middle schools having had 3 years of humanities into high school where there is not a mechanism in place currently. One of the components of the report talked about looking at 9th and 10th Grade, looking at ways either put together a cluster or full classes depending on student selection of regular 9th Grade English or Pre-AP 9th Grade English, regular 10th Grade English or Pre-AP. The high school principals would have to schedule those kinds of things and they are building master schedules right now as students are selecting courses. So we need some direction from you about that. We do not know at this point information about associated expenses that would be built into this English model. But we do know that likely there would be some. The third piece that was a priority was to look at the K-8 program providing equipment, materials and supplements for both middle school and elementary to increase the opportunity for students to use technology, have new materials in terms of text books that would be part of Board policy in selecting those. And the associated cost K-8 for that is approximately \$117,660.00. So if the Board in their discussions with Donna and Melanie decide to approve this, we estimate the cost to be about a

third of a million dollars between \$300,000.00 and \$320,000.00 to do those three priority first steps based on the REACH report.

Ms. Day: It's my understanding in the report that the desire for more REACH by the constituents was across all levels. It's not just the elementary school. Is that correct?

Ms. Nelson: Are you asking about the survey or the report from the groups?

Ms. Day: Well the survey. When you surveyed all the parent of REACH students I seem to recall there were many in the high school level who didn't even know REACH existed in some places and things like. Therefore there was an endeavor that they would want more time as well.

Ms. Nelson: Thank you for the clarification. That was one of the major themes across the report. And that was an important component that I think each group, the elementary, middle school and high school looked at. For example, the middle school teachers came back and made a recommendation saying that we should be looking at additional accelerated classes. Right now we have humanities. If we are going to add time we should be looking at additional accelerated classes. So there were provisions in each one. For example, at the Elementary they recommended between 90-120 minutes per week. When Dr. Lopez and I looked specifically at what that would do, we picked a date, I pulled up March 27th data, and we picked information to see what it would be to take the 120 minute recommendation with groups children of 12 and how many staff that would take to implement. We did some specific things. We felt like we couldn't do everything and that is why we called these very carefully first steps.

Ms. Day: The last time we sat here I believe I asked the question that, in the second you here, if you are going to count that as REACH time for REACH students, being clustered in an English class - then I asked the question are you counting that as REACH time when elementary people are clustered in the classroom. And I believe the answer was no. Has that been remediated so that we have the times that are a little more comparable?

Ms. Nelson: Don't recall that the answer was no, but I could be wrong. I don't remember that answer so I can't clarify.

Ms. Grant: Can we ask that of Ms. Shreve or Ms. Derksen please? Would one of you like to come up and address that question?

Ms. Shreve/Ms. Derksen: The question is clustering, correct? Well here's the difference. When we cluster in the elementary school the children are in their cluster classroom all day long and they have to go to all their classes. In elementary school they have to go to what we tell them to go to. In high school the students are clustered in an English class the REACH teacher Gifted specialist would be pushing into the class (meaning going into an English class to work with REACH students) where those students would be located. It would be efficient for the REACH teacher to go into the class because that's where those students are. We have found that by offering seminar time to the 9th and 10th Graders they have the option of going to seminar time. And an option for a 9th Grader and a 10th Grader they have not necessarily taken advantage of those options. So by having the REACH teacher push into that classroom they will get those services.

Ms. Day: But don't you push in in the elementary school?

Ms. Shreve/Ms. Derksen: It varies depending on how much time that teacher has and the number of students that are identified at that school.

Ms. Day: Okay then my point is that is in my way of thinking, REACH time. If you are going to count this REACH time [high school time] then this is REACH time.

Ms. Shreve/Ms. Derksen: We do that. Not only do we push in but we pull out. Both depending on the time and the number of students, things like that. But I do think it is important to realize that one of the big concerns for all of us, including middle school teachers who brought it up, is students go for 6th, 7th and 8th Grade every day having a REACH humanities class, and they go to high school and they don't hardly get anything. And then in 11th Grade they get an internship. We need to figure out what we can do at the 9th and 10th Grade for our REACH teachers to service these children.

Ms. Day: I don't disagree with that at all. I am just trying to get the times; how you calculate time here and calculate time there and it seems to be...it's different but I know the situations are different as well. I am not opposed to that push in in English class at all.

Ms. Shreve/Ms. Derksen: The things that we feel is that if this is something that is decided is, this would be a great opportunity for our REACH teachers to get to learn and meet these students in 9th and 10th Grade, which

would then give them an even better opportunity in 11th and 12th grade for even more students than we have had in the past to be in the internship program. They would now know who the teacher is, they know who the REACH program is in the high school setting, they know the teachers; it's an even flow that way. Just like it is in middle school; and we've missed that component.

Ms. Day: I agree with that 100%.

Ms. Grant: I'm not an educator so could you please explain to me push in and pull out? When you say push in you go in and take over the class or you...

Ms. Shreve/Ms. Derksen: It sounds aggressive doesn't it? I push into Kindergarten so once a week I go into the Kindergarten classroom and we do an engineering activity because in that classroom there is one Kinder student who is identified. Rather than having that Kinder come into my room I go into that classroom - so that is a push in. A pull out time is when we see our regular REACH cohort groups. And while it is great that the students are clustered in a classroom, because that gives them a higher level of instruction in general all day long, still they benefit from a being in a cohort group. So the pull out is when they come to the REACH teacher. That is something done at one of my schools where I have 28 Gifted students in a 3-4 combo. I push in with that teacher and we team teach those students and it is a very good experience.

Ms. Grant: Thank you for the clarification. I have a couple more questions. You mentioned that we need to do something about 9th and 10th Grade. So we got a 13 page document: is there anything in this document that talks about 9th and 10th Grade?

Ms. Day: I believe there is.

Ms. Shreve/Ms. Derksen: I know when we first went over it we put our portfolio in and a lot of the information that is on this is from that portfolio we put together. That was a concern of ours, 9th and 10th Grade. There are not pages on here but of you look after overview, the 6th page, at the high school level both the members of the committee and we agreed there was a need to provide greater access to the high school REACH teachers for identified students. Turning the page it references 9th and 10th Grade in the second paragraph.

Ms. Grant: Alright. So how did you arrive at, out of all the 13 pages here, how did you arrive at these items here being the top three?

Ms. Shreve/Ms. Derksen: Well, number one was easy. It was like, what is the hill to die on; this is our hill die on.

Ms. Grant: The top three.

Ms. Shreve/Ms. Derksen: Number one. Increase the amount of time at the elementary level. Is that what you are asking? Our FTE increase was number one. Middle school is what was presented there and in high school we agreed that having some kind of program at the 9th and 10th Grade would be the best option for first steps. So it was like what was our hill to die on? Our hill to die on is number one more FTE at the elementary level. If we do not have more FTE the children will not have more time. And at some of those schools with the larger number of identified Gifted students, those children will not have Kinder and First Grade Services because there aren't enough hours in the school day at our larger elementary school. That's number one for us. The second is to get those high school students in 9th and 10th Grade because we believe that once they are connected to the REACH teacher in 9th and 10th grade and they realize that REACH does exist at the high school, then come Junior and Senior year, then they can opt into the internship seminar.

Ms. Grant: Okay.

Ms. Shreve/Ms. Derksen: And third, you know, we have not had our own budget for several years and we know we don't stand alone in that. But number three was budget for materials and resources. Because if we are going to have extended time with students and we've reviewed our curriculum and we are planning for next year, improved curriculum will mean more materials.

Ms. Grant: So in the survey that you did with parents what was their number one?

Ms. Shreve/Ms. Derksen: Their number one was our number one, which was increase time specifically at the elementary school. It was not so much at middle school because their students are seen every day in REACH Humanities. And we feel like high school needs to be revamped and starting at the 9th and 10th Grade level and then building from there.

Ms. Grant: Okay, so parents want to see it more at the elementary side.

Ms. Shreve/Ms. Derksen: Absolutely. And so did the students. I know our middle school parents have concerns that have talked to them about what happens to their child in high school in REACH. It's a concern.

Ms. Grant: Earlier you all talked about its important that we have the 9th and 10th Grade REACH so that when they go on into the internship program it kind of progresses along. But in the report it talks about eliminating that, and I would like to know why you recommended eliminating that program.

Ms. Shreve/Ms. Derksen: Right now, for the past several years, the number of students who have taken the REACH internship, as valuable as it is, and I speak as the parent of someone who has certainly gained from specifically the REACH internship, there have been very few students, and I don't want to say a number now because I may be off, but there have been a minimal number of students who've taken that. And since we have 1.4 FTE REACH teachers assigned to three high schools.

Ms. Grant: Say that again.

Ms. Shreve/Ms. Derksen: 1.4 REACH teachers assigned to high schools. In our mind it did not justify that kind of FTE. And it is not always easy when we have special needs groups to attach and FTE with the number of students. I just want to say that for all of us with special needs too. But we also believe that if you are going to implement a 9th and 10th Grade program and let's start that going we should have an internship because you are going to have a much bigger group of students who are going to go into it. It won't be a problem, you won't have low numbers, they are probably going to be interested because they have someone who's advocated for them to do that. We don't have that now.

Ms. Day: I think that's a huge factor with getting somebody, with increasing your enrollment at 11 and 12 [grade]. And what would you replace it with if you removed internship? You'd do 9 and 10 English and then what? They get no services in 11 and 12?

Ms. Shreve/Ms. Derksen: No, we would not prefer that. But we also looked at this. For us we looked at it as what is being recommended are first steps. The first steps for us are get the 9th and 10th grade going. And then our second step, if there is going to be one, is do get that internship going. It shouldn't just go away. Maybe that gets revamped to because we have so many more students who are going to go into it.

Ms. Day: So we are not getting rid of the internship if that is what I hear you saying. We are going to go 9 and 10 English and then internship.

Ms. Grant: No.

Ms. Day: Isn't it a 101 and 102, aren't there two internships?

Ms. Shreve/Ms. Derksen: There is 101 and 102. I think this proposal is that for the coming year we focus on 9th and 10th Grade and there would not be a REACH honors internship for the next year. However there would be an internship class, that the students could still take an internship class. It just would not necessarily be taught by REACH teacher.

Ms. Day: So you are saying to the Juniors of Ironwood Ridge and CDO that as Seniors they can't take internship 102 under that scheme?

Ms. Shreve/Ms. Derksen: I'll say that is what we are saying. I think what we were trying to let you know is, if we are going to find out that there are first steps, and our first steps have to be either adding a 9th and 10th grade and getting that going or keeping and internship, we are going to go with the 9th/10 Grade if that's our ultimatum. And we are not talking about hundreds of students. We are talking about roughly a dozen students at each school. The impact is not going to be, obviously any impact to any student is an impact, but the classes have been small.

Ms. Day: Okay but what does the REACH teachers, let's just say at Ironwood Ridge if, would it take them all day, 5 days a week to push into the English classes? Because the internship meets once a week, right? It meets Monday morning.

Ms. Shreve/Ms. Derksen: Right.

Ms. Day: So what are they doing the rest of the week? I don't know, that's my question. So I don't see why we have to get rid of internship to push into 9 and 10 English. Because what else are you doing the rest of the week?

Ms. Shreve/Ms. Derksen: If we can do both. We are standing behind Ms. Nelson, so I am going to say I am sure Ms. Nelson would support us in trying to do both. We are just thinking about the funding and the cost that this is going take and we all chose to give a little in each of our departments. This is what we are choosing at all

three levels. But if you are asking us if we would like to keep all, would we like to add a 9th and 10th Grade and keep the internship for only a dozen students - yes we would.

Ms. Day: Okay. Can I ask Ms. Nelson a question? The queen of FTE. I mean do you see that the person who has that FTE now could possibly so an internship and push into 9 and 10 English?

Ms. Nelson: I think we could. I think what we would need to do, once we have Board direction, is sit down and look at the actual numbers of 9th Graders and 10th Graders, how many sections of English we would actually be looking at, looking at the FTE assigned to the schools. Considering the fact that the honors internship meets once a week, would allow a lot more flexibility than a typical class that meets 5 days a week. So I think we would certainly want to look at that. But, I think as Melanie and Donna have explained that the priority coming out of the group seemed to be that we needed to do something immediately for 9th and 10th in order to get those children the REACH services they needed when they went to high school. So certainly we could continue to look for those things. Absolutely.

Ms. Day: Well I know we can look at them but I mean...I just have to go on record that when we struggled with the PE thing, and we wrestled with the junior high grades, we as a Board did not do anything that affected students who thought they had made a decision for what course they were going to take and I don't care if its five students. But if they think that what they are going to do something I think that is a disservice if we just all of a sudden opps [remove] a class that meets once a week. I'm not diminishing what the person does, but I just think that's wrong.

Ms. Grant: Okay I am back on this 1.4. So if the honors program only meets, at Ironwood Ridge and CDO, not Amphi High?

Ms. Shreve/Ms. Derksen: And Amphi High.

Ms. Grant: Okay, so they are there once a week for that, then what else does the high school REACH teacher, I assume that this is, what does the 0.4 person do? I guess I am trying to understand what does the high school REACH job entail?

Ms. Shreve/Ms. Derksen: The high school REACH job has been the high school internship.

Ms. Grant: That's it for once a week?

Ms. Shreve/Ms. Derksen: And the seminar class that students can come to in 9th and 10th Grade. But it was an option for them. It wasn't a set day and time weekly. Certainly...do you see how we go back and forth? [As a team talking.] But certainly we have felt that the high school has been our least successful level and so that is why we want to get those 9th and 10th Graders started. Pushing in where the students have decided not to go to seminar with the exception of a couple of really hot topics. But they typically don't opt to do that. And they are busy; they are high school students, they are busy, they are doing everything, they are working on their, they are doing athletics they are doing academic challenges. We want to push into those English classes so that those students don't have to show up at the lecture hall, they are in their English class and the REACH person comes in there.

Ms. Grant: So what is preventing the REACH high school teacher from pushing in now?

Ms. Shreve/Ms. Derksen: I am not a secondary person. People with a secondary background know more how high schools operate than I do. Those high school teachers have, they have their class time planned out for the year down to the minute. So it's going to take Board direction and administrative direction in order to say yes, this can happen because this is the way it needs to happen. So when students register it won't be should I take a REACH English class or should I take a regular English class, or I don't know what the phrases are, English 101. No if you are in a REACH program, and you came from a middle school, and you were placed in that setting, you are going to be in this REACH English class. You are going to be seen by an English teacher and a REACH teacher is going to push in and be your teacher and your advocate for your giftedness.

Ms. Grant: So what would, Ms. Nelson, what would the expense be to do that?

Ms. Nelson: We are not at this time, for first steps, requesting additional FTE at the high school because we believe we can do that plan because of the fact that the REACH internship meets one day a week, that the REACH teachers do these planned seminars that often are not well attended, they can actually redirect the time that they are allocated to do push in in the English class. And one of the things that we think will be an outgrowth of it is because those students are either, as Melanie said, they are REACH students that are assigned to either a regular 9th Grade English class cluster or a Pre-AP, depending on the English class they are selecting

when they go into 9th Grade, that as part of the push in, the REACH teacher who is working alongside the English teacher can provide the advocacy, can provide the little seminars, can provide opportunities for the classroom teacher to offer different kinds of project for students who have already met academic standards that are taught in that class. We see this as a good opportunity for them, for the time that the teacher has, to be actually working with students in class. Perhaps not every day but as a partner to that English teacher providing REACH services.

Ms. Grant: Did I misunderstand? I thought you said there may be some expense to it, but you weren't sure what the expense would be. And I was trying to understand hypothetically what could the expense be.

Ms. Nelson: I thought you were talking about FTE. We were talking about materials, textbooks, supplementals, things like that. Especially for those REACH students who have already mastered the standards at that grade level in English that they do some other kind of research project, project based learning, some sort of research study that there may be some additional materials, supplementals, things like that that we need to purchase.

Ms. Grant: Okay it would be materials. Mr. Leska.

Mr. Leska: I just have one comment, and maybe I am just trying to get it straight in my mind. You want to reduce or get rid of the Junior and Senior internships at this point to supplement the two years at the 9th and 10 Grade level. What happens to those students who expected to get in or want to get into the Junior and Senior level [internship], and those students now don't have that opportunity because we choose not to allow them to do that? I think it's a disservice to those students who are looking forward to it as we just heard at the podium from one of our students at CDO who benefitted extremely from that. And those scholarships and opportunities and knowledge of those students will be out the window and it would be a disservice to not only them, but our whole community. Because they then may not be able to go to college because of that. And I don't want 2 years of that to go out the window.

Ms. Shreve/Ms. Derksen: Well in response to that we narrowed this down to 1, 2, 3. If we can do it all we'll be happy to do it all. I don't think there will be any complaints from the high school personnel that those classes are offered. I don't think there will be any complaints. If we can do it all, if we can do both and that's fine. We just not want to lose the opportunity of catching those 9th and 10 Graders.

Mr. Leska: I understand that. However, it was presented to us a little differently and...

Ms. Shreve/Ms. Derksen: Right, I think this is part of the discussion.

Ms. Grant: Anything else Mr. Leska? Ms. Cox Golder.

Ms. Cox Golder: From the report that we received last time the numbers that I have is that there was CDO 229 recognized REACH students, and Ironwood Ridge 240. So you are saying that all those students don't go anywhere? They don't care to go to REACH classes? That just seems tremendous to me that these students don't want to go anywhere. And to Mr. Leska's point, I understand that the Baird Scholarship was as a result of him being in REACH and he's a Senior. So if we are not having Junior and Senior years, what happens to those students who want to have scholarships to go to college?

Ms. Shreve/Ms. Derksen: And that's our concern. We want to catch them in the 9th Grade, we want them to continue to be in the program. Many of them right now, the numbers that you are talking about, are not seeing someone who is a Gifted teacher. We don't want that. AP classes are not Gifted classes. We want them to see a Gifted teacher who can help them, who can advocate them, and I can guarantee you if that maybe happens you are probably going to see more results of what you are talking about right now - Scholarships. People wanting to go on, doing internships. The push in that the REACH teacher would be doing into Pre-AP English for those REACH students would be college, would focus on college and career planning. How do you write, how do you interview, how do you write a personal essay, etc. It would tie into the goals of a Pre-AP.

Ms. Day: That will be popular.

Ms. Shreve/Ms. Derksen: Well, it's a, that's why we need direction Ms. Day.

Ms. Day: Well then the other one when you talk about, when there is, what is the other career internship? Mr. Nelson you started that years ago when I was still working here. And you just said if it's not taught by a Gifted teacher it's not a Gifted class, whatever. So if you send our Gifted students in 11 and 12 into the class that isn't taught by the Gifted teacher, then it's not a Gifted class.

Ms. Shreve/Ms. Derksen: No. What, I'm sorry if that came across the wrong way. What I do mean is currently in elementary and middle school, especially in middle school, students are seen by a Gifted teacher in

Humanities every day, an hour a day, for 6th, 7th and 8th. They leave 8th Grade, they go to high school, they don't go to a Gifted teacher.

Ms. Day: That's how we got started here a year and a half ago.

Ms. Shreve/Ms. Derksen: So what I should have said is we want them to see their Gifted teacher regularly, more often. Not necessarily them going to an AP class, but seeing a Gifted teacher.

Ms. Day: And that would mean 9, 10, 11 and 12.

Ms. Cox Golder: Yeah that would.

Ms. Shreve/Ms. Derksen: I think when Ms. Nelson shook her head that that would be okay, I think can be done.

Ms. Day: Well that's why when I know what the internship time factor, at the one school anyway, is. I don't know, and I don't mean this rudely to anyone who is in the audience, but explain to me what the rest of it happens. And I do know that we have a high school teacher in the back that could maybe answer some of our questions as well.

Ms. Grant: So in reading this report, we are back on this internship program, we have a REACH internship program and we have an internship program. Can somebody please explain to me the difference besides that the word REACH is in front of it? What do they do differently in those classes? Can you answer that, or do we Ms. DeBoucher to come up?

Ms. Shreve/Ms. Derksen: I'll start. To begin I would say that the regular internship does the job placement reports, gets students ready for interviews and things, but I as my daughter did go through the REACH internship I know that the specific activities that she took part in, really focused on her particular needs, um, as kind of thinking outside of the box, kind of being above and beyond, maybe not fitting in with everyone else. And the REACH teacher at the time really helped helped her develop in many ways. So it's similar but different.

Ms. Grant: Do Board Members have any more questions? No? Okay we have Ms. De Boucher here who would like to speak.

Ms. Grant read the Agenda Item Specific Call to the Audience.

Ms. Grant: Okay, Ms. DeBoucher I assume you have a presentation, and then after that your 3 minutes, then can you address all of our high school questions?

Ms. Deboucher: I would be happy to.

Ms. Grant: Because I don't think you can do that all in 3 minutes. So do your 3 minutes...

Ms. DeBoucher: I was thinking about 3 minutes and that's why I prepared this for you in case that was what we were going to do. This is a summary of some of the things that came up in the discussion at the last meeting. So I went back and provided you with best practices for Gifted. The summary of the design of our research from our committee and other programs, and then our REACH redesign committee at the high school level. And I revised it based on the idea that we may or may not have additional FTE added to our level. And then I prepared a chart that shows you the difference between Honors and Career internship, and how Honors internship meets Gifted standards and best practices. And then at the back some letters from parents and students. So it's kind of color coded, there's NAGC standards in there, nobody wants to read those, just skip that part. I put it in there just in case there was somebody who is geeky enough to want that. The first page talks about best standards and best practices for Gifted, and best practices for Gifted is qualitatively and quantitatively different from regular instruction, and there are very specific points that have to do with how that happens and I will show you that when I show you the chart for the Honors internship program. But the research on programs that are appropriate for Gifted students include a resource specialist and advocate that is endorsed as a Gifted specialist, not just a Counselor who has received 6 hours of training. Advanced internship and research opportunities are a biggie, advanced and appropriate college and career planning and instruction, advanced course work, programs to address social and emotional needs, all of these flexible programming. All of these statements come from best practices research from the very best of the models. In our proposed high school program we did not propose getting rid of the Honor internship program. We envisioned keeping the Honors internship program and adding the 9th and 10th Grade too, as Melanie and Donna were saying, to bring more Honors kids [REACH students] into the internship program in 11th and 12th. So we did not ever envision

replacing 11th and 12th Grade with a 9th and 10th Grade program. We also see academic competitions as an important part of what should be provided to Gifted students. And that may or may not be part of the Gifted process, but it certainly has at my high school [CDO] for 20 years. So part of what I do when you ask who is the 0.4 person [FTE], I am the 0.4 person, and part of what I do with my job is Honors internship. (*The beeper went off indicating that time was up. Ms. Grant indicated that the speaker could continue.*) The other part of my job is like the academic competitions, support of those competitions including Odyssey of the Mind. We also see 9th and 10th grade cluster as a good idea if it can be implemented. And then AP and IB courses do meet some parts of Gifted. Not all, but pieces of it.

Ms. Grant: Okay so you are the point for it at CDO. The 1.0 [FTE] is split between Ironwood Ridge and Amphi High?

Ms. DeBoucher: Yes.

Ms. Grant: How many students are enrolled in the Honors internship then at CDO, this year?

Ms. DeBoucher: Let's see 17...wait, I remember the numbers from last year. I think I have 20 right... 20, 21, maybe 22. But next year we have 17 and 14 in the two different classes. So 14 in one and 17 in the other. I expect that will climb to about 20 in each. It'll be about that.

Ms. Grant: So what's the difference? I know it doesn't have a REACH teacher. But what material do you do in the Honors internship that doesn't get done in the other internship program. That seems to be what the...

Ms. DeBoucher: Okay, so if you look in your little packets, because teachers we always have handouts, there's a bright yellow sheet. So the difference between Honors internship and Career internship is subtle, but also very specific, Honors internship is both qualitatively and quantitatively different. It's quantitatively different in that Honors internship students do 180 hours of field work whereas Career internship students do 120. Honors internship students do more additional assignments, for example, they read a book that involves ethics, they do online discussions, they do in class discussions, those kinds of things. And also the quality of their internships is often quite different. Many of them are doing research involving...research at the universities, or they are working with doctors, or lawyers and veterinarians. And while that can occur in career internship, it's less likely to occur. The other thing that you are grouping...there's a theory, or belief, in Gifted education that putting like-minded, intellectually like-minded people together in a discussion group and together in class has a certain synergy that can't be accomplished if you don't put them together. So there's another part of it that has to do with that. This chart shows you the content modifications, how we, what we do that is different in terms of content modifications versus Career and then process modifications, and then the product modifications and environmental modifications. Then on my own, "I wrote time with other Gifted people." It's not just Gifted people who are in your class, its Gifted people you are being mentored by. The person who is your supervisor that you are connected with, it's the interviews and stuff. So those are all pieces of it. There has been a bit of a synergy between the two classes because of the, the development of the Career internship class was actually born because of, out of Honors internship. So when Career internship developed across the District it was born from Honors internship so just as there are sitting amongst you today somebody who taught chapter one and was accused as teaching as a Gifted teacher. Career internship borrowed some of Honors internship stuff. But that doesn't make what we do in Honors internship any less rigorous, and there is a lot more expectation of them in terms of working on their interview questions and thinking about what their answer will be, and the amount of work is different for Honors and Career. Ideally they can be taught as side-by-side classes. So they are taught maybe in two labs and those students merge together at certain times when you are doing interview practices and things like that. And then they come apart for discussions. Career internships tend to need a little more specific help on their resumes and stuff like that, that's very different from what Honors internship students need and so you need to kind of have the Honors internship students over here so they can talk about their stuff. I'm not explaining this very well. But they are different. This year, because the Career internship person was identified right before the school year, at CDO we have merged one of the two sections and while that has been a good experience in many ways, I have noticed that if I had a choice I wouldn't merge them; I would teach them side by side. I wouldn't teach them at the same time. It may be an advantage in some ways, but I think it is a disadvantage in others in terms of the levels of intellectual discourse.

Ms. Grant: Anything else? Okay.

Ms. DeBoucher: The last thing I would like to say is I think in increase in number one, is says included is department head release time, and I would wonder why we are using that instead of boots on the ground in the

high school level. That is a question I would want to know if I was a parent of a high school student. Thank you for your time and attention.

Ms. Grant: Thank you so much. Okay. What is your pleasure Board Members?

Ms. Day: Well, I don't have it in motion yet, but I agree with increasing FTE wherever you can. I have no idea what you can afford, you know, or we can afford in that particular level. Speaking for myself I like the push in at 9 and 10 [grade] but I am adamant about keeping 101 and 102 internship at the high school for the Gifted students so that parents of those Gifted students, they are going to see that we have 9, 10, 11 and 12. 9 and 10 is continuing on from middle school, that's an easy sell, when you get to 11 and 12, here you go folks. And what was the other one up there? Sure, buy all the supplies you can afford. I think that's a great thing. I am not opposed to that at all. So how that fits into a motion, I don't know. I just want to be clear that we are not cutting any 101 or 102. Especially not right now with students looking at registration and counting on that for their high school career.

Ms. Grant: Mr. Leska?

Mr. Leska: Maybe we don't have a motion and we ask staff and the administration to give us a complete analysis of what we can and cannot afford. And if there is no change in FTE it sounds like, at least at the high school level, maybe that's what we can move forward with right away. But I'd like a little more information to allow that to happen so we are informed.

Ms. Cox Golder: Perhaps we move it to the next meeting? Tabled to the next meeting perhaps?

Ms. Grant: If we are right in the middle of registration is it possible to at least do number 2 now? Do we have to, if there is no cost involved, is that something that needs to be done right away so that students can register? But they are going to register for English in 9th and 10th anyway.

Ms. Nelson: Ms. Grant you are correct. They are going to register for 9th and 10th Grade English. What we would need is your direction to then carry that forward to the high school principals to say; go in and identify your REACH students and hand schedule them into the sections that we would then create, that would serve the REACH students and look at how we are going to schedule that during the day. And since they are working on master schedule now, the timing is very appropriate.

ACTION: APPROVED. MOTION: Ms. Grant moved to approve of item 2 of the recommendation [having a REACH teacher push into 9th and 10th Grade English to work with REACH students clustered in those classes]. *There's no cost except for some materials, but I mean for the big picture the other things are cost. They are going to cost a lot of money.* **SECOND:** Ms. Cox Golder.

DISCUSSION:

Ms. Grant: Thank you for discussion. I mean are we talking \$100,000.00 in materials, or are we only talking less than \$5,000.00. If we are spending money out of someone else's checkbook.

Ms. Nelson: I am going to have to ask Melanie and Donna to come back up and see if they have that part of the discussion. The report said that they didn't discuss that, but I don't know if they had some side conversations that maybe they could share.

Ms. Grant: I mean if it is within your recommendation, and I am sorry I did read this, but do you have a ball park figure on what materials would cost if we were to do at least the English part right away?

Ms. Shreve/Ms. Derksen: President Grant I think it would be, I am going to say \$5,000.00. It's not going to be tens of thousands of dollars. I just think the high school personnel are waiting to have this approved, and then once it gets approved then they are going to plan. So you can see why we don't really know. But I would say that it is for classroom resources, at this point I don't think it would be classroom sets of materials, resources they would have for themselves and the AP 9th and 10th Grade English teacher. So it wouldn't even be that much, I think that is roughly the discussion.

Ms. Grant: If that. Okay, so...

Ms. Shreve/Ms. Derksen: They would use it at CDO and...

Mr. Leska: What was the question?

Ms. Shreve/Ms. Derksen: Ms. Nelson asked if that is per school, I don't believe so for this first year. I believe it would be for our department.

Ms. Grant: And that is what I was going to ask. If we don't change personnel, obviously we have somebody who is going back and forth, so wouldn't the materials go with that person as they drive back and forth with their

tote carts and what have you. Okay. So does everybody understand, that the only change we are making, we are only talking about one motion right now, we are not talking about the rest of the stuff on the REACH report, the only change will be that we will do item number 2 - 9th and 10th Grade [REACH] English students will also receive REACH services (help me out if I am making this the right way) as a push in, push out cluster, whatever you want to call it.

Ms. Shreve/Ms. Derksen: Push in cluster model.

Ms. Grant: Okay. And Ms. Cox Golder has seconded that motion. Is there any further discussion? Mr. Leska.

Mr. Leska: I just want to clarify that we are going to keep the 101 and 102...

Ms. Grant: The only change we are making to the REACH program, everybody we are not talking anything else except English, right?

Dr. Baker: I want to make one comment then.

Ms. Grant: Wait a minute, we want to make sure we are all clear, we are not getting rid of internship, we are not adding any other FTEs, that is the only thing that the conversation is about. So that with registration going on now at the three high schools that the counselors and everybody knows that they can identify those REACH students and start talking to them about how this Gifted program is going to begin working at the high school level. Is that correct Ms. Nelson? Okay, Dr. Baker.

Dr. Baker: So my only comment would be that it's possible that by voting on number 2, and saying at the same time that the internships are not going to go away, that we are going to create a situation that in fact require more FTE.

Ms. Grant and Ms. Day: No.

Dr. Baker: No? Okay.

Ms. Day: The internship class, I am not saying there is not other work connected to it, but it meets one time a week.

Dr. Baker: Okay.

Ms. Day: Alright so that was my question...can I, I have another thing.

Ms. Grant: No. We are only on this motion.

Ms. Day: I'm on discussion.

Ms. Grant: Okay. On this motion.

Ms. Day: So we are talking about money for this endeavor and I know many, many REACH teachers in the District, and I find it appalling at the lack of supplies, which I know is nobody's fault here, but when I am collecting rubbish for supplies like the toilet paper rolls and the paper towel rolls and I have three bags full for those supplies, so that wherever you can find money to tweak to supply the REACH teachers and include them for Chromebooks when the foundation gets enough of them I would really advocate for that.

Ms. Shreve/Ms. Derksen: Thank you so much for that.

Ms. Grant: Apply to the foundation for the mini grants that will solve many of the problems. Okay Board Members, are we done discussing that one thing? The motion before you, does everyone understand the motion or do we need Ms. Gardiner... [to read the motion back] are we all good? All those in favor please vote Aye, opposed Nay.

VOTE: 5-0 (Voice Vote).

Ms. Grant: So begin registering these 9th and 10th Graders. Alright Board Members, what do you want to do about the rest? Do you want more information as Mr. Leska has brought up that on the cost of everything?

Mr. Leska: Madam President if I may, for number 1 and number 3 obviously it costs money. We need to find out if we can in our budget, with Mr. Little's assistance if we can afford any of this, what we can afford, and what we can't and what we can maybe rearrange our budget to get this. Especially in the K-8, actually K-6 maybe program. K-5, whatever. To help those students who, we may be lacking in and maybe then get some ability to have a better understanding and a grasp of how much effort and support we can provide that demographic.

Ms. Shreve/Ms. Derksen: President Grant and Board Members, I want to say too that time is of the essence in terms of contracts and hiring as well. And so I am, I think Melanie and I both would ask that there be some sense of urgency with item number 1 because we do want to hire teachers right now. It is a hard to fill position

and we will have to really get everything in motion to find these qualified teachers who have Gifted endorsement who want to take this on, either in our District or out of our District. And other Districts are boosting their Gifted programs and I know have the same job search going on that we will go on. So I would hope that it is important and its important enough to do sooner rather than later. (Ms. Derksen) And I am just going to tell you how number 1, and I know you probably read all the 13 pages, I am hoping that you are familiar with the fact that we have two schools at the elementary school that one is 0.3 and the other is 0.4 [FTE]. It is difficult to fill those schools. We also have two schools that have so many Gifted students that a 0.5 teacher cannot service all them. There's not enough time in the week to do that. Which would mean that you are going to need to cut K-1 Gifted. Which sounds like no big deal, but you have a lot of parents in our District who want their children to be serviced in K and 1. So that is what I want to say on the issue when you think about it.

Ms. Grant: When you look at the enrollment of Gifted students by school and by FTEs, is there something being done, Ms. Nelson the FTE queen, on moving some people around to where a school that has a higher number of Gifted students would receive those services versus a school that may not have as many identified students?

Ms. Nelson: President Grant, yes. Last time we met Ms. Day asked me if I could go in and do that and I have. The difficulty that it poses is by doing that I can use the existing FTE and reallocate it, and we'll have teachers traveling to three different schools and paying them for transportation time when they are not interacting with students. Right now the majority of our schools have 0.5 [FTE]. Some of our schools are grossly underserved; some of our schools are slightly overserved so I had to come up with a new ratio. The ratio that I did based on this with 2 hours was based on groups of 12. I went in and did groups of 16 to get the current number of people allocated in a different way based on the size of the school and the numbers of children. And like Ms. Derksen said, the easiest way is to take the K-1 out of the picture and I don't think we want to do that. I think what we are trying to do is service the Gifted children in our District. I can do it absolutely. I've done several versions of it. But it's not pretty. It's not the best use, necessarily of teachers' time when I am assigning people to move to three different schools during the day. But I can do it.

Ms. Grant: Are they within, I mean I can see not sending somebody all the way up to Coronado and back down to Nash.

Ms. Nelson: President Day, if you look at the numbers as of March 27th.

Ms. Grant: I don't have those numbers.

Ms. Nelson: No you don't. I do. It's not easy to do that because some of our smaller schools are scattered throughout the District. Keeling has 33, Donaldson has 60, Nash has 67, Prince has 61 so they are kind of, it's not as if they're in the same neighborhoods.

Ms. Grant: Okay. Mr. Nelson.

Mr. Nelson: President Grant and Board Members, I would ask the Board to seriously consider supporting number 1 tonight because if you look at the public opinion that came in, if you look at the work that our department chairs did, this is a first step but we have to start rebuilding our program and the place to start is number 1. I would ask that you not vote on number 3 yet and give us a greater opportunity to look in a little more detail exactly what those needs would be before we commit resources to supplies.

Ms. Grant: Okay. My question is one, can we afford it, and I call this the first come first served. First come is the REACH thing but yet we have Volleyball coming up and that's going to cost money, the Alternative High School is going to cost money. How are we going to know what we can and cannot afford and get down to item 5 because they weren't on tonight's agenda. So the time we get down to number 5, which is just as important to me as number 1, are we going to say, "I'm sorry we don't have any money."? I mean Mr. Little the money guru and the FTE guru.

Mr. Nelson: President Grant, Board Members; excellent question. This is a debate over limited resources for some targeted areas of improvement in our District. There's no question these are tough decisions. But if you add up the number of, and I am not picking on any one thing but, if you are asking my opinion if you look at the number of REACH students in our District and the number of students who will be playing Beach Volleyball at three hundred plus thousand dollars, it's not a decision. REACH is more important.

Ms. Day: I don't think anyone would argue that one on the merits of it. And I do think that for marketing and for competition with other schools in the neighborhood, we are grossly underserved. Our REACH population is grossly underserved.

Mr. Leska: So I'd like to make a motion.

MOTION: Mr. Leska moved that the District accepts number 1 [increase REACH staffing to 3.3 FTE] and expend up to, but don't have to expend the full amount of \$171,500.00 with the major focus from K-5.

Ms. Day: Why add that? Is that FTE?

Mr. Leska: Whatever that means. But the K-5 looks like it is the most underserved at this point. If you could get all 12 grades as proposed, then fine. But let's start with the focus of K-5 at \$171,500.00.

Ms. Grant: Okay we can't discuss it any further unless Mr. Leska gets a second.

SECOND: Dr. Baker

DISCUSSION:

Mr. Nelson: President Grant and Mr. Leska, my cautionary note on doing a monetary amount is that would depend on the experience level of the people that we hire. Potentially if we found three very experienced teachers it conceivably could go over that. I just encourage us to do the 3.3 FTE to complete our staffing, but certainly, money is important but we want to look at the best person for the position. And I think it would be better to, if I may suggest, your motion to be for personnel for the 3.3 staffing rather than the monetary.

Mr. Leska: I can withdraw the monetary amount and just ask for the 3.3 FTE, but it is written in here and that's the reason why I put it in. But I don't mind taking that monetary amount out and finding the 3.3 FTE at the best price with the most experience.

Ms. Grant: Then you agreed to the amended motion.

AMENDED MOTION: Mr. Leska's motion was amended to increase REACH staffing to 3.3 FTE with the initial focus on Grades K-5.

Ms. Grant: On the 3.3 FTE the recommendation just says 3.3 FTE. Mr. Leska is saying it would only be for K-5.

Mr. Leska: No. Let me clarify. With the initial focus of K-5, and if we can, find somebody else to get to the rest of them. But the initial focus will be for the K-5.

Ms. Grant: So all 3.3 would be for K-5? No. Okay Mr. Nelson how...

Mr. Nelson: President Grant, Board Members, we have worked this out because this also includes a little bit of time for department head because if we are embarking on redoing our REACH program, we have to maintain some vertical articulation, some consistency issues that might come up. So it's primarily for adding staff to elementary, but there is some time we have to build in for our department head to make this work.

Mr. Leska: And that's fine. That's really what that amounts to. Like you said the focus is K-5, which is what my motion was, but if you need to make the work elsewhere then to cover all K-12 that's absolutely fine. That was my motion.

Ms. Grant: Okay. Anything else? Those in favor vote Aye; opposed Nay.

ACTION: APPROVED. AMENDED MOTION: Mr. Leska moved to increase REACH staffing to 3.3 FTE with the initial focus on grades K-5. **VOTE:** 5-0 (Voice Vote).

Ms. Shreve/Ms. Derksen: President Grant, Ms. Day, Members of the Board the REACH Department thanks you for your interest and support of our program. Thank you.

Mr. Leska: So what's...

Ms. Grant: Thank you for coming tonight and helping us answer all of our questions.

Mr. Leska: President Grant, may I ask one more clarifying question on what the Board is going to direct on number 3 and the rest. And may I suggest is not a motion, but that the administration give us more detailed financial background on how we can accomplish number 3 and then even the rest of the 13 pages that's not covered.

Ms. Grant: Okay. Alright, Sand Volleyball.

C. Study/Approval of Proposed Addition of Beach (Sand) Volleyball to The District's Interscholastic Sports Program

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 7.C.]

Mr. Nelson introduced the item which had been on the agenda as a Study/Action item at the March 7, 2017 meeting and in addition the Board was presented with Friday Memos from Mr. Paddock, Director of Interscholastic Activities and Mr. Burns, Executive Manager of Operational Support providing additional perspectives. Mr. Paddock focusing on scheduling, uniforms, coaches, potential costs there, etc. Mr. Burns, focusing on the actual construction of the courts and as a secondary option rebuilding the practice field at Ironwood Ridge which would add cost to the issue. Mr. Paddock and Mr. Burns will answer any questions the Board might have.

Ms. Grant: Board Member, any questions about sand volleyball?

Mr. Leska: Previously the monetary cost was discussed of \$300,000.00 and that includes what?

Mr. Nelson: President Grant and Mr. Leska, if I may. Both of the gentlemen here are very familiar with the exact costs, where the money would go and what costs what. I would rely on them to answer that question. I just used a general figure of \$300,000.00 plus.

Mr. Leska: Do we have the money for this?

Ms. Day: Well.

Ms. Grant: Ms. Day.

Ms. Day: Before we got into the money issue because right now we are actually playing Sand Volleyball as a club sport. Am I correct? Mr. Paddock?

Mr. Nelson: Yes.

Ms. Grant: I think we need Mr. Paddock to come up here.

Ms. Day: Okay, so what I would like to do tonight is that we move to accept this an AIA sport in Amphitheater and play it as we have been playing it now [as a club sport], and pursue the opportunities that we have checked with Gilbert [AZ], and the club builds the courts or we get volunteers to scoop the hole or whatever. But at this point we are managing it as a club sport, let's adopt it as an Amphi sport and then pay the addendum to the person [coach]. What's a Golf addendum, \$2,600.00?

Mr. Paddock: \$2,400.00.

Ms. Day: \$2,400.00. So pay people for what they are doing already and then we pursue how do we get the courts. But right now we are playing it, so let's call it what it is.

MOTION: Ms. Day moved to accept Beach (Sand) Volleyball as an AIA Sport in the District, play it as it is now as a club sport and to pay coaches for what they are doing now. **SECOND:** Ms. Grant. **DISCUSSION:** The Board, Mr. Paddock and Mr. Burns engaged in discussion with the Board.

Mr. Leska: Was there a motion?

Ms. Day: Yes, she moved, it was a very long one.

Ms. Grant: Could you please expand on that? So right now there is a club Sand Volleyball team that is from Ironwood Ridge and CDO or just Ironwood Ridge.

Mr. Paddock: It's actually just Ironwood Ridge that is participating right now. We had hoped that CDO would have a club this year as well, but there is difficulty in finding a coach as well as an area for practice. Coach Lang has helped in that regard. He's made contact with Sports Park who is now much more interested in having our teams there to both practice and compete in addition to the Cross Road area which is currently being used for practices and competition.

Ms. Grant: I'm sorry I don't understand this all the time. So when there's a club team do they sign up? I know how club teams work years ago when my son played club. But do they sign up as a PE class? No. Right now it has nothing to do with Ironwood Ridge, I am just in a club, so they are not necessarily Ironwood Ridge students in this club. They could be from other schools, wrong?

Mr. Paddock: No that is not correct. Ironwood Ridge actually has a Sand Volleyball club just as they would have a Chess club or any other club...

Ms. Grant: Okay, but they are Ironwood, okay, got it.

Mr. Paddock: That's correct. It is under the AIA auspice because it is an emerging sport. And so just like Chess is under the AIA auspice, and other, Speech and Debate can also be under AIA, the Beach Volleyball right now would be under AIA. And next year the intent of the AIA is to establish it as a permanent sport, no longer an emerging sport.

Mr. Leska: We can vote Beach Volleyball as an AIA sport played by a club?

Ms. Grant: So that is what we are discussing now is not making it a club anymore, it would now be a sport that would be offered at the high schools, and it like a PE class? (Several Board Members interjected to Ms. Grant's comment.) You sign up for it like you do, like you are going to play Football, I'm going to play Sand Volleyball.

Mr. Paddock: Ms. Grant, that would be correct.

Ms. Grant: Any other questions Board Members?

Dr. Baker: So the motion is that, my understanding is, that we as a Board would vote to have Beach Volleyball be an AIA sport not yet committing the resources to build our own practice facilities until we spend more time talking about what that would cost.

Ms. Day: Right and how we are...yes. The only cost involved, well there's always, we're still paying people, but at this point we are honoring somebody's work who is already coaching a sport to the tune of, what did you say, \$2,400.00, \$2,600.00?

Mr. Paddock: I am not positive. It is either \$2,400.00 or \$2,600.00.

Ms. Grant: So basically we'll be paying, it won't be a club team it will be a school team and the only difference with Ms. Day's motion folks, is that we will be paying an addendum to a coach.

Ms. Day: Three coaches.

Mr. Paddock: That's correct. We would be allocating one coach for each of the three high schools total. Three coaches.

Ms. Grant: Okay.

Dr. Baker: But in addition to that, regardless of where the team practices there will be some cost for competition because there will be more competition once it is an AIA sport. And some of that was traveling to Phoenix, right?

Mr. Paddock: President Grant and Dr. Baker, that is correct. They are traveling right now as well. So the cost there they are incurring is being covered either by club or the Interscholastic program.

Ms. Grant: So if we approved this now, it would go on registration that is happening now?

Mr. Paddock: President Grant, what's important right now is that schedules will be created for next year. And if we don't have we don't have a commitment for next year then we will certainly not have a schedule and our students will not be able to compete next year. We would lose the sport for 1 year.

Ms. Grant: So it really won't go into effect till the 2018-2019 school year?

Mr. Paddock: If we do not have approval tonight.

Ms. Grant: See, that is what I am asking. Maybe I am not asking this right. I'm sorry. If we approve this now, the students that are registering for school now for the 2017-2018 school year can sign up for this sport for this school year. If we approve it now.

Mr. Paddock: That is correct. Because then as the schedules are being created at least Ironwood Ridge would be included in the schedules.

Ms. Grant: And then it is a spring sport so they would have, facilities and you I guess, would have May through at least November to figure out how we are going to build the facilities [sand courts] and who can donate what, and what have you.

Mr. Paddock: President Grant that's correct. And again the hope is that we are able to build a competition facility that is being referred to now, my understanding is \$300,000.00. I'll be honest, I have not seen those plans, I have not seen the allocation of the \$300,000.00, so I am not certain where all of that is going to come from. I was not consulted on that. The information that I provided you came from the courts that were over at Mesquite High School. Those cost approximately \$110,000.00 and I do know that they had some advantages that we do not have right now. For example, at Mesquite High School it is my understanding that there was most likely electricity to the area. I doubt that we have electricity out there right now so that would probably increase our cost. But going back to your original question over the next coming months as to the feasibility of building competition courts, and if not we would continue to use Cross Roads and Sports Park.

Ms. Grant: So then if we continue to use Cross Roads and Sports Park then another cost would be the bus driver that would take them to this practice?

Mr. Paddock: President Grant the vans are being used. We are using school vans to transport the students with the low number of students who are being transported.

Ms. Grant: Alright. Thank you so much. Mr. Burns could you please talk about how you arrived at the...Mr. Nelson can I ask Mr. Burns?

Mr. Nelson: Absolutely.

Ms. Grant: Mr. Burns can you please tell us how you arrived at the \$300,000.00 figure?

Mr. Burns: Absolutely. My research went to some of the largest constructors of Sand Volleyball courts in Arizona, so I contacted Volleyball USA, Inc. That is the contractor who has built three other courts in Arizona, and is the contractor who built the recently constructed courts for the University of Arizona. They were more than happy to provide numbers based on some of that. So the breakdown was: engineering design plans \$2,000, civil construction: \$30,000, real beach sand imported from California (*Regular construction sand would destroy the feet since it is played barefoot.*) \$60 a ton \$48,000, equipment and nets \$4,000, score boards (*AIA requires sports to have scoreboards.*) \$30,400, power \$60,000 (2,000+ feet, 220/480 volts), lights \$ 180,000 and 2 sets of bleachers \$12,800. That is the general breakout of the construction costs.

Ms. Grant: Mr. Leska.

Mr. Leska: So Mr. Burns that is for a full blown competition court.

Mr. Burns: President Grant, Mr. Leska, yes. I was asked to get construction costs for competition courts.

Mr. Leska: So in this case we need it just for practice. And I understand, I don't know why Arizona sand is different than, I mean, if it, anyway it seems a little weird but beach sand and Arizona sand and sand sand. It's not crushed. We have washes that have that the same sand in it that we could just clean up, but anyway. Being a Civil Engineer myself I understand construction costs and such. But I think we can do it in baby steps, we don't have to have this huge, elaborate U of A stadium type of court, or Olympic size or whatever, we can have, we need a practice court, which would be ideal, but we can also utilize the facilities they are now. And that goes to my question also about the scheduling. Even if we don't approve it, which I am for this, but if we don't approve it we are still going to have the scheduling because it's a club, right? So the schedule is already there.

Ms. Grant: No, the club is...

Mr. Leska: But I thought they were competing already.

Ms. Grant: They are, but its club it's not...

Mr. Leska: So we are not allowed as a club to have competition with other high schools who are outside of the club but how does that work, I am just curious?

Mr. Paddock: Currently it is under the auspice of a club because it is an emerging sport right now. Next year when it becomes an official adopted sport by AIA then the other school who are going to be competing in Beach Volleyball will be competing as a full sport. And a club would not be permitted to enter into that schedule.

Mr. Leska: Madame President if I may ask another follow-up question. U of A, and I am just going to put Hockey and this may just be a totally different league outside of the high school AIA stuff, but Hockey has a club Hockey but plays against universities that adopted it as one of their major sports. How is it different and why are the U of A able to schedule with universities and colleges that have a...? And like I said it might be totally different?

Mr. Paddock: I am smiling because one thing very obviously is money. If we approve it as a sport we will be paying AIA a participation fee. As a club we are not paying AIA.

Mr. Leska: Which means that they want money to get into the scheduling system. It's all about the cash.

Ms. Grant: Ms. Day, can you please restate your motion for the Board?

RESTATED MOTION: Ms. Day restated her motion that Amphitheater adopts Beach (Sand) Volleyball as an AIA Sport and that we vote an addendum for each of the three high schools [to pay coaches] at the range of whatever Golf or Tennis is. Because in one of the Friday Memos they compared it to that.

Ms. Cox Golder: Second.

Ms. Grant: I already seconded it. Okay everybody, any further discussion?

ACTION: APPROVED. RESTATED MOTION: Ms. Day restated her motion that the District adopt Beach (Sand) Volleyball as an AIA Sport and add addendums to pay three coaches, one at each high school. **VOTE:** 5-0 (Voice Vote).

Ms. Grant called on staff to explore cost, look at high schools that have Beach Volleyball programs in place and for the coach and the club teams to reach out in the community for donations of materials and labor and work with Mr. Burns on the right standards. Mr. Burns, Executive Manager of Operational Support, stated they will have a formal engineering spec done to have the exact documents needed for bidding, or donating. Mr. Leska suggested that it be itemized out and done in phases. Lights are not needed now. Ms. Grant thanked Mr. Paddock and Mr. Burns for their work on the topic.

Ms. Grant called for a short comfort break at 9:38 PM. The meeting resumed at 9:44 PM.

D. Study/Approval of Revisions to Governing Board Policy IHBG (Home Schooling) APPROVED - the original Policy IHBG without revision was approved.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 7.D.] (Exhibit N.)

Mr. Nelson introduced the item. A home school parent mentioned what other districts are doing to allow home school students to take a public school class. Mr. Dangerfield contacted five Phoenix schools to find out if they allowed home schooled student to take classes. Only Mesa School District allowed partial enrollment. The other four districts did not even have a policy on home schooling. At a meeting of superintendents only one district allows partial enrollment. One allows only for ROTC. The District remains concerned about the graduation ratings and AZMerit score compilation. At this time the administration recommends no change.

The Board engaged in discussion. Mr. Leska said that doing something is better than not doing something out of fear of unfavorable statistics. Making public schools available to everyone regardless of their personal choice enhances our district. It may in turn create more enrollment, choosing to enroll in Amphi full-time. Mr. Nelson noted that Mesa has guidelines that allow home schooled students to take a class but they are tightening what is allowed. Mr. Dangerfield added that Mesa is fairly open for the same reason; there is not much participation at the high school level but some involvement at the elementary level. Mr. Nelson clarified that statistics have a huge effect when graded on those things by the Arizona Department of Education. Mr. Leska said they should still consider it as there is not a lot in high school, its more Elementary and Middle School. Mr. Dangerfield said that the Legal Counsel for Mesa met with ADE asking to allow part-time student numbers to be pulled out of the calculations. ADE would not change the numbers. It would require a change in law. Mr. Leska said that with the school choice climate the issue should be brought up on the next legislative priorities submission. Mr. Dangerfield clarified that in order to remove the allocation it would require a change to Title 15. Dr. Baker said he understood what Mr. Leska was saying, but that even with a small number of home school students wanting to take classes he didn't feel comfortable voting for a policy that could affect the District's ratings, and would be more comfortable if the law was changed first.

ACTION: APPROVED. MOTION: Ms. Grant moved to keep the original version of Policy IHBG without revisions. **SECOND:** Ms. Day; **DISCUSSION:** Ms. Grant said that she disagrees that the District shouldn't worry about statistics. People ask about graduation rates and test scores. There are concerns as that is how we are given ratings as a District. Mr. Leska asked about keeping the policy the same. Mr. Nelson said the Board could accept the policy with revisions or re-adopt the original. Mr. Leska then asked how Mesa calculates their stats and is not worried. Mr. Nelson clarified that Mesa is starting to worry. Mr. Dangerfield confirmed that is the case. Ms. Grant called for the vote. **VOTE:** 4-1 (Voice Vote) with Mr. Leska casting the Nay vote.

8. ACTION

A. Resolution of the Governing Board Recognizing the Contributions of Educational Support Personnel in the District and Setting April 26, 2017 as a Date for Special Recognition APPROVED

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 8.A.] (Exhibit O.)

Ms. Grant read the resolution of the Governing Board recognizing the contributions of Educational Support Personnel in the District and Setting April 26, 2017 as a Date for Special Recognition.

ACTION: APPROVED. MOTION: Ms. Day moved to approve the resolution as read. **SECOND:** Ms. Cox Golder; **DISCUSSION:** There was no discussion. **VOTE:** 5-0 (Voice Vote).

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50236600>, Item 8.B.] (Exhibit P.)

ACTION: APPROVED. MOTION: Ms. Grant moved to approve the revisions to Policy Manual and Administrative Regulations (Introduction); BGD (Board Review of Regulation); DIE (Audits/Financial Monitoring); DJE (Bidding/Purchasing Procedures); JFABD (Admission of Homeless Students); JFB (Open Enrollment); JFBA (Unsafe School Choice); JLCC (Communicable/Infectious Diseases); JR (Student Records); and LBD (Relations with Charter Schools) **with a correction to Policy JFB changing the language from “may” to “shall”**. **SECOND:** Ms. Day; **DISCUSSION:** There was no discussion. **VOTE:** 5-0 (Voice Vote).

Mr. Nelson then briefed the Board on the Periodic Legislative Update highlighting a few specific bills pertaining to public education.

BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

Mr. Leska requested a Study on the Instructional Technology Job A+ certification requirement and possibly changing the type of certification needed. He also requested a Friday Memo on different JROTC programs in the region and if there was an Air Force JROTC.

Ms. Day requested a Friday Memo on the new A+ certification requirement for Instructional Technology specialists regarding what the thought was behind the new requirement and why it came to the Board.

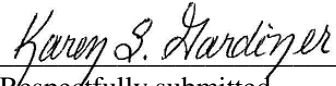
Ms. Grant requested a Friday Memo on REACH as to what it would look like to combine the regular Internship Program with the REACH Internship Program by and combining them up to the highest level.

PUBLIC COMMENT

There was no public comment.

ADJOURNMENT

ACTION: APPROVED. MOTION: Ms. Day moved that the meeting be adjourned. **SECOND:** Ms. Cox Golder; **DISCUSSION:** There was no discussion. **VOTE:** 5-0 (Voice Vote), **TIME:** 10:21 PM.


Respectfully submitted,
Karen S. Gardiner

Jo Grant, Board President

TBD
Date

Approved: TBD