

DRAFT Minutes

AMPHITHEATER PUBLIC SCHOOLS Tucson, Arizona

MINUTES OF THE REGULAR PUBLIC MEETING OF THE GOVERNING BOARD

Place, Date and Time of Meeting

Wetmore Center, 701 West Wetmore Road, December 10, 2013, 5:00 PM

Board Members Present

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

Central Administrators Present

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

OPENING OF MEETING at 5:45 PM

1. Executive Session

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

1. Determination of Whether to Hold an Expulsion Hearing and Designate a Hearing Officer to Hear Evidence, Prepare a Record and Bring a Recommendation to the Board, Pursuant to A.R.S. §15-843(F)(2), Regarding: a. 30045873; b. Student # 30049142; c. Student # 30044079; d. Student # 30015163; e. Student # 30010781; f. Student # 30038388; and 30047964.
2. Consideration and Decision Upon Expulsion Hearing Officer's Recommendation, Pursuant to A.R.S. §15-843(F)(2), Regarding: a. Student # 30047658 and b. Student # 30042805.

A motion was made by Ms. Day that the Board recess into Executive Session pursuant to A.R.S. §15-843(F)(2), as presented. Mrs. Cozad seconded the motion and it passed unanimously, 5-0. Mrs. Zibrat called a recess at 5:02 PM. for the purpose of holding Executive Session for student disciplinary action.

B. Motion to Close Executive Session and Reconvene Open Meeting

Upon return to the Board Room, a motion was made by Ms. Day and seconded by Mrs. Cozad that the meeting reconvenes into open session; the motion passed, unanimously, 5-0. Mrs. Zibrat declared the meeting in open session. The time was 6:09 PM.

Call to Order and Signing of the Visitors' Register

Mrs. Zibrat called the meeting to order at 6:09 PM and asked members of the audience to sign the visitors' register.

Pledge of Allegiance – Update this info

Mr. Nelson invited Mike Szolowicz, Principal, from Ironwood Ridge High School, introduced the following students, who were present and led the Pledge of Allegiance: Megan Henry and Savannah Hughes (Key Club Co-Presidents), Rachel Kester (Key Club Vice-President), Mallory Kimble (Treasurer), Allison Roth (Secretary), and Allyson Vasilopoulos (Historian)

They led the Pledge of Allegiance and each student was presented with a Certificate of Commendation.

Dr. Barrabee acknowledged the Art Display in the Board Room. He commended the Ironwood Ridge High School students and Danielle Mulleneaux, Art teacher.

Announcement of Date and Place of Next Special Governing Board Meeting

Mrs. Zibrat announced the next Special meeting of the Governing Board: Tuesday, December 23, 2013, at 8:00 AM, Wetmore Center, 701 W. Wetmore Road and the next Regular Governing Board Meeting on January 14, 2014, at 5:00 PM, Wetmore Center, 701 W. Wetmore Road.

PUBLIC COMMENT

Mrs. Zibrat described procedures for addressing the Board.

The following IRHS parents and students (unless otherwise noted) addressed the Governing Board to state their collective concerns related to the selection and implementation of the textbook used as part of the Carnegie Math Curriculum which began at the beginning of the 2013-2014 school year at Ironwood Ridge High School (IRHS). Following the November 12th Board meeting, members of a newly-developed coalition met with Mr. Nelson and Mrs. Nelson, updates from that meeting (November 22nd) were also shared: Todd Diaz de Valdes informed the Board that a Coalition had been established (the Arizona Coalition for Student Excellence; <http://www.acse.us/>) to the strengthen the voices of concerned parents who were in attendance at last month's Board meeting. He stated that the Coalition's mission is to be involved in the educational decision-making that affect students at the state, district, school, and classroom levels and to bring focus to on-going issues. He expressed concerns that teachers are being prohibited from participating freely in the discussions with parents about textbook concerns. He urged the Board to become engaged in these issues. Rachel Diaz de Valdes stated her concerns about the methods used in surveying teachers about this textbook/curriculum and recommends an anonymous, online survey practice be used. Lawrence Schneider, IRHS Math Teacher, stated his concerns about the (teacher) interview-process data that will be presented by administrators later in this meeting. The District should listen to comments made by parents, teachers, and students to replace Carnegie, and provide better materials for students. Scott Leska stated his concerns about (viewpoint) restrictions placed on teachers and a 'dumb-down' curriculum. Sarah Leska stated concerns about standardized testing practices. Online homework is difficult to accomplish when families have multiple children and have access to only one computer. Expressed concerns about good students who are dissatisfied with the curriculum, leaving Amphi and moving to charter schools. Barbara Brown commented about teacher concerns at Amphitheater High School. Hope Goldsmith stated her concerns about the exclusive use of the Carnegie math curriculum. She thanked Mr. Nelson and Mrs. Nelson for the opportunity to share the group's concerns at the (Coalition) meeting and looks forward to the information being presented later in the meeting (7.A. Study Session). She reiterated the concerns previously expressed about the curriculum using self-discovery methods, which limits parental assistance with homework, and frustrates students. Thomas McFadden stated that the Coalition requested copies of the contract between the District and Carnegie Learning and an analysis of funding sources (grants and tax payer dollars) for the purchase of these textbooks. Glenn Linton, IRHS Math Teacher and AmphiEA executive board member stated that he has had several conversations with teachers from various sites that have reported restrictive and intimidative measures. He urged the Board to investigate these perceptions and allegations. Linda Shields read an (anonymous) letter written by a Wilson Middle School teacher who was on the textbook adoption committee. It was explained to members that the urgency of the textbook adoption process was due in part to grant funding, which was set to expire at the end of the school year. Ms. Shields recommends corrective action; replace Carnegie with Glencoe. Annette Hesselink, related information told to her by an AHS language arts teacher who expressed concerns about the Pearson

Language Arts online program, which is aligned with common core curriculum – areas of concern: insufficient resources, i.e. lack of computers, etc., and slow bandwidth issues at school; insufficient resources at home, i.e. lack of computers, etc., and Apple products do not support Pearson online; and, dissatisfaction with scripted lessons and related morale issues by staff and students. Debbie Melde, Amphi Middle School (AMS) math teacher (recognized in November 2013 as Amphi's Distinguished Service Award winner) shared teaching history at AMS since 2002. Regarding the launch of Carnegie last year, she stated her relief to now be provided with quality materials that meet the needs of content areas with common core standards, as well as, the development of 21st Century Skills to include: collaboration, problem solving, and critical thinking that the business community has been stating is necessary for graduating students. This was what the previous textbooks did not provide. All math teachers at AMS began the year with Carnegie; change is hard, it takes time and effort to become comfortable and familiar with any new curriculum. She noted that the Carnegie curriculum is at a much higher level. She described gap issues between the older textbooks and Carnegie; this year, students learned skills during 1st quarter that were previously covered during the 2nd semester. Teachers are encouraged by the student engagement and deeper understanding acquired.

Teachers collaborate on common assessments and pacing, and appreciate the teacher autonomy afforded them to fit the individual teaching styles that best meet the needs of students. She stated that Carnegie allows flexibility and professional decision-making. Ms. Melde stated that she has been teaching for 28 years and while this program has been a shift for her, it has been a necessary one. She likes the program and is optimistic about student progress this year. Rob Wolf, is a 9th year teacher and has taught 5th grade math for the past 3 years at AMS. He offered recent experiences with Carnegie textbooks. Glencoe textbooks (2002) had been used previously – primarily as supplemental textbooks together with other teacher-created materials to teach the students to the previous state standards. He agreed that while more math examples are provided in Glencoe, he believes that its curriculum failed with the skill practices – students made continuous errors falling further behind in the mastery of concepts. With Carnegie, he believes that students create a strong foundation and the understanding of mathematics and go deeper into how basic operations work. He uses the online resources that are provided. He opined that good teaching adapts curriculum to meet the needs of students in the classroom. He has the autonomy and opportunity necessary; and, has had support from the principal and secondary math coordinator. As students have had the time to adjust and become more familiar and confident in their thinking, he has observed great strides. He thanked all of the parents in attendance for their concerns expressed at the last meeting and in attendance here (at this meeting) as it is incredible to see the parental support, which is why he wanted to share his perspective of this new curriculum. Russell Tast, a junior at IRHS, and an official representative of the Students Union for Rights in Education impassionedly spoke to the need for students to have a larger voice in the decision-making process in their education.

1. INFORMATION² AND RECOGNITION(S)

A. Status of Bond Projects

Mr. Christopher Louth, Bonds Project Manager, was introduced to present this month's (PowerPoint) status update on the current Bond-funded Projects (as provided with Board book materials). Photos were displayed of these projects. He noted that the reporting format is listed within the five categories as identified as areas of need by the Blue Ribbon Committee. *[A Bond-election initiative to fund capital improvement projects was voter-passed on November 6, 2007; this is the monthly update, which began at the 12/11/07 Governing Board meeting].*

I. Instructional Space / Portable Replacement

A. Amphitheater High School Renovations: Construction is 98% complete. The 500 wing renovation is in closeout phase. Punch list corrections across the campus are being completed.

B. Rio Vista Elementary Classroom Addition: Construction is 86% complete. Finishes are being applied to the new classroom building. The building will be occupied during winter break and open to students for the start of the spring semester. The final phase of the Rio Vista project, the renovation of intervention rooms in the west wing, will begin as soon as the new classroom building is complete and occupied. The Rio Vista project is on schedule and on budget.

C. Cross Middle School Addition / Remodel: Construction is 10% complete. Drywall is being hung and finished in the 500 wing. Exterior masonry walls are being built on the south side of the auxiliary gym for the new weight room. Campus cabling and restroom renovations will start over winter break. The Cross project is on schedule and on budget.

D. Harelson Addition / Remodel: Construction 8% complete. Footings and stem walls are being constructed for the new classroom building as well as the music room addition on the south side of the Fun House (music room). Campus cabling and restroom renovations will start over winter break. The Harelson project is on schedule and on budget.

E. Wetmore Professional Development Building: Programming of this project continues with the architect of record and the CM@R contractor. Schematic design drawings are complete and design development drawings have been started.

F. Donaldson Elementary School Addition / Remodel: Procurement of an architect is in process.

G. Mesa Verde Elementary School Addition / Remodel: Procurement of an architect is in process.

Dr. Barrabee expressed appreciation to the community for its support of the District through passage of the Bonds' initiative thereby allowing the updating of its facilities District-wide.

B. Presentation of Distinguished Service Awards

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

Mr. Bejarano, Executive Director of Secondary Education, introduced each of the recipients and provided a review of the accomplishments and comments made about each of the honorees as submitted by the person nominating them for recognition. The individuals being recognized for the month of December are: Darlene Rowe, Third Grade Teacher at Coronado K-8 School and Kris Mason, Athletic Secretary, Canyon del Oro

On behalf of the Board, Mrs. Zibrat expressed gratitude to Ms. Rowe and Ms. Mason for exemplifying the Distinguished Service Award principles of: initiative, collaboration, loyalty, and contributions to the District. Each was presented with a Certificate of Commendation.

C. Recognition of Rodel Semi-Finalist and Finalist

Board Book information: *The Rodel Exemplary Teacher Initiative honors extraordinary teachers and asks that they each mentor high-potential student teachers.*

What sets the program apart from typical student teaching programs is that mentor teachers are selected based on their outstanding student achievement in high-need schools, their ability to mentor new teachers, and recommendations from their principals and Rodel's observation team. This ensures that student teachers are learning from the best.

In addition, Rodel provides further training and support to both mentors and student teachers to assure Promising Student Teacher Graduates start their careers as outstanding educators.

Ms. Dianna Kuhn, Principal at Rio Vista was invited to introduce the two Amphi teachers being honored; they are Finalist: Donna Varma from Rio Vista Elementary School and Semi-Finalist: Sean Taylor from Rio Vista Elementary School [Mr. Taylor was not in attendance due to a scheduling conflict].

The Governing expressed their appreciation and congratulations to both Ms. Varma and Mr. Taylor; they were presented with a Certificate of Commendation.

D. Recognition of Emc2 Group Architects Planners PC – Recipient of the “Outstanding Design” Award 2013 for Rillito Center’s Bond-Funded Project

Board Book information: *Emc2 Group Architects Planners, PC: Rillito Center has been selected for Outstanding Designs for Specialized Facilities and is featured in the 2013 American School & University Architectural Portfolio.*

The success of the Rillito Center Project can be directly attributed to the dedication of the Emc2 staff, their school design experience, and the tireless efforts of the Rillito Center Staff, led by Rillito Center Principal Linda Haller. The synergy between Emc2 and the Rillito Center Staff during design was the cornerstone of a greatly enhanced facility that serves Amphitheater Public Schools special needs students in ways that were unimaginable before the construction was completed.

The project scope included the remodel of the existing 8,000 square foot center, and the addition of 20,000 square feet of new classrooms, health offices, and administration space. The extra space allows for easier mobility for wheelchairs and therapy equipment. The environment is designed with a low level of distraction and sensory stimulus to reduce student anxiety. Access to outdoor learning areas enables students to grow in sensory experience and mobility training.

This award is a testament to the “Outstanding Design” that produced a new, exciting, and very functional facility for Amphitheater Public School students.

Mr. Doug Aho, Executive Manager Operational Support, was invited to introduce Mr. Richard Clutter, President of Emc2, who was in attendance to present the Board with the Outstanding Design plaque given to Emc2 for the specialized facility design done at Rillito. Mr. Clutter noted with appreciation the exemplary collaborative experience with Mr. Aho, Mr. Louth, and Ms. Linda Haller, Director of Rillito School, in this process that resulted in this recognition and award.

The Governing expressed their appreciation and congratulations to Mr. Clutter from Emc2 and presented him with a Certificate of Commendation.

Note: Mrs. Zibrat called a brief recess at 7:30 PM and called the meeting back into session at 7:37 PM.

3. CONSENT AGENDA

Mrs. Zibrat asked if there were Board member requests to have items addressed separately; there were none. A motion was made by Mrs. Cozad to approve the Consent Agenda items A-O, as presented. The motion was seconded by Mrs. Grant, and it passed unanimously, 5-0. Appointment of personnel is effective, provided all district, state, and federal requirements are met.

A. Approval of Minutes

The Minutes of the November 19, 2013, Special Governing Board meeting and Executive Session were approved, as submitted.

B. Approval of Appointment(s) of Personnel

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

C. Approval of Personnel Changes

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

D. Approval of Leave(s) of Absence

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

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

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

F. Approval of Vouchers Totaling and Not Exceeding Approximately \$ 3,352,431.96 (Final Total)

The Governing Board approved the following vouchers for goods and services as presented and payments authorized:

Vo. 757	\$ 211,455.48	Vo. 758	\$ 145,125.89	Vo. 759	\$ 332,057.07
Vo. 760	\$ 681,903.04	Vo. 761	\$ 105,141.14	Vo. 762	\$ 303,745.43
Vo. 763	\$ 811,897.79	Vo. 764	\$ 60,246.65	Vo. 765	\$ 700,859.47

G. Acceptance of Gifts

Donations were accepted by the Governing Board, as listed in Exhibit 5.

H. Approval of Parent Support Organization(s) for 2013-2014

The Governing Board approved the following Parent Support Organization(s) pursuant to District Policy KBE-R: *Amphi High PTSO, IRHS Girls Basketball Boosters, and Native American Education Parent Committee.*

I. Receipt of Monthly Status Report for the Fiscal Year 2013-2014

A summary of comparative totals as of November 2013 is as follows:

Budget Capacity \$ 84,972,883.00 Expenditures & Encumbrances \$ 84,972,883.00

Totals' Comparisons:

Expenditures as of 11/30/12\$ 29,391,463.40 M & O Budget Capacity for 2012-13..... \$81,843,474.00

Expenditures as of 11/30/13\$ 31,224,914.86 M & O Budget Capacity for 2013-14..... \$84,972,883.00

Bond Balance Outstanding: \$75,135,000.00

Tax Rates: Primary – 4.3876; Secondary – 1.5850

J. Receipt of October 2013 Report on School Auxiliary and Club Balances

Board book information: *Arizona Revised Statutes §§15-1121 and 15-1125 provide for the operation of Student Activity and Auxiliary Operations funds respectively. The Uniform System of Financial Records for Arizona School Districts (USFR) outlines procedures to be followed by school districts in the disbursements of monies from either of these funds. One requirement for the operational compliance is to provide a report to the Governing Board summarizing the transactions for the month.*

The Governing Board approved the Monthly Report on School Auxiliary and Club Balances for month-end October 31, 2013, as submitted. (Exhibit 6, pp. 1-8)

K. Approval of the District 301 Plan

Board Book information: *Each year, the Arizona Department of Education requires all districts to submit their District 301 Plan by December 30th. The Amphitheater District 301 Plan is presented for Governing Board review and approval.*

Overall, there are no substantive changes between this Plan and the one the Governing Board approved last year. We anticipate that we will need to make changes to our 301 Plan for 2014-2015 to align with requirements resulting from HB2823.

The Governing Board approved the District 301 Plan, Classroom Site Fund Pay for Performance Compensation Plan for 2013-2014, as submitted and authorized its submittal to the Arizona Department of Education. (Exhibit 7, pp. 1-41)

L. Approval of Out of State Travel

Out of state travel was approved for staff and students (source of funding indicated) from: La Cima Middle School to take 40 students from Science to Catalina Island Marine Institute in Toyon Bay, California, April 15-19, 2014 (tax credits and auxiliary funds); Canyon del Oro High School to take 30 students from the Canyon Singers to Anaheim, California, April 25-28, 2014 (tax credits and student activity funds); and, Amphitheater High School to take 65 students from the Band, Choir, and Orchestra to San Diego, California, May 9-11, 2014 (tax credits and student activity funds).

Out of state travel was approved for staff (source of funding indicated) from: Food Services to attend the Annual National Conference for School Nutrition Association (SNA) in Boston, Massachusetts, July 13-17, 2014 (site funds designated for staff development); and, District Offices to attend the 35th Annual LRP Institute on Legal Issues of Educating Individuals with Disabilities Seminar in Orlando, Florida, May 3-7, 2014 (site M & O funds designated for staff development).

M. Approval of Textbook(s) for Display

The Governing Board approved the textbooks (as shown below) for adoption, which have been on display to the public for 60 days in accordance with Section 15-721 of the Arizona Revised Statutes.

Textbook: **Higher Level Chemistry**; Publisher: Pearson Education Limited;
Author: Catrin Brown, Mike Ford; Price: \$99.96

N. Approval of Disposal of Surplus Property via PublicSurplus.com

The Governing Board approved the sale of surplus property via an online auction, as submitted [<https://v3.boardbook.org/Public/PublicItemDownload.aspx?ik=34656335>]

O. Award of Contract for Paper Products Based Upon Responses to Request for Bid (RFB) 13-0016

Board Book information: *Request for Bid (RFB) 13-0016 was emailed to 28 vendors and published on the District's website. This RFB requested pricing for paper products for Graphics and Printing. Three vendors responded with priced bids for the required products.*

The Governing Board approved the award of contract for paper products to *Spicers Paper and Xpedx* based on their responses to RFB 13-0016, as submitted. (The 67 pound paper was removed from this RFB due to better pricing from Arizona State Contract number ADSPO13-040030.)

Note: Mr. Nelson recommended that Item #7.A., Study Session, be moved up in the Agenda to precede Item 4.A., Action, in order to accommodate the large number of speakers that are present for the latter item. Mrs. Zibrat surveyed the Board; there was no opposition to that recommendation and therefore announced the confirmation of Mr. Nelson's recommendation.

7. STUDY SESSION

A. Study of the Arizona College and Career Ready Standards in Mathematics and District Implementation and Curriculum

Board Book information: *The Arizona State Board of Education is charged by state law with setting appropriate academic standards for the state's public schools. These standards, in general, are set both by content and by grade level.*

By setting common standards for all public schools, the State Board establishes consistent goals for student learning in each content area and in each grade. These goals, in turn, direct outcomes and expectations for teachers designed to ensure that students have the skills and knowledge necessary for future success. The attainment of statewide goals by students is then measured by the state (currently through the AIMS test). As we know, this measurement is not without purpose. The results of assessments inform parents on the progress of their children and, presumably, provide "data" for an increasingly consumer-focused public education setting.

It is also important to remember that the results of AIMS testing has high stakes both for students (as meeting state standards is a required achievement for high school graduation) and for teachers, whose evaluation, continuing status and employment are now contingent to great degree on state mandates regarding student outcome measures.

In 2010, the State Board prescribed the most comprehensive and substantive revision of academic state standards in Arizona's history, through the adoption of the Arizona College and Career Ready Standards ("the ACCRS"). The ACCRS were largely developed through a cooperative effort between a majority of the nation's states, thereby facilitating more reliable inter-state comparisons regarding student achievement on a consistent, "apples-to-apples" basis. Arizona's ACCRS also include individually developed components unique to our state.

Since the passage of the ACCRS in 2010, Amphitheater Public Schools has been preparing for their implementation, which the Arizona Legislature and State Board required for this school year. The implementation of the ACCRS, so different from prior standards, required entirely new curricula. Recognizing how comprehensive a change the new standards represented, the selection of new curricula demanded a broad, inclusive selection and adoption process.

Over the course of six months last year, teams of teachers from across the District and across all grade levels worked to define parameters for the selection of relevant curricular materials that would effectively implement the ACCRS. The process, in accordance with law, also allowed for a 60-day preview window so that any interested members of the public could view the curricular materials being considered for adoption. All teachers in the District were specifically invited to view the materials which were on display for the full 60 days, prior to recommendation from the selection committees to the Governing Board for adoption of the approved textbooks and other curriculum.

Among the curriculum adoptions that followed the process briefly outlined above, was the selection of the Carnegie Learning Mathematics program for secondary schools. Given questions raised concerning the Carnegie Learning adoption, the administration will be providing this Study Session for the Governing Board.

At the December 10th meeting, district staff will present information concerning the ACCRS and some components of the specific mathematics standards that a new curriculum was required to address, as well as some of the additional background regarding statewide mandates for standards-based education that are very pertinent to the instant discussion.

Staff will also provide some more specific information on the selection and adoption process for the middle and high school math curriculum, as well as specific rationales from the relevant committee for its ultimate recommendation to the Governing Board for the adoption of the Carnegie Learning program. Other staff will present details on classroom implementation of the Carnegie Learning curriculum.

Mr. Nelson introduced the item stating that the implementation of the ACCRS (Standards) and the resource series that was adopted to support mathematics – Carnegie Learning, will be studied and reviewed in response to the concerns addressed by several (IRHS) parents at the November 12, 2013 Board meeting. He noted that several actions have been undertaken in response those concerns. On November 22, 2013, he and Mrs. Nelson met with many of those parents and spent several hours meeting that resulted in productive discussions and an agreement to schedule a follow-up meeting on December 20th to continue working together to address their concerns.

The "Standards" represent a significant change – both in practice and in content. The expectations by grade levels are at a higher level (now) than in previously adopted Standards. During this Study Session, several examples of this will be provided. As with any change, the process brings to light the difficulties encountered and challenges are identified. A number of actions have been implemented since November's Board Meeting to address some of the issues. 1) Aside from the Parent meeting, staff has interviewed every core – middle and high school teacher individually to collect feedback. That information is being compiled; the data will be useful in ascertaining

options for a course of action. 2) The Skills Practice Book has been ordered for those schools that hadn't originally done so. This will provide a paper version of the assigned homework. 3) All middle and high school principals were asked to collect feedback. 4) A parent resource guide is being developed. 5) A written guide for students that have been absent, and to assist them in make-up work is being developed. 6) A correlation booklet that provides a guide to the textbook series and to the new Standards. 7) A teacher resource guide is being developed that provides ratings for all videos on MATHia, which is the middle-school level web-based software/tutoring program. 8) Each middle- and high-school lab has been evaluated and an additional lab at IRHS was recently finished and made available. Progress continues for further upgrades. Mr. Nelson has invited staff members to provide additional information.

Ms. Darlene Mansouri, Math Coordinator, K-12, was invited to provide an overview of the ACCRS or Standards. Given the rate of changes in technology, students are being educated for jobs not yet created. Employers are able to search for qualified talent globally to fill positions. Future careers will value post-secondary education and training. Arizona has too many college-bound students that are not prepared to enter and be successful in college or careers. Statistically, 58% of employers indicate that students are prepared; 41% of the graduates are prepared to enroll at community-level classes without remedial coursework. To better meet the needs of graduates, the state has provided academic Standards to assist parents, students, and teachers understand the minimal expectations for skill development at every grade level. Rapid global needs require on-going and constant oversight and evaluation. The ACCRS were adopted in June 2010. Emphasis is placed on these skills: critical thinking, problem solving, and effective communication skills, which will ensure student success in a constantly-changing global economy. The Standards establish the minimums of what students should be learning and accomplish at each grade level and, provide a framework for what teachers will teach. The school districts have the duty and responsibility for decisions on curriculum, textbooks, and instructional materials. Since the changes in the fall of 2010, every administrator and each K-12 mathematics teacher has had the opportunity to participate in workshops, receive copies of their grade-level documents, interact with various components of the Standards and discuss changes with other teachers. Arizona is focusing on three key shifts for mathematics' instruction: focus, rigor, and coherence requiring increased emphasis on conceptual understanding and the ability to find the correct solution, and explain it. Ms. Mansouri cited examples of higher expectations and focus at various grade levels – such as tasks previously labeled as Pre-calculus to Algebra I. Comparative information was made available to teachers from the Department of Education between the 2008 versus the 2010 Standards; this crosswalk information identified new standards and the deeper-level course work.

Mrs. Nelson was invited to provide an overview of the global challenges and of the textbook adoption policies. She related how difficult it is for Board members, when faced with K-12 education policy and decision-making involving unfunded mandates from the legislature, etc.; this was one of those difficult and challenging opportunities. Another area of concern is being presented with data showing international assessments compared with the United States; our students are losing ground to other nations. Another reality is that business and university communities are telling K-12 educators that they are receiving graduates that are not well prepared; the lack of skills coupled with continued warnings that public education must better prepare students for future success. She cited several sources that support the changes as evidenced in the revised Standards' concepts. Mrs. Nelson provided data on student mathematics' achievement using three sources: 1) NAEP (National Assessment of Educational Progress) that measure students in grades 4, 8, and 11 starting in 1978; 2) TIMS (Trends in International Mathematics and Science Study) provides reliable and timely data on math and science achievement of 4th and 8th grade students starting in 1995 compared with other international students; and, 3) PISA (Program for International Student Assessment). She noted summary statements in an article related to the 2012 PISA which referenced common core: American students typically perform as well when given well-written equations to solve but fall down when performing mathematical tests with higher cognitive demands such as real-world situations, translating them into mathematical terms, and interpreting mathematical aspects in real-world problems. This analysis of PISA and "Standards" suggests that faithfully implementing common core would improve PISA results; this is plausible if students work more with better modeling tasks than happen today. She also cited data from OECD (Organization for Economic Cooperation and Development) that indicates a sharp

decline by the United States against other countries; in 2006, the U.S. ranked 15th, in 2009, the U.S. ranked 31st, and in 2012 the U.S. 36th. Other factors, including socio-economic, do impact assessment scores in all countries.

In 2010, the state adopted the common core state Standards and the District began a training process that fall. Throughout the training, teachers asked if it would be possible to adopt curriculum materials aligned with the new Standards. Responding to that interest and concern, the subject was brought up at principal meetings; they were asked to survey their teachers. Overwhelming support was received to move forward with the adoption process. Mrs. Nelson briefly reviewed the District's Policy on the textbook adoption process. The Superintendent has delegated to certified staff the responsibility of recommending textbooks to the Governing Board for adoption by the District. In all grades, K-12, textbooks will be reviewed and adopted, correlated to the Arizona Board of Education State's Standards (ACCRS) according to the needs established. At a meeting on November 20, 2012, attended by teachers representing all schools and grade levels, Mrs. Nelson sought input from teachers asking whether the adoption process should include one curriculum each for two years (English language arts, mathematics) or both during the same time thereby allowing the utilization of materials for a full year before the 2014-2015 school year. At that meeting, teachers overwhelmingly voted to proceed with both adoptions. She also asked for confirmation of understanding that this would necessitate the review of materials, have meetings and reach consensus in time to have teachers have teacher editions before the 2013 summer or if the timeline should be extended for adoption to be completed during year two. Again, they voted to consolidate the timeline and have materials ready and available to use in summer 2013. This was their responsibility and their decision. Teachers representing all schools and grades levels came to review the materials that were supplied as a result of the Request for Proposal (RFP) that the District created. This committee had to evaluate the materials based upon specific criteria; the #1 criteria was the alignment to the Standards (common core). These teachers facilitated these meetings during the winter of the 2012-2013 school year. The next step was to ensure that the vendors would be able to provide sufficient copies of all materials to go to each District site so that teachers could have access to review the same textbooks as the Committee. The committee members had opportunities to listen to vendor presentations and then followed by consensus decision-making meetings where textbooks were recommended. The last step before a recommendation was written requesting Board action was a 'best and final' where concerns were expressed related to technology platforms, as well as, a guarantee of appropriate time-delivery. Copies of textbooks being recommended were put on display for 60 days prior to the Board's formal adoption. That concluded the textbook selection process.

The next step came when each school had to decide, based on their best knowledge of what technology might be available (internet access, etc.) as to whether or not they would select on-line learning materials or the hard copy consumable materials. She noted that the District responded to parent, teacher, and community concerns expressed about a lack of access to materials/resources, i.e. computers, etc., during Public Comment at the November 12th Governing Board meeting; additional hard copies were purchased and made them available to students needing access to complete required school work.

Dr. Roseanne Lopez, Executive Director of Elementary Education, elaborated further the detailed procedures and processes followed during the 2012-2013 school year for the selection of new textbooks and materials. She reviewed the timelines and presented a PowerPoint presentation listing the criteria identified as essential by teachers and also included requirements for adherence with Common Core "Standards" that the Arizona State Board requires to be taught in all schools. This criterion was used in the Request for Proposal (RFP) development. In November 2012, teachers were invited to participate in discussions regarding upcoming K-12 Mathematics and Reading Language Arts adoptions. Later that month, once teachers had decided they wanted to move forward with the adoption process, the RFP was released by the Purchasing Department. Policy guidelines and procedures were reviewed by the "textbook adoption Committee" at their meeting at the end of November. Vendors needed to submit all materials and proposals by the November 30th due date. In December 2012, the Committee (comprised of teachers) met to conduct the initial reviews of vendor materials. Each teacher was given a list of non-negotiable criteria used to score/evaluate those materials to the state's Standards and the teacher specifications. Only the approved vendors/materials advanced to the next step; invitations to present to the Committee in January 2013.

Dr. Lopez reviewed (middle and high school) example pages of the review documents used by the Committee (approximately 16-20 pages each) that was presented by Mr. Mike Bejarano, Executive Director of Secondary Education. The documents showed whether materials met criteria and with Committee approval were therefore eligible to move to the next step in the Textbook Approval Process. Each component/element of criteria was tabulated and rated (0 to 3). She noted that positive comments were made by vendors, teachers, and administrators about the level of detailed criteria and the process itself - was one of sophistication and thoroughness. Approved vendors presented their materials to the Committee in January, who then scored the presentations to another set of criteria. The score sheets were collected and tabulated and approved vendors were then advanced to the next step in the process – they were to send materials to schools so that all teachers would be given the opportunity to review the materials and provide written feedback to the Committee for consideration. [Vendors actually sent complete selections to schools for this evaluation purpose.] By policy, all materials were on display at Wetmore Center for 60 days. A final Committee meeting was held in March 2013; all scores and comments were considered. The Committee/teachers made final recommendations for adoption; the Carnegie curriculum had the highest alignment score; 6th grade teachers chose the option to adopt Carnegie, to align with the secondary curriculum – rather than with the elementary curriculum (My Math, 6th grade component, McGraw Hill). The District then went into the Best and Final process. Final recommendations were directed, and approved by the Governing Board at its meeting on April 9, 2013. The materials were purchased soon thereafter so that teachers would have possession of the teacher manuals prior to leaving for the summer.

Mr. Bejarano stated that following the adoption process and in preparation for the new school year, three (3) full days of training for various levels of math – elementary, middle, and high school were scheduled. Teachers were given the opportunity to work with Carnegie trainers and District facilitators, and colleagues. The training agenda included review of the six (6) shifts made within the new math standards and a thorough review of the new textbooks and associated resources. Teachers were scheduled time to collaborate on the pacing and mapping-out of lessons for the first semester. Teachers that attended were compensated for their time. They were asked to provide feedback about the training received. Mr. Bejarano shared samples of teacher comments received that reflected their satisfaction with the training, collaboration and lesson-planning opportunities; positive attitude towards the new curriculum; and, appreciated the time allowed to familiarize themselves with the new materials. Additionally, teachers valued the concepts, citing that students can better master materials with true understanding moving them into real-world problem solving. During the school year, Carnegie trainers have been to the schools for continued support on an individual basis as well as by departments. Professional development will continue during the Spring semester.

Ms. Jami Koustik, Secondary Math Coordinator, was invited to provide a PowerPoint overview of the Carnegie curriculum. She stated that she has been with the District for eleven years and worked at Ironwood Ridge High School for 9 years as a Math teacher and 7 years as the Math department chair. Changes in the math placement tests and courses at many universities and colleges, and the overview of a collaborative classroom have resulted in opportunities for development. Carnegie was founded by cognitive and computer scientists from Carnegie Mellon University (CMU). Their latest study was published by the Rand Corporation in November 2013 in which 17,000 students' participated and showed that students who used this curriculum for two years, realized significant improvements in their algebraic proficiency and this equates to a 20-30 point improvement on SAT tests. Two additional studies were cited showing similar successes. The Carnegie curriculum has two parts; in-class materials: student textbook, student assignment book, and skills practice book, all of which are consumables (lifespan of approximately 2-3 years versus 8-9 years). All students now have the textbook – the skills practice books have been ordered for students and teachers. The assignment book is available at an on-line "resource center." The resource center provides students, parents, and teachers on-line access to the textbooks, skills practice book, and student assignment book. All grade level textbooks are available to all students, parents, and teachers and can be accessed if review lessons from previous grade levels are needed. The resource center also provides other website resource sites for additional assistance and study skills at home. The second part of the curriculum is the Carnegie cognitive tutor software.

The textbook is the primary classroom resource; interwoven with questions, instruction, and worked examples. The assignment book has practice problems similar to that of the textbook. She projected textbook pages and described the design and content of lessons, as well as, worked example problems – showing procedural skills. There are many ways to solve a problem correctly. Ms. Koustik also projected and described example pages from the practice book. She stated that the software portion is comprised of a cognitive tutor program for the high school level and MATHia™ for the middle school level. She projected sample pages and described the design, and features such as instructional videos. Customized lessons focus on areas where the student is struggling and provides prompts to assist students in a walk-through design.

Ms. Koustik noted that technology is changing; university placement tests and coursework include more technology-based programs. She projected sample pages showing that test formats are moving away from paper/multiple choice to computerized tests. Additionally, class work includes some web-based homework, cognitively demanding problems, and peer collaboration.

The programs are based on the mastery of mathematical concepts and skills. Collaborative classrooms vary depending on the task given; a teacher can be part of a group discussion or serve as facilitator. She reiterated that Arizona is focusing on three key shifts: focus, coherence, and rigor.

Mr. Nelson stated that the process used was thorough and provided much opportunity for input from teachers and others. The requirements of the new Standards are rigorous and demanding. This represents a different way of understanding mathematics. In considering the community concerns expressed, he understands that further attention is necessary to address the struggles faced by students, parents, and staff. This change has been difficult and challenging for many, while moving from a long-time approach to teaching math to Standards to a significantly different approach is stressful. To bridge gaps, more traditional materials will be provided to assist teachers and students. He reiterated the need to teach to the common core (curriculum), which is state mandated/law. He noted that this District has always permitted teachers to teach the material using their best methods; instructional methodology and approaches are in the hands of the teachers. Carnegie materials have been Board adopted. To better identify what additional assistance can be offered, teachers were asked what would be necessary; once that information has been compiled, a representative group of math teachers will be invited to collaborate on a course of action as quickly as possible. To ensure student success is the common goal uniting everyone. He invited the student speaker, Russell (Tast), to discuss further what is on the minds of students. All teacher comments need to be respected – those in support of the new curriculum and materials, as well as, those by struggling teachers.

Dr. Barrabee appreciates Mr. Nelson's spirit of accommodation. The spirit, techniques, and resources suggested by Mr. Nelson may help accommodate individual needs by students and teachers. It is important to support and assist in easing the parent and teacher concerns related to encouraging student success. He appreciated the information presented at the meeting.

Mrs. Cozad noted the concerns expressed about teachers being threatened (evaluation). Mr. Nelson responded that this topic will be discussed at the upcoming principal's meeting.

Mrs. Zibrat stated her appreciation to the presenters for the information reviewed. She noted the Values stated by the District – to hold the best interests of students at the forefront. She commended administration and teachers who work conscientiously to ensure student successes. She appreciates the parents who entrust Amphi with educating their children. The Board is dedicated to having Amphi be the premier school district in Arizona. She appreciates all involved in advancing this process.

[An opportunity for public comments made to this item.] Mrs. Zibrat reminded speakers about the aforementioned procedures for addressing the Board.

The following community members addressed the Governing Board: Debra Nugent, IRHS Math Teacher, expressed concerns about the distribution of grades in her two geometry classes and attributes the drop in grades to the new Carnegie textbook/curriculum. Lawrence Schneider, IRHS Math Teacher, echoed sentiments about the differences between common core and curriculum; he believes that the issue is with the implementation of the curriculum. He cited several examples of application problems that he found objectionable. He contends that three days of training does not rival the ability by classroom teachers who have experienced the curriculum for a semester's period of time to confirm or reject the curriculum. Rachel Diaz de Valdez stated appreciation to the administration for their willingness to accommodate parent concerns. She re-stated her concerns with Carnegie – not change itself. If Carnegie is not working then another approach must be found. Todd Diaz de Valdez expressed concerns about the loss to students' education and performance during this initial implementation period while a fix is being developed. He will be disappointed if a plan of assistance is not provided to students in the mean time. Sarah Leska cited several examples from the textbook; she questioned the viability of these problems for high school curriculum. Scott Leska questions the Board's unwillingness to 'change their minds' about the adoption of these textbooks. He stated concerns about losing faith in this district, which is why he ran for the Board 4 years ago. He stated that we were the number one district in America in education some 50 years ago and wonders why other countries (Jordan) are now adopting math curriculums used in the United States in the 1990's and why we moved away from that. He wonders how the public might respond to future override and/or bond initiatives as related to funds spent on these (unacceptable) textbooks. Tom McFadden stated his concerns about the process used for the search of new curriculum materials and summertime training. Since there is no contract perhaps a district study could be done to investigate other options. David Shields stated that only one math teacher was on the common core committee and at the conclusion of the process, he (teacher) couldn't recommend this textbook. He believes that his daughter is doing poorly in her Algebra II class. He is concerned for the students that are falling behind. He reviewed math publicists during the Thanksgiving holiday and found the Glencoe Series from McGraw Hill (releases every 2 years) and it is available now. He further investigated middle school texts. He is asking that the District further investigate these books; they stand on their own and will bring students to the common core standards. Glenn Linton, IRHS Math Teacher, appreciates the support expressed allowing teachers to teach to one's own methodology and style. He stated that teachers are stifled when only a scripted methodology is allowed. He brings years of skills and experience to enhance what the students learn. Hope Goldsmith thanked the Board for considering (our) concerns and supporting individual teaching approaches. She added that middle school students are also experiencing difficulties in this transition. She is concerned about all that students have missed during this transitional time. Whatever is decided to assist students needs to be done quickly. Mike Robinette, IRHS Math Teacher, while he a District teacher, he is here as a tax payer. He urges the Board to further investigate this polemic and asks that public forums be scheduled. He invites the Board to independently talk with students, teachers, and constituents. Polly Kimminau, La Cima Math and AVID Teacher, shared some thoughts about her teaching experiences with Carnegie. She is most pleased with her experiences these last four months with the program at La Cima Middle School. She cited some of the program's methodologies and related the higher-level thinking and use of appropriate tools that benefit her students. La Cima is an AVID school (Advancement Via Individual Determination, is a college readiness system school) and Carnegie is a perfect match. She stated appreciation to the Board for its approval action of Carnegie. Kathy Spencer, IRHS Math Teacher, is pleased to hear about the stated successes by colleagues at other schools; she is struggling with the new textbook. She is pleased that supplemental materials are being purchased for use by some of the students who need an additional foundation on basic skills in order to better understand the deeper concepts. Gabby Abou-Zeid, IRHS student and an official representative of the Students Union for Rights in Education, often tutors in multiple levels of middle math and algebra. She stated shock at the Carnegie book used with her middle school students; she cited examples of her experiences and believes that it is an experimental system that will be detrimental to their education. Nina Godlewski, CDO Math Teacher, often hears from her students, "when am I going to use this?" Her goal as a teacher is to prepare all students for a range of futures with an ability to use high-level quantitative reasoning and for them to appreciate the structure and logic of mathematics. She was part of the Committee and she believes that it is an innovative program. Her class is a viable learning environment where students are assuming responsibility. Her experiences have only been positive. John Fife, President of AmphiEA, stated that at its monthly meeting with building leaders in September, one item listed on the agenda was 'common core implementation'; that one item dominated the meeting. A special meeting

was then scheduled the following week to discuss that one topic. Following that meeting, it was concluded that more information was needed. A teacher survey was then created. Approximately twenty percent (20%) of the certified staff responded. He summarized results, which revealed a fairly evenly divided district regarding Carnegie and the common core standards; approximately 30% approve; 30% disapprove, and 30% are neutral. Most teachers felt that the common core would have a positive impact on students; about half responded that they felt their administrators supported their implementation efforts. Three needs were identified in this survey: 1) more, and on-going training; 3 days were helpful but more is needed; 2) planning time is critical; and, 3) professionals in the classroom are to determine the teaching methods that best meet their students' needs. He added that he looks forward to his next meeting with Mr. Nelson to address some of the other issues.

Dr. Barrabee stated that perhaps this transition is more stressful for high school students, and inquired if perhaps initiating this shift at the middle school level allowing students to then advance within the Carnegie curriculum. He added that perhaps we could investigate the concerns expressed about the method used to notify the community when the District has textbooks on display. One of the most important things learned from this session, is that we're all different. He is thrilled that the District is moving towards the direction of better understanding mathematics – a style of questioning, beyond the algorithms.

Mrs. Zibrat added that she believes that the District is very transparent in this regard (textbook display process); this information is available on the website. There is a process in place.

Mrs. Cozad stated that she has spoken individually with teachers and community members; she has received mixed feedback about the textbook choice. She expressed disappointment in the tone and direction implied regarding any future bond or override initiatives. Great things have happened in this District with those program funds.

4. ACTION

A. Re-adoption of Policies Previously Approved by the Board

Board Book information: *In February 2011, the Arizona School Boards Association ("ASBA") recommended, and the Superintendent directed, that staff begin a comprehensive "five-year review" of the district's policy manual. This process was intended to identify revisions that may have been required to comply with changes in the law, to create uniformity in language; and to update or clarify language that might have been confusing or outdated.*

Staff immediately began the comprehensive review in consultation with ASBA Policy Services.

On March 8, 2011, the Governing Board began reviewing staff recommendations for policy revisions. Although the policy revision process is always ongoing, as demonstrated by the two other policy-related Board items presented this evening, the Board has completed the major review process.

This agenda item is prepared to permit the Board to formally rescind all previous versions of the policy manual; then, to adopt the manual compiled during the review process. That will effectively revise the manual's adoption date as December 10, 2013.

Recommendation: This item is presented for the Board to rescind all previous versions of the policy manual; then, to adopt the manual compiled during the review process, as the Administration recommends.

Mr. Nelson invited Mr. Jaeger to provide a brief overview of this item. The ASBA practice necessitates that before they can withdraw the District's old policy-book system, and replace it with the manual in its entirety (to include previous versions, as well as, those compiled during the recent review process done in the past few years) one final vote is needed by the Governing Board affirming that policy changes executed, as described will then permit them to upload the District's manual in its entirety. In addition, this process will then allow District staff

to maintain policy materials online. Mr. Jaeger confirmed that this will not impede the District's ability to modify policies as long as they are within the law.

A motion was made by Mrs. Zibrat to rescind all previous versions of the policy manual to adopt the manual compiled during the review process. The motion was seconded by Dr. Barrabee, and it passed unanimously, 5-0.

5. STUDY/ACTION

A. Study and Approval of the Governing Board's Legislative Priorities for the 2014 Fiscal Year

Board Book information: *For several years, the Governing Board has established legislative priorities for the District to guide and direct the Governing Board Members and other District representatives in their conversations and efforts with Arizona legislators. This guidance is necessary to ensure that communication with state law makers is consistent with the Board's philosophies and the District's mission.*

The priorities set by this item are separate from, but may overlap, those adopted by the Arizona School Board Association, which also seeks input from the District's Governing Board in the formation of that organization's own legislative agenda. The Board will recall that it has previously studied and responded to ASBA's request for input into that organization's legislative agenda, and Board representatives have already attended ASBA's legislative meetings for that purpose. The Board provides input to ASBA through separate Board action for that purpose.

In previous discussions, the Amphitheater Governing Board has established the following legislative agenda for Amphitheater Public Schools. This item is presented for review and approval of a new agenda for the coming legislative session(s). It seems appropriate to begin that discussion by reviewing the prior year agenda to determine whether any modification of what follows is required. Last year's agenda has been updated, however, to reflect the most current information.

The simple legislative agenda statements enumerated below are following by "talking points" that may be used by district representatives to illustrate the issues in their discussions with lawmakers and other interested parties.

1. Increase Funding for K-12 Education

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

Arizona have mandated new programs and changes for public schools that require increased financial support.

- This is untenable. It is unfair. It deprives our students and our schools of the resources they need to succeed.*

2. Restore Career Ladder Funding

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

3. Maintain Desegregation Funding

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

4. Provide Adequate Funding to Serve English Language Learners

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

- *The Flores decision recognized -- even before high stakes programs -- that the level of state ELL funding was inadequate.*
- *With our ELL students' ability to graduate at stake, appropriate funding must happen.*

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

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

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

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

7. Protect and Support Education Due Process Rights

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

Recommendation: This item is presented for the Board's consideration and approval, which is recommended.

Mr. Nelson introduced the item. He noted that this is part of the annual approach to influence the Legislature on education-related issues from Amphi's perspective. He explained that Mr. Jaeger referenced materials from previous years and included a few updates. Since there is no real new information and Board members are familiar with the information, he recommends approval at this time so that talking points are available when legislators return next month.

There were no comments or questions from Board members. A motion was made by Mrs. Cozad to approve the 2014-2015 Legislative Priorities, as submitted. Ms. Day seconded the motion and it passed, 4-1, Dr. Barrabee abstained.

B. Approval of Revisions to Governing Board Policies (GBED (Smoking by Staff Members); KICG (Tobacco Use by Students); JLCD (Medicines/Administering Medicines to Students); JLF (Reporting Child Abuse/Child Protection); KFAA (Smoking on School Premises at Public Functions); and, KHA (Public Solicitations in Schools))

Board Book information: *The Board studied the attached policies at its November 12, 2013 meeting. Those policies are now submitted for the Board's approval.*

There were no comments or questions from Board members. A motion was made by Mrs. Cozad to approve the revisions to Board policies: GBED, KICG, JLCD, JLF, KFAA, AND KHA, as submitted. Mrs. Grant seconded the motion and it passed unanimously, 5-0.

6. STUDY

A. Study of Proposed Revisions to Governing Board Policies CBI (Evaluation of Superintendent); DJE (Bidding/Purchasing Procedures); and JICH (Drug and Alcohol Use by Students)

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

CBI — Evaluation of Superintendent. *The language conflict pertaining to the issuance of a contract to a superintendent who has a multi-year contract is eliminated.*

DJE – Bidding/Purchasing Procedures. *Policy DJE has been updated due to the adoption by the State Board of Education on October 28, 2013, of the proposed rule for R7-2-1002, regarding the school district procurement bid threshold which is now one hundred thousand (\$100,000) dollars. (This is following the statutory change brought by Laws 2013, Chapter 190 (HB2599).) The Auditor General has also released new ranges for oral and written price quotations for purchases below the one hundred thousand (\$100,000) dollars threshold. (Three written quotes for \$50,000 to \$100,000; three oral quotes for \$10,000 to \$50,000, and; no competitive bidding below \$10,000.) The new ranges have been placed in the Uniform System of Financial Records (USFR, VI-G-9 and 10) and the Uniform System of Financial Records – Charter Schools (USFR-CS, VI-G-1 and VI-G-6 and 7).*

JICH — Drug and Alcohol Use by Students. *Policy JICH is adjusted to eliminate the phrase 'to a person under eighteen (18) years of age' in order to avoid inconsistencies or confusion in interpretation and the possible application of disciplinary consequences.*

Recommendation: This item is presented for the Board's study at this time. The policy revisions will be brought back at a later date for the Board's approval

Mr. Nelson introduced the item stating that recommendations to these three policies are minor in nature and are as a result of changes in state law. Mr. Jaeger was invited to highlight the policy changes. He stated that the change to Policy CBI reflects the modification regarding issuance of a contract provided to the Superintendent; it

will stipulate that extensions and re-negotiations may not begin earlier than fifteen months before the expiration of the current contract, rather than May of the year preceding contract expiration. Mr. Jaeger stated changes to Policy DJE reflect increased procurement limits (as stated above) as a result of changes implemented October 2013 by the Arizona Department of Education.

There were no questions or comments by Board members.

C. Study of the Arizona College and Career Ready Standards in Mathematics and District Implementation and Curriculum

Note: Mr. Nelson recommended that Item #7.A., Study Session, be moved up in the Agenda's order to precede Item 4.A., Action, to accommodate the large number of speakers that were present for this item.

BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

There were no Board Member requests.

PUBLIC COMMENT¹

There were no public comments.

ADJOURNMENT

Ms. Day moved to adjourn the meeting. Mrs. Cozad seconded the motion and it passed unanimously, 5-0. Mrs. Zibrat declared the meeting adjourned at 9:53 PM.

Respectfully submitted,
Margaret Harris

Mrs. Susan Zibrat, President

Date

Approved: TBA