

DRAFT

**AMPHITHEATER PUBLIC SCHOOLS
Tucson, Arizona**

MINUTES OF REGULAR PUBLIC MEETING OF THE GOVERNING BOARD

Place, Date and Time of Meeting

Wetmore Center, Leadership and Professional Development Center, 701 West Wetmore Road, February 9, 2016

Board Members Present

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

Central Administrators Present

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

Call to Order and Signing of the Visitors' Register

Ms. Deanna M. Day

Ms. Day called meeting to order at 6:01 PM.

Pledge of Allegiance

Ironwood Ridge High School Students

Mr. Nelson introduced Ms. Natalie Burnett, Principal of Ironwood Ridge High School. Ms. Burnett introduced five students who are members of the Veteran's Heritage Project Club who would be leading the pledge. Austin Reinhold, Sr. is the President of the Veteran's Heritage Project Club and interviews WWII Vets. His grandfather and father were in the military. He is member of Honor Society and plays soccer. James Rivera's father is in the military and his Grandfather served in the Korean War. James enjoys helping veterans record their experiences and memories so that their service is remembered and does not go unnoticed. Brittany Manifold is a junior, and first year member of the club and both parents are Active Duty. Samantha Mast is a junior and it is her first year in the project. She met a veteran, Mr. Loomis, and his story has inspired her to live her faith and her life to the fullest. Jared Kimball is a sophomore and participating in the club allowed him to look at things differently and he feels the club is giving back to the community. Austin asked any military veterans in attendance to please stand. Then a moment of silence was observed for those who lost their lives in service to this county before the pledge. Mr. Leska presented them with certificates of commendation.

Recognition of Student Art

Ironwood Ridge High School

Dr. Barrabee introduced the student art provided by Ironwood Ridge High School students which included portraits created by the writing of the person's name, etchings and multimedia works. Dr. Barrabee called on Brittany to talk about the artwork. She said she cannot begin to explain how Ms. Mulleneaux has changed her life with art. Art is a way to for students to express themselves and Ms. Mulleneaux allows the students to do it themselves, leading them. She is grateful for all Ms. Mulleneaux has done for her, not just with art but in her life.

Announcement of Date and Place of Next Regular Governing Board Meeting

Ms. Day announced the next Special Meeting of the Governing Board on February 23, 2016 at 5:00 PM in the Leadership and Professional Development Center.

Ms. Day called a point of personal privilege and recognized the passing of Sue Jefferson Haas, a former principal in the District, on January 20th.

2. RECOGNITION

A. 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 introduced the DSA awardees.

Ms. Kathy Neumaier - Kathy is the Food Service Supervisor at Coronado K-8 School and Painted Sky Elementary. She is always looking for new and innovative ways to keep students interested in eating food that's good for them. She is the role model for customer service and makes it a priority to know all the students by name. Kathy leads by example. Kathy assures the kitchens are efficient and well maintained. She is not afraid to take on challenges to make things better for the students. Ms. Day presented her with a certificate of commendation. Ms. Neumaier thanked her husband and daughter for their support, Marc Lappitt and Amy Richards for hiring her and giving her opportunities to learn and grow, Mr. Ball for his help in the cafeteria, her amazing team of co-workers, the staff and students at the schools and Amphitheater for being such a great place to work.

Mr. Tommy Steele - Tommy began working at CDO in 1983 as a Special Education teacher and has a special skill for building rapport and academic success for students that find school extra challenging. He is encouraging and supportive; he goes out of his way to find solutions, to collaborate with other teachers and to motivate students to reach their full potential. He has been an assistant football coach for over 30 years, has been a mentor to countless young men and coaches and helps teach student athletes life lessons and the importance of giving back to the community. He builds rapport, finds solutions and motivates. Tommy serves on the CDO Site Council. Tommy is part of CDO's tradition of excellence. Tommy is iconic; if you don't know a Tommy story, you should. Ms. Day presented him with a certificate of commendation. Mr. Steele said he gives a heartfelt thank you to the Board and administration at all levels.

B. Recognition of Amphitheater High School Superintendent's Student Advisory Council

Board Book Information: *The students in Amphitheater School District are our most important assets. That is no more evident than when they step up to take leadership positions at their schools. The Governing Board would like to recognize the Amphitheater High School Superintendent's Student Advisory Council, and thank them for their service to their classmates and school. Their input during group discussions and their concern for Amphi High provide the students and Superintendent an opportunity to talk informally about student issues and concerns. We know students have busy school, work, and extra-curricular schedules. Taking the time to discuss issues that are important to their peers is a clear indication that council members care about their school. The Board recognizes Amphitheater High School's Superintendent's Student Advisory Council Members.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184147>, Item 2.B.]

Mr. Jon Lansa, Amphitheater High School Principal, introduced the members of the Superintendent's Advisory Council who were in attendance. **Aieslyn Anaya** is a freshman, very precocious, is a member of the Cambridge Academy and on the Student Council and is involved throughout the school. **Julio Zamorano Chavira** is in Cambridge Academy, AVID and is part of the wrestling team. **Jada Morgan** is part of the

JRTOC Program, up every day at 5:30 am to start the program at 6:00 am and then back to Amphi High as part of the Cambridge Academy and is also part of the student representation on the PTO.

Adeledemi Ijagbemi is a Junior and is part of AVID and is taking Advanced Placement Courses and pursuing medical with some JTED classes. Mr. Lansa expressed how proud they are of these students and they represent the 16 students who make up the Superintendent's Advisory Council. The students introduced their family and friends in attendance. Dr. Barrabee told the students that Mr. Nelson depends on speaking with students, especially those who are outspoken, really care and know what needs to be done at the school and what Mr. Nelson needs to know about. Dr. Barrabee presented them with certificates of commendation.

C. New Administrator Leadership Academy Participants

Board Book Information: Each year, new administrators participate in the New Administrator Leadership Academy. Early in the first semester, they meet together with Monica Nelson as a group to review the program and learn about the expectations. Eleven modules have been developed to provide an overview of the Amphitheater Unified School District and to allow participants to learn about the departments with which they will interact in their new administrative roles. They also have a chance to interact with various people who can provide support, assistance, and guidance on the systems in place throughout the district. During the remainder of the semester, they schedule individual or small group meetings with department heads and senior staff, who cover a wide range of topics related to their areas of expertise and their departments. Once all the modules have been completed, participants meet with the Associate Superintendent for a debriefing session related to things learned, further questions, suggestions for the New Administrator Leadership Academy program, and personal professional development plans. They finish their experience with a one-to-one meeting with the Superintendent.

Six individuals have completed the Academy this session and are recognized tonight. They are:

Steve Duley - Director of Student Services

Amy Sharpe - Director of Community Relations

Wendy Biallas-Odell - Principal, Painted Sky Elementary

Amanda Magelli - Instructional Support Assistant (ISA), Coronado K-8

Chris Trimble - Instructional Support Assistant (ISA), Wilson K-8

Kristin McGraw - Special Education Coordinator

D. Recognition of Circle-K Teacher of the Year Finalists

Board Book Information: Two teachers from Amphitheater Public Schools have been named finalists for the Circle K Teacher of the Year award. The program is a collaboration between the Circle K Corporation and the University of Arizona Athletics Department to honor outstanding high school teachers in Southern Arizona. The nine finalists are being honored during pre-game recognition ceremonies at Arizona men's basketball games. On March 4, all finalists will be honored at a banquet held at the University of Arizona's Hall of Champions where the Teacher of the Year will be announced. The Teacher of the Year is selected from a panel of representatives from districts throughout Southern Arizona. The decision is based on a variety of judging criteria, including excellence in teaching preparation and experience, leadership ability, participation in co-curricular or extracurricular activities involving students, innovation or unique teaching practices, evidence of successful teaching, recognition by colleagues, and community involvement.

Ms. Julie Daniel - Amphitheater High School

Julie has been a Cross-Categorical Special Education teacher for 8 years at Amphi High. She has dedicated her life and career to teaching the most physically disabled and cognitively challenged students. Her role as a teacher of Special Needs students is a very personal one. She became a teacher because of her older brother's struggles. Her mother fought for services for him and he was lucky he had a strong advocate in her. The deep sense of purpose is what Julie brings to school every day and her students benefit from her approach. She has developed a cross categorical program that includes: 35-40 students, 2 teachers, 4-7 instruction aides, a kitchen, a garden, 3 student businesses and a huge presence all within in one small part of the school. The broad

program teaches students whose academic abilities span First Grade through High School and life skill levels that range from full physical support to post high school employment and independent living skills. Julie has also recently taken on several leadership rolls within the community being recognized by the Beacon Foundation for the school to work training partnership she developed. Julie serves as liaison with the University of Arizona nutrition network for Title I schools, as the facilitator of PLCs at Amphi High, is in the middle of course work for her Master's Degree in Special Education Behavioral Analysis and in her spare time has gone through training with her dog Lily to become and assistive therapy certified dog trainer for children. Mr. Lansa concluded by saying that as you can see, Julie is an amazing person and once of our most prized and respected teachers. We are honored to have her at Amphi High School and congratulate her on this award. Ms. Cozad presented Julie with a certificate of commendation. Julie thanked the Board, District and everyone she has worked with over the years. There are many people who have contributed to who she has become as a teacher and a lot of them are in this room.

Dr. Carolyn Zeiher, Canyon del Oro High School

Since 2001, Dr. Carolyn Zeiher has been a teacher at CDO. She is responsible for developing and implementing the Biotechnology program. The program uses industrial grade equipment to teach students technical skills commonly used in the Biotech industry. Dr. Zeiher also teaches AP Biology and Pre-AP Biology. Her students explore scientific concepts and Bioethical issues through the use of engaging presentations, facilitated discussions, collaborative group work and inquiry based laboratory activities. As evidence of her successful practice as a teacher, in 2015 90% of her AP Biology student passed the AP Biology exam with a score of 3 or better. She also serves as a coach for the Science Olympiad team and is an advisor to the Future Health Professionals Organization. Prior to teaching Science at CDO, Dr. Zeiher was a research biologist at the Monsanto Chemical Company, an assistant professor at the University of Arizona in the Plant Sciences Department and a Science Instructor for the University of Arizona. She has authored multiple scholarly publications and conducted a variety of research projects and also designed curriculum and taught courses to a wide variety of student from elementary school to graduate level college students during this time. CDO is very fortunate to have Dr. Zeiher as a member of the faculty and as a colleague. Ms. Cozad presented Dr. Zeiher with a certificate of commendation. Dr. Zeiher thanked the Board for the acknowledgement of the award, and her administrators and wonderful colleagues in the Science Department. This award really goes to the whole Science Department as everyone has helped in developing the Biotech program.

E. Recognition of Tim Berrier as National Coach of the Year

Board Book Information: Ironwood Ridge High School wrestling coach Tim Berrier was one of twenty-two high school coaches from across the country selected as 2015 National Coaches of the Year by the National Federation of State High School Associations (NFHS) Coaches Association. The NFHS has been recognizing coaches through an awards program since 1982. This year's awards recognize coaches for the 2014-15 school year. Coach Berrier guided the Nighthawks to a third-place finish in the state last year, the sixth year in a row Ironwood Ridge has placed in the top three. He coached the Nighthawks to three straight state championships from 2011 to 2013. Ironwood Ridge recently won the team portion of the 50th Flowing Wells Invitational. The team will compete for the 2015-16 state title later this week in Prescott Valley.

Amy Sharpe, Director of Community Relations, introduced Coach Berrier. Even with all the accolades he has received, most people will describe Coach Berrier as a very humble, honest, selfless and respectful coach. His son Paul said it best, "He never coaches just the sport, he teaches life lessons. Mr. Leska congratulated Coach Berrier on being recognized at the national level. Mr. Leska presented Mr. Berrier with a certificate of commendation. Coach Berrier thanked the Board for all the support they provide for the program, Ms. Burnett and all the administrators for fighting for him when he tries to do crazy things for the program. Coach Berrier thanked his Mother, who was present, for being an awesome parent.

2. PUBLIC COMMENT

There was no public comment.

3. INFORMATION²

A. Status of Bond Projects

I. INSTRUCTIONAL SPACE / PORTABLE REPLACEMENT

A. Mesa Verde Elementary School Addition / Remodel:

Construction is 95% complete. Classes began in the New Building on January 4th. Renovation of W2 Mechanical, electrical, plumbing is complete. IT cabling is completed. Dry walling is completed, painting completed. The Mesa Verde project is on ahead of schedule and on budget.

B. Donaldson Elementary School Addition / Remodel:

The Donaldson Project Began December 21, 2015. Construction of underground utilities and foundation is underway. Cabling in renovation areas is underway and being completed at night. Underground Work for New Building Pad Ongoing

II. NEW SCHOOL

A. New Elementary School:

Design is complete. Pending Board direction.

III. Solar Construction Project

Phase I is under construction. Electrical was tied in successfully at La Cima & Cross. Panels are being installed or are about to be installed at: Cross, Harelson, La Cima, Walker, Mesa Verde, Warehouse, Holaway.

Phase II Construction is scheduled to begin:

Food Service 1/28/16	Bus Barn 1/28/16
Wetmore & FSS 2/4/16	Rillito Center 2/11/16
Rillito Well Site 2/11/16	Nash 2/11/16
Rio Vista 2/25/16	Keeling 2/25/16

Mr. Jim Burns, Executive Manager of Operational Support, briefed the Board on the status of bond projects. The Board had no questions. Ms. Day thanked Mr. Burns for being on budget and on time and thanked the voters for their support through bonds.

B. School Reports - Mesa Verde Elementary & Wilson K-8 School

Board Book Information: *Beginning this year, each school principal will present information about their school to the Governing Board. This evening, Carol Tracy, principal at Mesa Verde Elementary, and Adrian Hannah, principal at Wilson K-8 School will share news, data, and other information about their schools.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184147>, Item 3.B.] (Exhibit A)

Ms. Day called for a break at 7:27 PM. The meeting resumed at 7:37 PM.

C. Periodic Legislative Update

Mr. Nelson suggesting delaying the Periodic Legislative Update to the end or removing it from the agenda due to time constraints. The Board agreed to remove it from the agenda to be presented at another time.

4. CONSENT AGENDA³

Ms. Day asked if there were Board Member requests to have any items addressed separately. There were none. A motion was made by Ms. Cozad to approve Consent Agenda items A. - J. The motion was seconded by

Ms. Grant and passed unanimously 5-0. Appointment of personnel is effective provided all district, state, and federal requirements are met.

A. Approval of Appointment of Personnel

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184147>, Item 4.A. attch]

B. Approval of Personnel Changes

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184147>, Item 4.B. attch]

C. Approval of Leave(s) of Absence

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184147>, Item 4.C. attch]

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

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184147>, Item 4.D. attch]

E. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,698,497.59 (Final Total)

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

2015-2016 Fiscal Year

Voucher #296 \$117,393.49	Voucher #297 \$896,280.24	Voucher #298 \$169,123.80
Voucher #299 \$24,793.00	Voucher #300 \$83,160.13	Voucher #301 \$126,229.28
Voucher #302 \$281,517.65		

F. Acceptance of Gifts

The Board accepted the gifts and donations as listed.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184147>, Item 4.F. attch] (Exhibit 5)

G. Approval of Parent Support Organization(s) - 2015-2016

The following Parent Support Organizations were approved pursuant to District Policy KBE-R:

CDO Boy Basketball Boosters

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

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

Board Book Information: *With Governing Board approval, the Administration will sell via an Internet-Based Online-Sale the following surplus property:*

DESCRIPTION	UNITS
Cabinet, Sand Blaster (Automotive)	1 Each
Wheel Spinner (Automotive)	1 Each
Brake Washer and Cleaner (Automotive)	2 Each
Wheel Aligner (Automotive)	1 Each
Analyzer, Engine (Automotive)	1 Each

Parts Cleaner, Hydro Flow (Automotive)	1 Each
Compressor and Tank, Large (Automotive)	1 Each
Table, Work Bench, Metal, 6' (Automotive)	6 Each
Table, Work Bench, Metal, Wooden Top, 6' (Automotive)	2 Each
Table, Work Bench, Metal, 8' (Automotive)	1 Each
Band Uniforms (Includes Jacket, Pants, and Hat)	1 Pallet
Printer, HP Design Jet, T610, Large	1 Each
Stove/Griddle, Garland, 60"	1 Each
Chair, Folding, Metal	13 Each
Desk, Computer Work, Pink	1 Each
Office Supplies	1 Pallet
Scientific Measuring Equipment (Includes acid jars, beaker tubes, wide mouth jars)	2 Pallets

I. Approval of Out of State Travel

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184147>, Item 4.I.] (Exhibit 6)

J. State Tutoring Grant Salary Requirements - Additional Schools Added

The Board approved the compensation rate required for the State Tutoring Grant at six additional schools.

Board Book Information: *Darlene Mansouri, Director of State and Federal Programs, informed us in December that Amphitheater High School would be receiving a State Tutoring Grant from the Arizona Department of Education for tutoring. However, recently the state made additional tutoring money available. Ms. Mansouri wrote a new grant application which was approved. The schools now eligible to receive these funds besides Amphitheater High School are: Canyon del Oro High School, Ironwood Ridge High School, Amphitheater Middle School, La Cima Middle School, Keeling Elementary, and Prince Elementary. As was shared in the original Board item, the grant requires a salary based on a \$40.00 per hour total compensation rate (based on salary and benefits, not including medical). Consequently, the actual hourly salary for teachers at these new sites will also be approximately \$33.43 plus benefits. This is more than the currently approved hourly salary for tutoring of \$30.00 per hour plus benefits.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184147>, Item 4.J.] (Exhibit 7)

5. STUDY

A. Study of Revisions to Sections G (Personnel) and H (Meet and Confer) of the Governing Board Policy System, Developed Through the Meet and Confer Process, to Include: GCQC (Resignation of Professional Staff Members) GDO and GDO-R (Evaluation of Support Staff Members) HD (Meet-And-Confer Procedures)

Board Book Information: *During the fall and spring of the 2015-2016 school year, representatives of the Amphitheater Education Association and the District Administration met and conferred regarding policies affecting working conditions for employees. This is an annual process which gives employees an opportunity to present concerns about issues affecting the workplace environment. This year, the teams were able to focus on other issues of concern to the District and its staff. The following proposed revisions are presented:*

GCQC (Resignation of Professional Staff Members) has been revised to include language:

- Requiring resigning certificated staff to provide written notice of their intention to their immediate supervisor and the Human Resources Department.
- From A.R.S. § 15-545 stating that a teacher may not resign until Governing Board approval is received.

GDO (Evaluation of Support Staff Members) has been revised to:

- Encourage the evaluated support staff employee to provide meaningful input to the evaluating supervisor

- Provide a copy of the evaluation instrument(s) to support staff employees at the beginning of the evaluation cycle
- Shorten the time period after which an evaluation rating may be revised for improved work performance from six (6) months to “a reasonable period” or ninety (90) days
- Remove the requirement for a ninety (90) day deficiency review
- Require an evaluating supervisor to provide improvement recommendations in concert with the employee

GDO-R (Evaluation of Support Staff Members) has been revised to:

- Require the evaluated employee to sign the evaluation instrument(s) to indicate only that they received a copy of the document(s) and were provided an opportunity to discuss the evaluation.
- After the evaluation, prohibit any change to the evaluation instrument(s) except through mutual consent of the supervisor and the evaluated employee
- Remove requirement that the District Records Department provide a fully-endorsed copy of the instrument(s) to the evaluated employee.
- Encourage the supervisor to discuss the performance standard application at the start of each evaluation period.
- Permit the supervisor to provide informal, but documented, improvement recommendations.
- An “Unsatisfactory” performance rating given to an employee requires the supervisor to prepare formal written improvement recommendations, while also providing for employee input.
- Permit improvement recommendation timelines to vary, but requires a reevaluation of the employee within ninety (90) days;
- Following a reevaluation, employees whose performance has not been raised to *Satisfactory* or better are subject to corrective action, which may include dismissal from employment.

HD (Meet-And-Confer Procedures) has been revised to:

- Specify that the meet-and-confer process will utilize an “interest-based bargaining” (“IBB”) process;
- Outline the scope of work, and revise the composition of, the policy committees to:
 - Establish the two (2) committees charged to work on (1) professional staff policies, and (2) support staff policies;
 - Require an initial meeting of all committee members to establish their respective and joint bodies of work;
 - Stipulate that one (1) facilitator/coordinator each will be assigned from both the Administration and the AEA teams to direct/lead the committees’ work;
 - Require that both committees meet jointed to discuss personnel policies affecting all district employees and regarding compensation package recommendations.
- Permit the committees to work with regulations that existed as Board policy prior to the ASBA policy system implementation.
- Direct the policy committees to achieve completion of their individual and joint policy work between mid-October and the end of January (to the extent possible);
- Direct the joint committee to complete the compensation package work between mid-January and the end of March (to the extent possible).

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184147>, Item 5.A.] (Exhibit 8)

Mr. Jaeger presented an overview of the changes. Dr. Barrabee commended the revised word selection and flow making it easier to read. He then asked for a clarification on the distinction between policy and regulation. Policy is the overarching direction of the Governing Board to all employees of the District, other constituents at times, but more specifically to the administration and to the Superintendent in particular as to what the Superintendent is to achieve on a global and bird’s eye view approach. Regulation in turn is the Superintendent

receiving that direction from the Governing Board and providing specific strategies and methods of implementing the Governing Board's policy.

B. Study of Proposed Changes to Governing Board Policy IKF (Graduation Requirements) and Accompanying Administrative Regulations

Board Book Information: *Last year, the Governing Board considered an appeal from the parents of a student who was initially denied high school credit for mathematics coursework taken during middle school at a non-district middle school. The initial denial of credit was made consistent with long-standing district practice at the high school level to only extend credit for high school courses taught at the middle school level by secondary certificated teachers who are highly qualified in the given content area (Mathematics or Spanish). This standard was in place to ensure that students enrolling in high school (and receiving credit for middle school work) are sufficiently prepared to move on to higher level content in high school.*

The District, of course, ensures that its own middle school students are appropriately prepared by requiring that any high school course taught for high school credit in middle school is taught by its own qualifying personnel who also follow district curriculum that scaffolds in appropriate scope and sequence with the higher level high school courses in the content areas.

In the situation of external middle schools, however, the District has no control over the professional preparation, ability and content knowledge of the teacher who provides the high school content in middle school. And, anecdotally, the District consistently sees many transferring students from external middle schools struggle in higher level content after taking high school courses in middle school, as well as fail the end-of-course assessment for the course for which high school credit is sought.

The changes primarily presented by this item, in Administrative Regulation IKF-RC, incorporates site level practices that have been effective in assuring student success in high school for many years by assessing student readiness for higher level content. This revision is consistent with state law on the matter of awarding credit for external/transfer credit.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184147>, Item 5.B.] (Exhibit 9)

Mr. Nelson introduced the item saying that following the Board's previous study of issues and concerns related to IKF, he asked Mr. Jaeger to make some of those revisions. Mr. Jaeger will provide a review of those proposed policy changes tonight and Ms. Nelson and perhaps Mr. Bejarano will speak to some of the programmatic issues and rationale behind that. Mr. Jaeger said the policy item has to do with graduation requirements and in particular, in recent discussion, high school credit courses taken in middle school. The policy itself is focused on the general overarching requirement of what a student is required to take to earn a high school diploma and the means by which the student can earn the diploma. There is specified a certain amount of credits of Math, Science, English, etc. Sometime ago the Board approved the opportunity for middle school students to earn some of their high school credits during middle school if they took high school level courses. The content had to comply with State requirements for high school content and the District required that the teachers teaching high school credit courses at the middle school level in the District, and outside it as well, would meet certain levels of professional preparation. They would be high school certified and highly qualified in Mathematics. In our discussion since we have understood some concern about those procedures, so we have proposed some recommended changes to the Board. Number one, we are proposing to eliminate the requirement that the class be taught by a high school certified or highly qualified teacher. The focus instead being upon whether the student is adequately prepared by whatever means for the higher level content. The rationale is that should be the focus, which is whether or not the student is ready for the content at the high school level. What is proposed is a provision in regulation in IKF-C. The courses referred to in the policy are Algebra I, Algebra II, Geometry, Spanish I and Spanish II courses. We are providing that a student who has attended an Amphitheater Middle School, who has taken those courses in middle school, will earn that credit. Once they have earned that credit in middle school the grade is posted on the high school transcript and is included in their GPA as if the course was taken in high school. When a student takes high school courses

within our own middle schools, we have control of the content, we direct what the teacher teaches and we ensure that the students are being prepared for our high school programs. When a student takes a high school credit course in an external middle school, we have no control over the content. We do not know what they have been prepared for. What we do want to know is if the student is prepared for our high school level courses. We simply provide that we will allow the transfer of the credit, we will give the grade for the course taken in middle school provided that the student enrolling in our District demonstrates their mastery of that content. They don't necessarily have to have an A, they have to have a mastery level. Mr. Bejarano can summarize that a score of 80% or better generally indicates a student's mastery recognizing that score leaves some leeway for the slippage that might occur between school years. Our end of course level assessment will be prepared and administered by a District teacher and will be offered at no cost to the student in accordance with law. Students who do not achieve the 80% mastery level would not receive the credit and would be required to take the class in our high school. The caveat to that is that if the test might not be an accurate representation of the student's preparedness for higher level courses there's an opportunity for the middle school they attended to have their teachers contact our teachers and explain why the assessment we conducted might not be that accurate representation and they can reach a consensus allowing the student to receive the credit and continue with the next higher level course in high school.

Ms. Nelson said that Mr. Bejarano would address the 80% test score question. Mr. Bejarano explained that in researching mastery there is a vast amount of information. The 80% score doesn't represent what you think of. It is higher to best determine what has been learned and retained. If the student is passing at 80% we would expect that is high enough that as they go into their next course there is room for slippage, and the student will have retained enough to be successful in the next course. The whole purpose of all of this is for the student to be successful in the next course. Any lower than that and what we have seen is students that have lower scores and go on to not be as successful. When we talk about mastery it is what that student is going to retain after the end of a school year to start again in August and be successful in the next course.

Dr. Barrabee asked if we use the same criteria (80%) in high school from course to course (French I to French II) to say if that student is ready for the next level. Mr. Nelson clarified that the 80% test is for middle school to high school credits. In high school the passing grades are determined by the teachers. Mr. Bejarano confirmed that we have recommended prerequisites to move on to the next course, and often students need to take other courses first, or should make a B before the next then they can take the next level, but they probably will not be ready and not be as successful.

Ms. Cozad said she really likes that the focus is not on the higher level certification for the teacher and is on what the student brings. Mr. Leska recalled that the Board did discuss the 80% grade. He thinks it's high. He asked Mr. Bejarano what the scholarly research and references were. Mr. Nelson said he summarized them before, but he would be glad to send them the full details to review, that there is a broad consensus that 80% is a good indication of mastery. Mr. Leska said it was mentioned that some courses that required a B or better to move on. He doesn't recall anything in the IRHS book saying you have to have a B first. If students in District are only required to make a D to pass and requiring higher for those transferring from outside, it doesn't seem fair, it's a higher expectation for those transferring in. Then there is the family who came in with a lower grade from middle school that transferred to high school, and then they improved, but can't get a scholarship. It was mentioned that some districts offered a choice of grades or a credit without the grade.

Ms. Nelson mentioned a chart that she would send in a Friday Memo, which is a chart made by our Math teachers, to help us make appropriate decisions about courses for students in 6th, 7th and 8th grade. If you look at a student who aspires to skip Course I, which is the 6th Grade course, in looking at the criteria we have multiple data that we look at. For example: we require a score of 235 or better on the MAP Math test, which is a pretty good score for a child in 5th grade, and we require a successful completion of Course I, or an 80% or better on the Course I end of course exam for them to skip that course and move to Course II, or a successful completion of the Accelerated Summer Math Academy with a grade of 80% or better. That is repeated when students are aspiring to skip other courses. That is a result of not just a certain percentage, but whether or not

they can maintain that learning, as they move into more advanced classes. If a student gets a 65%, oh they got a D, that's fine. But with that lower score will they be able to maintain mastery in the future to be successful in the next level course, looking into possible impacts as they move into more advanced classes?

Ms. Day asked if a parent has a right to request their child be put in any class they want even if the District determines they are not ready. Mr. Jaeger said no, the Board, the administration and teachers have the right to determine prerequisites for courses and insist on preparedness for them. The reason is we want to ensure a student's success. We have information that shows that when students come to us from outside the District and when they have not achieved the level of mastery needed, they are often unsuccessful in the higher level content courses, such as the simple progression of Algebra I to Algebra II, and they often fail. It's not paternalistic, it's not an intention to make things more difficult for parents, it's simply ensuring the success of the students. Because when they come to us and they take the next higher level course, and they do fail or get a low grade, that grade is on their transcript and is potentially going to affect their college opportunities. Ms. Day asked if the pass/fail versus letter grade following the student is part of this. Mr. Jaeger clarified that the grade itself would not on IKF; it would be covered under the grading policy separately. This policy is about what it takes to earn a high school level credit in middle school. We do make a provision here that the grade goes on the high school transcript. In a separate policy for grading, for changes of transcript, the Board can do otherwise; allow the student to retake or replace a grade, etc. We need to determine that. Ms. Day asked if a change in the grading policy would then affect IKF. Mr. Jaeger confirmed it could affect or supersede because it is a more detailed policy.

Ms. Cozad asked if the end-of-year, end-of-class assessment was part of the student's overall letter grade. Is it possible for a student to get 80% or better, but because they did not complete class work or projects still get a lower final grade? Ms. Nelson mentioned that topic is one of our AdvancEd goals: "What are we grading for?" The final test is calculated into the overall grade. Ms. Cozad confirmed that the 80% had been around quite a while. Mr. Jaeger added that one of the reasons we proposed removing the requirement that a teacher be certificated at the high school level is that our policy we have provisions where students can test out of course content or earn credit by taking an end of course test that indicates their mastery. Ms. Day asked if a student who tests out would be given a grade or just receives credit. Mr. Jaeger said that the student would receive credit as there would be no means to give a letter grade.

Mr. Leska said that is his point for giving students the choice of a grade or a credit. Regarding the 80% that is an automatic credit, what triggers a student to have to take the exam? Mr. Jaeger clarified that a student coming from outside would take the test. There is a provision in the final paragraph that if the assessment doesn't quite capture the student's preparedness for the higher level course, our staff would consult with the previous school whether it is in state, a Charter School down the road, or out of state, to reach consensus as to whether that student should receive the high school credit. Mr. Leska expressed concerns for students who perhaps don't test well, and get perhaps a 70%, but know the content. Mr. Jaeger reiterated that's what the closing paragraph in the policy allows for. Ms. Cozad asked if the parent would request that the District contact the previous school. Mr. Jaeger confirmed that was correct.

6. STUDY/ACTION

A. Direction on Construction of the New STEM (Science, Technology, Engineering and Mathematics) Elementary School

Board Book Information: *As reviewed at the Governing Board meeting of January 12, 2016, the voters of the Amphitheater School District approved a \$180 million bond program for the District In November of 2007 which included funding for the construction of a new elementary school in the District. Following the voters' approval, early planning for the elementary school focused on the concept that the school be designed, from the ground up, as a STEM (Science, Technology, Engineering and Mathematics) focused school.*

The school was originally time-tabled for opening in the fall of 2016, requiring that construction begin in mid-2015. However, as the years since passage of the bonds continued and the District experienced more and more legislative cuts to its budget, particularly in capital funding, there were concerns in the spring of 2015 which suggested that further review and evaluation of the project was appropriate. Fortunately, the bonding authority for the school allows retention of the bond funds for the project for 10 years following voter approval – which allowed additional time for further study and evaluation before “shovels had to be in the ground”.

On April 7, 2015, the Governing Board examined the status of the new school project and considered whether to cease work on the school or move the project forward, or some alternative in between those two options. The Administration proposed that the Board approve a 1-year delay on the construction schedule, while continuing design work, after providing lists of “pros and cons” on the matter:

Pros of Constructing the School	Cons of Constructing the School
<ul style="list-style-type: none"> • Completes key component of bond question; in keeping District’s word, we build trust for future bond elections. • Failure to build both new schools promised to voters may disenfranchise voters and business community. • Stem school would set Amphi apart in Tucson, Pima County, and Arizona; would build brand identity for District as a whole. • Implementation of STEM model would provide launch pad for/draw attention to other programmatic improvements throughout District schools. • Creates greatest potential for drawing external open enrollment students. • Creates potential for drawing students back from charters/private/home schools. • Avoids loss of bond funds already expended. • Assures ownership of school site in perpetuity (legal deed issue). 	<ul style="list-style-type: none"> • Neighborhood concerns relating to traffic, views, purpose of use. • There will be substantial financial needs at front end for capitalization, new staffing, etc. as enrollment ramps up. • Loss of additional capital next year (\$1.7 million legislative cut) will dramatically impair ability of District to function while still opening school. • Open enrollment-only concept, by its very nature, will have negative effect upon enrollment of other schools. Could it even lead to need for school closure in future? • Drawing non-Amphi resident students (and funding) to any significant extent will likely require substantial change of open enrollment policy preferences – to allow non-district residents greater opportunity. May be offensive to Amphi residents and taxpayers. 1. • Open enrollment only transportation needs will require more staggered class schedules throughout District. • Lost enrollment at other schools (due to open enrollment to new school)

<ul style="list-style-type: none"> • Entirely new building will afford greater efficiencies of lower energy and maintenance costs than existing Classrooms – near net zero design. • Meeting parent expectations for a modern educational curriculum. • Meeting Oro Valley growth and development expectations • New progressive programmatic school shines a bright light on Amphi district – positive perception and brand effect. • Geographically, the new school has the great potential to draw open enrollment students from other districts. • Can establish Amphi as the Leader in STEM • Can reduce loss of ADM to Charter Schools • School will be a flagship for our district, Southern Arizona, and the State of Arizona in terms of design, curriculum, and instruction • School will be completed and in operation as Oro Valley grows as a community; currently there are 2,100 planned homes for Oro Valley (approximately 350 already under construction just around the corner from our site) • Students in Oro Valley, other Amphi schools, and from other districts (accepted as OE) will be provided a unique educational experience • Will help meet future enrollment needs --there are 2,100 planned homes for Oro Valley (approximately 350 already under construction just around the corner from our site) 	<p>will certainly require district-wide displacement of staff (RIF, with transfers to STEM school), creating some potential district-wide disruption.</p> <ul style="list-style-type: none"> • New school's distinct branding may lead to unintended consequence of depleting STEM qualified teachers from existing schools. • State capital cuts could necessitate cuts to other district schools in order to open. • It will cost \$17 Million just to build, plus FFE. • Could lead to increased district utility costs (although we are hoping for net-zero effect). • Costs of the development of a STEM curriculum (paid for with Title II funds) • Cost of professional development in STEM (paid for with Title II funds)
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<ul style="list-style-type: none"> • STEM education is our future; jobs in the STEM industries are high paying and available; this school will be a model • Teachers will be highly trained in STEM and can share their expertise with other teachers in the district • The school could become a training hub for all of our elementary teachers in the area of science • It will provide a unique opportunity to look at STEM education in a building that facilitates this type of learning without having to retrofit (very costly and ineffective) a building for our curriculum needs 	
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Pros of <u>Not</u> Building the School	Cons of <u>Not</u> Building the School
<ul style="list-style-type: none"> • Could allow accrued capital to be used by all schools for STEM (or other purposes) • Low Risk – Capacity available elsewhere • Could allow new bond sale with no tax increase • Could allow the district rather than a single school to have the STEM affiliation • Capacity for near term growth exists at existing sites. About 1,400 seats available in northern area of District. • Leads to lower tax rates when bonds sold are refunded. • Constituents may interpret and credit as financial responsibility. • When built in the future, the cost to build and to equip with FFE will 	<ul style="list-style-type: none"> • We have the funding now, and based on the state formula we will not be able to fund a new school with state funding for decades • Public supporters of school may become disenfranchised and be unsupportive of future bonds to build. • We currently receive one to two calls per week from parents both within our district and from other districts, asking about how to enroll their students and what our process of acceptance will be • Currently, there are 2,100 planned homes for Oro Valley (approximately 350 are already under construction just around the corner from our site). Growth potential may go unmet in term of community's educational need. • We have already assembled a top

exceed current \$17 Million.	<p>notch architectural firm and general contractor who are committed to and who understand the need to protect the taxpayer dollar while meeting the curriculum design needs of the school.</p> <ul style="list-style-type: none"> • Loss of students to other Districts, charters, and schools with “STEM identities”
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After extensive consideration and discussion, the Governing Board ultimately approved the recommended course of action: continuing the design phase of the project, but delaying the determination of whether to commence the next phase of school construction until early 2016. At that time and at their March 24, 2015 meeting, Board members indicated that, before proceeding further in early 2016 (now), they would be seeking additional information:

- *Ms. Cozad indicated she would need to understand whether the District could sustain the operating cost for the school once opened (estimated at \$800K to \$1M a year at that time).*
- *Mr. Leska asked that private partnerships be pursued with corporate or other interests to support the project costs. Other Board members, in one form or another, echoed concern about costs of operation.*
- *Mr. Leska requested a list of the five elementary schools with the highest operating costs be provided, and suggested that one of them could be closed to make the STEM school work.*
- *Mr. Leska asked if transportation would be provided or not because the STEM school might be a feeder school where students could go, a bit like a charter, and inquired whether we might charge fees for transportation.*
- *Mr. Leska noted that we currently have fees for technology, music and other things and asked whether the District would charge fees for technology at the STEM school which would help offset the cost of day to day use of infrastructure.*
- *Ms. Grant asked if there would be admission/entrance requirements for the school under its proposed open enrollment/open boundary structure.*

Other questions asked by Board Members were responded to at during the March and April, 2015 meetings.

This matter is presented at the current time for the decision of the Board as to whether to now proceed forward with construction. Such a determination is required at this time to ensure the bond funds for construction can be timely spent within the period allowed by law (by November of 2017).

Staff has gathered information for the Board’s consideration that will hopefully aid the Board in making the decision. In the sections that follow, staff has included materials and information which will hopefully not only be responsive to previous questions and concerns of Board Members, but may also address other considerations and factors that are important to the Board’s decision.

The materials submitted are organized into the following sections for the Board’s convenience and ease of review:

1. *Financial Cost Factors*
2. *Existing School Capacity Factors*

3. *Stem School Programming Information*
4. *STEM School Survey Results*
5. *Growth Study Information & Nearby Developments*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184147>, Item 6.A.] (Exhibit 10)

Mr. Nelson reviewed that 10 months ago it was recommended that design work on the new STEM Elementary school move forward until such that the Board would determine whether or not to proceed with construction. The design work has moved forward and administration is now ready to brief the Board on the issues that remain. The administration provided information on cost factors, existing capacity, STEM programming, STEM Survey results and growth studies. The Board engaged in discussion asking a few questions. Dr. Barrabee asked if there were no boundaries for the STEM School, if it was like a magnet school and if any students have a right to attend. Mr. Nelson explained that there are no boundaries; it is not a magnet school because the magnet school program has different attributes and he defined it as a specialized school that provides a choice to parents. The new STEM school is open to any student. There is a preliminary plan for pickup points around the District so that students anywhere in the District can have access to ride the bus to the STEM school. There would be a centralized bus pickup so that students can get to the pickup point or their parents could take them the nearest District school for pickup, and the start time would be later.

Ms. Day read the Item Specific Call to the Audience.

Ms. Kat Pivonka, Amphi Education Association (AEA) President, addressed the Board regarding Direction on Construction of the New STEM School. Specifically, she asked if there would there be a building set aside for Community Extension Program (CEP) to provide a preschool program. Mr. Jaeger responded saying there was a space for a preschool or before and after school program with the MPR facility, recognizing with the later start time parents might need to drop off students earlier or pick them up later and there is a need for before and after school care. Ms. Pivonka shared that many people she spoke to throughout the District asked about funding, staffing, enrollment, pedagogy, but the biggest question was the potential spot for a pre-school.

Mr. Dave Perry, President and CEO of the Greater Oro Valley Chamber of Commerce, addressed the Board regarding Direction on Construction of the New STEM School, speaking in support of the new STEM school. The Board of Directors strongly encourages the Board to take the bold step of building the STEM school in Oro Valley. Earlier they forwarded a letter of support from Ventana Medical Systems, Inc. and today submitted their own letter of support. In December Mr. Perry asked for the Chamber's support and there was immediate unanimous approval. The Chamber believes that a STEM school in Oro Valley would benefit our students and families, our community, our business community and most significantly benefit our major employers. Oro Valley is pegging its future on bioscience and technology. Oro Valley has terrific core in Ventana Medical Systems, Sanofi, Oro Valley Hospital and Honeywell. Many Raytheon employees choose to live in Amphitheater School District and in Oro Valley for the best possible education for their children. The Chamber is also excited with what is happening with the University of Arizona and Arizona State University, both intent upon a presence in Oro Valley several miles apart. When he speaks to people at Ventana Medical Systems they say they need talent, homegrown talent K-12, and already does come from the District. Mr. Perry commended the District for the great work done educating students in the face of dwindling financial support. Amphitheater can add to the portfolio that is available to Ventana employees. The Chamber has a big picture view and understands there are complexities; there are risks to building the school. They believe it is a risk work taking, and the District has the Chamber's support.

Motion:

Mr. Leska moved to move forward with the construction of the new STEM Elementary School as soon as possible. Ms. Cozad seconded the motion. Motion passed 5-0.

Ms. Day called for a break at 9:05 PM. The meeting resumed at 9:12 PM.

B. Determination of Procedures and Protocols for Committee to Study High School Instructional Time Issues

Board Book Information: At its last meeting of January 26, 2015, the Governing Board approved the formation of a study committee to potentially make recommendations regarding high school instructional time within the District. The Board also determined that it would select the membership for the committee, and that two members of the Board would be members of the committee. As a consequence of this, the committee will be required to comply with the Arizona Open Meeting Law.

Due to time and agenda constraints on January 26, there was only limited discussion on the details of the committee (e.g., its specific nature, charge, form, and functions). It was noted that further discussion and action could be taken at this February 9 meeting.

Through this agenda item, the Board may now wish to set the parameters, protocols and procedures for the committee so that the committee process can get underway in order to meet the October 2016 deadline set by the Board, especially given the time constraints that potential members might face during the intervening spring and summer months.

Because the Governing Board itself is establishing the committee, the Board may also wish to consider and define the following:

1. Committee Organization

- a. Name*
- b. Number of members and quorum*
- c. Selection of members*
 - i. Timeline*
 - ii. Process*
 - iii. Representative qualities/qualifications of membership*
 - iv. If by application:*
 - 1. Form*
 - 2. Content*
 - 3. Timeline*
 - 4. Review*
 - 5. Determination of appointees*
- d. Leadership structure (chairperson, etc.)*
- e. Group norms*
- f. Meeting Schedule*
- g. Meeting Locations*
- h. Decision making process*
 - i. Majority vote*
 - ii. Consensus*
 - iii. Minority viewpoints*
- i. Staff support and staff role(s)*
- j. Agendas & Minutes*

2. Committee Responsibility

- a. Charge, scope and purpose*
 - i. Direction*
 - ii. Limitations, if any*
 - 1. Advisory*
 - 2. Issues*
 - 3. Budget effects*
 - 4. Operational authority*

- b. Timeline*
 - i. Benchmarks*
 - ii. Updates*
 - iii.*
- c. Open Meeting Law Compliance*
- d. Recommendation*
 - i. Specifications*
 - ii. Content*
 - iii. Format*
- e. Program of work – training and study*
 - i. Identification of content and issues*
 - 1. E.g., Open Meeting Law requirements*
 - 2. E.g., State law requirements re: instruction, content, etc.*
 - 3. E.g., Finance requirements*
 - 4. E.g., Current district class schedules*
 - 5. E.g., Other District class schedules/comparability study*
 - 6. E.g., Demographics*
 - 7. E.g., Student achievement data*
 - 8. E.g., Course diversity and scheduling implications*
 - 9. E.g., Food service program issues*
 - 10. E.g., Transportation route schedules*
 - 11. E.g., Staff contract time, duties, limitations*
 - 12. E.g., Staffing requirements and budget implications*
 - 13. E.g., Specialized program needs*
 - a. Special needs*
 - b. International Baccalaureate®*
 - c. Cambridge Academy®*
 - 14. E.g., Extracurricular program schedules and needs*
 - 15. E.g., Arizona Interscholastic Association schedules*
 - 16. E.g., Facilities use by third parties*
 - 17. E.g., Surveys*
 - a. Methodology*
 - b. Definition of respondents*
 - c. Determination of content*
 - ii. Identification of trainers/study leaders*
- f. Work Product*
 - i. Report*
 - 1. Content*
 - 2. Recommendation*
 - 3. Breakdown of recommendation – minority views, etc.*
 - 4. Variables and conditions*
 - 5. Effects and consequences*
 - 6. Publication*
 - ii. Presentation*
 - 1. Committee role*
 - 2. Staff Role*

There may, of course, be other issues, protocols, directives or procedures which the Governing Board may wish to define and establish for this committee. The foregoing list is simply provided as a guideline to

facilitate Board discussion and consideration. The Governing Board has established this committee. It is the Board's prerogative to also establish the protocols, procedures and direction for the committee.
[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184147>, Item 6.B.] (Exhibit 11)

After Mr. Nelson introduced the item, discussion began.

Dr. Barrabee: To me the first critical question is to what extent there is a demand within each of the high school communities for some sort of change with regard to some of the issues that came up at our last Board Meeting. Because, if there is not a significant expression at any particular school for changes to be made, then going through this procedure seems to me to be not necessary. I would think that the very first thing we need to determine is how...well just exactly what I have already said it, I won't repeat it.

Mr. Leska: I was just going to make the motion, but I'll just defer to more discussion until...

Ms. Cozad: That's a very excellent point Dr. Barrabee. And I think we've got the High School principals here, can we hear from you, or is that putting you on the spot?

Mr. Nelson: Would the High School principals please respond to Dr. Barrabee?

Mr. DeWeerd: This was actually brought to you by members of my school community, so I am speaking on behalf of Canyon del Oro High School. This is something that has been raised by a parent and much of the folks who came to speak to you were members of our International Baccalaureate Program.

Ms. Cozad: So let me understand, is it true that the IB Program, those kids don't have to take 7 classes, they can take 6 classes?

Mr. De Weerd: That is my understanding. We have been studying the IB Program, the requirements...

Ms. Cozad: Right.

Mr. DeWeerd: I could go through that, it's complicated; there is a lot of scheduling involved in terms of making sure the students have what they need.

Ms. Cozad: So the criteria if they only have to take six, they could show up at 8:15 am, but, or your starting time is at what time, or not?

Mr. DeWeerd: We start at 8:20 am. It's not nearly as easy as that.

Ms. Cozad: So it's not like that - okay.

Mr. DeWeerd: There are three HL classes that are two yearlong classes, there's an SL class that has to extend both years, which for us is their Language class that typically. Then they are required to take two additional SL classes, they are required to take a TOK class which requires 100 hours of curriculum. Then there's a CAS project and extended essay. The model that we use currently has students taking TOK for 2 full years, 360 instructional hours, which doesn't necessarily have to be that way. We've looked at other school models for TOK where some schools do TOK as a seminar after school, a couple of times a week. The model that we use for TOK actually has our students provided time during the day to work on some of the extended essay aspects and the CAS projects as well. Those are actually intended to be some somewhat independent projects as parts of the program. The scheduling piece, with what I just described to you because some of the courses have to extend over the 2 years, the Language requirement, and then you couple that with meeting the graduation requirements coupled with what the students choose to take within the IB program, it gets rather complex rather quickly. What has evolved over the three years of the program is a 7-period day, which our students are starting

at 7:00 am, in order to offer the flexibility and the variety within the program for what the students want to take, along with embedding the TOK class within the curriculum, that is how it evolved and that is how it currently stands. I have been looking at other models. I know Ms. Nelson has, Mr. Bejarano has, I am meeting with our IB Coordinator and our Counselor tomorrow, we are scheduling meetings to look at what are some of the other things that we could potentially do even if nothing changed with instructional minutes. What else could we do to potentially provide an opportunity for all IB kids to actually get their diploma without having to necessarily be in school for those seven periods a day.

Ms. Cozad: How many students are at CDO?

Mr. DeWeerd: We have about 1,600 students enrolled at our school.

Ms. Cozad: And how many in the IB Program?

Mr. DeWeerd: There are roughly 60 students in the IB Program.

Ms. Cozad: So maybe that's where we start, to look at models for the IB Program because that's who we heard from, bigtime. So, maybe that's where we start instead of a big committee. I don't know. Just a thought.

Mr. DeWeerd: Again, one of the complexities involved is every single IB teacher is also a non-IB teacher.

Ms. Cozad: Right.

Mr. DeWeerd: So there are a lot of things to consider, but that is what we are currently doing and I have posed that question, what could we do immediately that might give some relief to those students. And I think there are some opportunities there for us to be creative and to kind of revisit the model that we use. I will say that the model that we have is successful, it does work. I don't want to say anything negative about the model except that it does require students to be there for an extended amount of time and I think that there are some other things that we can consider moving forward.

Ms. Day: Ok. Well an ancillary thing that I got out of the last few weeks was that apparently, and maybe Ms. Burnett can talk to us now, that is Ironwood Ridge doing an inordinate amount of time in excess, whatever? Because I have been approached by some of the Ironwood people, even at a baseball game, so I just need to know.

Mr. Nelson: Ms. Burnett and then Mr. Lansa.

Ms. Burnett: I was taken quite by surprise when this subject of changing or reducing or discussing instructional minutes was presented several weeks ago, as was the entire Ironwood community. Subsequently I spoke with the Nighthawk Parent Organization, the Student Government, the Student Advisory Council as well as the Site Council, and no one at Ironwood had been privy to this concern. I was also surprised by the data that was presented by the community member because it wasn't accurate. We do not have classes over 190 minutes total in that original presentation. I would say that there would be strong caution and concern related to reducing instructional minutes. We like our instructional minutes, our schedule at Ironwood Ridge was developed by our staff over a time period, before my time, and it's well liked. The idea of not having the flexibility for students participating in a variety of programs...it should be noted that over 100 Amphitheater students go over to Flowing Wells to participate in ROTC, and they get on the bus at 5:45 in the morning because they want to. So our first hour of programs are, they start at 7:08 am at Ironwood, and they are well liked, and they want them then. The marching band, they want the program at that time. So I would speak for our community in that the issue of start times, and the issue of bell schedules, and the issue of instructional minutes are three very different conversations. We did not have a conversation about instructional minutes; we still have not had a conversation about instructional minutes, because the original conversation was about start

times for High School and those are all very different complex, complicated issues that have significant ramifications on a multitude of layers. I would say that we would be cautious in that there is no drive, and I have asked many organizations, there's no drive to change our schedule.

Ms. Day: However, you just said though they weren't very aware, so.

Ms. Burnett: Well once I brought it to everyone's attention there was great concern of what is going on.

Ms. Day: Okay. That would be school-wide?

Ms. Burnett: That would be the organizations that I mentioned previously.

Ms. Day: Okay. Ms. Grant.

Ms. Grant: I was writing down the organizations that you spoke to, the Site Council, the Student Advisory Council...

Ms. Burnett: The Nighthawk Parent Organization.

Ms. Grant: The parent organization, but did you talk to your teachers? You did not?

Ms. Burnett: I talked to my Department Chairs, yes, extensively.

Ms. Grant: But what about the rest of them?

Ms. Burnett: No, I did not. I did not poll the entire staff.

Ms. Grant: Okay. But the Department Heads, we are only talking; let me, I've got to clear this up because I brought this up at the last meeting was I agree, start time and instructional hours are two separate issues and everyone wants to mingle them all together and I don't, I want them all separate. But anyway, so when you surveyed or talked to your Site Council, the Nighthawk, etc. was it only about the start time? It was not about the instructional hours?

Ms. Burnett: No, the issue became instructional minutes because...

Ms. Grant: No, no, no I understand that, but your question when you were talking to the...

Ms. Burnett: No, I did not talk about start time. I did not; the question wasn't posed to all those groups about start time any longer because now the question was about instructional minutes.

Ms. Grant: Okay, so they don't, they're...

Ms. Burnett: Although there was a committee about start times that several staff members participated on, prior to the issue becoming instructional minutes.

Ms. Grant: At Ironwood?

Ms. Burnett: No, at the School District. There was a District-wide committee discussing the schools...

Ms. Grant: Oh yeah, yeah the one, right, right...

Ms. Burnett: ...start times that several of my staff members participated in.

Ms. Grant: Okay.

Ms. Burnett: It was certainly not the entire staff.

Ms. Grant: Okay. I understand.

Ms. Cozad: Thank you.

Ms. Day: Mr. Lansa.

Mr. Lansa: So the issue when this came up was again rather sudden. So we too were very surprised with it. We have not really rolled any of this information out because so much of it is really just undecided and up in the air. I haven't shared any of this information really with any parent groups, really any staff members; I'm just kind of waiting to see what would kind of fall out. As far as impact to our school, you know our schedule is something that we've really crafted and developed over the last 3 years. It's rather unique. We have breakfast time in there, we have enough time in there for a 4-hour block for the required English Language Learners that fits in there, intervention programs, things of that nature are all part of that. So to mess with that and really start tearing it apart there is a lot of different regulations that would come into play that until something is decided we haven't looked at it yet.

Ms. Day: Good. Fair enough. Okay, Mr. Leska.

Mr. Leska: I just maybe make a motion on, that the two Board Members who are selected tonight to be on this will be able to then take all of these items that staff included in this Board agenda item, and those Board Members then would distill that into the and create the, I'm trying to think of the word, the protocol for establishing each one of these.

Ms. Day: Okay, is there a second...did you move that?

Mr. Leska: Yeah, that's a move.

Ms. Day: Is there a second? Okay, is there further discussion?

Ms. Cozad: I don't think we need that committee anymore, for what we are talking about. I would rather redirect for Mr. DeWeerd and his folks to figure out the IB schedule. I mean if the two, if Ironwood Ridge and Amphitheater and most of CDO are fine, because we aren't hearing from anybody, maybe we start with the IB Program.

Dr. Barrabee: Was there a second?

Ms. Day: No, there wasn't.

Dr. Barrabee: Oh, then there's no motion.

Ms. Day: Right, there's no motion. Ms. Grant.

Ms. Grant: Thank you Ms. Cozad because I'm revisiting that whole committee issue and if it's IB that is the problem then we do need to start with focusing on IB. However, Ms. Burnett made an interesting comment and I would like information from, specifically now from Ironwood Ridge, on...she says that the information we got regarding instructional hours was incorrect. Did I understand you correctly Ms. Burnett? On that particular item?

Ms. Burnett from the audience: The very first presentation.

(As presented by Ms. Mehren by request of a Board Member at the January 12, 2016 Regular Governing Board Meeting, Item 5.B. Study of High School Instructional Time.)

Ms. Grant: Then I would like information from the Principals about what is correct on instructional hours, before we even go any further with this. If they...I mean we are getting it from a community member, we are getting it from Administration, but I think let's hear it from the high schools - what are your instructional hours.

Ms. Burnett: I believe Mr. Jaeger clarified that in a subsequent Board memo. Those [instructional] minutes were reflected accurately, not the original ones presented by the community member.

Ms. Grant: We've gotten so many charts and so many...

Ms. Burnett: I would defer to Mr. Jaeger, and provided direction from the Board of course I will assist. The subsequent data that Mr. Jaeger provided, I actually submitted.

Mr. Jaeger: I'll be happy to recirculate that information. When we received the initial information from the parent, the constituent, we did a recheck of our numbers with the high schools and I did provide it to you.

Ms. Grant: Oh yeah.

Mr. Jaeger: Like you I can't really recall maybe which board item it was or what have you, but I will go back, find that information and get it to the Board.

Ms. Grant: But that's when she was, I guess that's where I was concerned about what Ms. Burnett said. So the chart that you provided at the last Board Meeting is per the three high schools. So that's their, that's the scenario, correct?

Mr. Jaeger: I think the chart was in the last Board item, but I'm not...

Ms. Grant: I think it was.

Mr. Jaeger: If I put that chart in the last Board item...

Ms. Grant: I believe you did.

Mr. Jaeger: ...it is the information that I did get from the high schools.

Ms. Grant: From the high schools, now I got it.

Mr. Jaeger: And Mr. Little as well. So we confirmed bell schedules with him as well. So that would be accurate, yes Ma'am.

Ms. Grant: Okay.

Ms. Day: Okay then, Dr. Barrabee.

MOTION

Dr. Barrabee: I move that we move forward with Ms. Cozad's concept, which is to recommend that CDO continue its efforts to make accommodations for the IB Program, and that be the extent of our involvement.

Ms. Cozad: I second.

Ms. Day: Any further discussion? All those in favor please say Aye; opposed Nay. Motion carries 5-0.

After the vote, there was further discussion.

Ms. Grant: May I make a further comment?

Ms. Day: Yes.

Ms. Grant: Now, so I want to go back now and talk about the late start. So Ms. Burnett has surveyed her community and there is no interest, and I guess, but I would like to hear, well CDO now you're different, but Mr. Lansa could you survey your folks and see what they say about the late start? Because my understanding is that at one point Amphi High started at 9:00 o'clock. I don't know, that may have been before you and I. I mean way before our time. But anyway I'd like to know what are your folks saying about a later start time, or do they, or are they all happy with the start time?

Mr. Lansa: That is, we have not surveyed them on any of that information. I have not heard complaints about any of the start time. In fact, you know our earliest class, the 7:00 o'clock band, over the last 5 years has gone from about sixteen to seventeen students to over seventy. We've seen the opposite; we've seen an increase in enrollment, increased enrollments like this young lady like in JRTOC, we've gone from about eight or nine kids in that program to into the twenties. It's almost the opposite; we have more kids signing up for the early morning classes. We have breakfast in the morning from 8:00 to 8:15 am so that's something we've incorporated in to feeding all the kids in the morning. I have not heard any complaints about the start time.

Ms. Grant: Okay.

Ms. Day: The breakfast issues would be one for you. Ms. Cozad.

Ms. Cozad: Well, I was just reacting to, you know, the last Board meeting we had, all the speakers about sleep research. And some of them were really knowledgeable and I just feel we should kinda look at, maybe, I don't, I'm not saying that we'd do it, I'm just saying we should look at it. That's what the current research is. Let's the teenagers sleep until noon.

Ms. Day: Are you proposing something else now?

Ms. Cozad: Nope.

Mr. Leska: I want to make a comment. I have a concern that we got a lot of community input before and now we got none. We have none. I'm not sure if that's good English; now we got. Now we have, I don't see anybody, do we have any blue cards, or any...?

Ms. Day and Ms. Grant: No.

Ms. Cozad: So it's a non-issue as soon as we get IB taken care of.

Ms. Grant: Yeah. It's kind of like IB was the biggest issue.

Mr. Leska: Oh, one question Mr. Lansa. How is the Cambridge Program different than IB in start times?

Mr. Lansa: It's much different. There are really just seven classes that get spread over 2 years. They fit nicely into just a regular schedule. We cluster three of them together each year and the other ones float between 2 years. So it's much simpler.

Mr. Leska: Okay. Thank you.

Ms. Day: Okay. I forgot. Where's my paper?

Mr. Nelson: We have started a preliminary look at that research. I have contacted a Superintendent, who for lack of a better phrase, "flipped the schedule" with elementary starting earlier than middle, and so internally we have started that process of looking at that research a little bit more extensively.

Ms. Day: And we might expect that information, when?

Mr. Nelson: When would the Board like it?

Ms. Day: No I just meant...

Ms. Cozad: How long did it take?

Ms. Day: Yeah.

Ms. Cozad: Well how long did it take that other District from the beginning of the research? A year?

Mr. Nelson: Yes it did. It's been several years since they flipped the start times, but in talking with that Superintendent, it took quite a while of front work. And in fact he said elementary parents are still not particularly happy with it.

Ms. Cozad: Ahh. Okay.

Mr. Nelson: So it does take time to look at all the ramifications, busing schedule, things like that.

Ms. Day: And we have all his experience too to learn from.

Discussion of the item ended.

7. ACTION

A. Approval of Sale of District Real Property Located at 9451 North Egleston Drive, Oro Valley, Arizona; Authorization for the Associate to the Superintendent to Execute Necessary Documentation

The Board approved the sale of the real property for the appraised value pursuant to the terms of the contract form, and authorized the Associate to the Superintendent to execute the necessary documentation.

Board Book Information: *The former CDO North Campus is located on 8.83 acres at 9451 N Egleston Drive, in Oro Valley. The property was appraised in April 2015; its "as is" market value via the sale comparison approach was estimated to be \$265,000. The Town of Oro Valley has offered to purchase the property for the appraised value. A form of sale contract is attached for the Board's review.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184147>, Item 7.A.] (Exhibit 12)

Mr. Jaeger reviewed that the bulk of the information regarding the sale of the parcel of land was given in Executive Session and is still private. At this time the Board can take action to sell the parcel of CDO North.

Ms. Grant motioned to approve the sale of the real property located at 9451 N. Egleston Drive, Oro Valley, AZ. Ms. Day seconded the motion and the motion passed 5-0.

B. Resolution Opposing Legislation to Repeal Essential Desegregation Funding Statute (A.R.S. § 15-910)

The Board approved the resolution opposing legislation to repeal essential Desegregation Funding Statute (A.R.S. § 15-910)

Board Book Information: *For the last several years, the Governing Board has been concerned about efforts at the state level to repeal a long-standing source of funding available to local school districts to comply with mandatory court orders of desegregation (“deseg”) and similar resolution agreements or decrees from the U.S. Department of Education Office of Civil Rights (“OCR”). Consequently, the opposition to any such legislation has been a tenet of the Governing Board’s legislative priorities for the District.*

This legislative session, two bills have emerged to phase out this vital source of funding for existing Amphitheater programs and services for students, as well as 22,000 other students across Arizona. A coalition of Districts that, like Amphitheater, have deseg court orders or OCR resolution agreements has formed to jointly oppose these bills. Late last week, the coalition proposed that the Governing Boards of all affected school districts quickly adopt a formal resolution opposing these most recent bills, and the coalition provided a form of resolution (attached).

The administration has drafted a resolution for the Governing Board, and it is presented for consideration and adoption, if the Board deems the same appropriate.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184147>, Item 7.B.] (Exhibit 13)

Mr. Jaeger reviewed the resolution which speaks of the historical aspect of the use of Desegregation funding and its importance. Ms. Day read the resolution.

Ms. Cozad moved that the resolution opposing legislation to repeal essential desegregation funding be approved and Ms. Day seconded the motion.

Mr. Leska asked if we were faxing the resolution in or if someone would take it in person and testify if the Desegregation legislation was in committee. Mr. Nelson said that the legislature was voting on the item tomorrow. Mr. Leska said we had the opportunity to send someone in person to present it and possibly testify, which is more impactful on the committee, especially Senator Smith, and maybe he can be spoken to beforehand. Mr. Leska asked how much the District would lose. Mr. Nelson said that the District would lose \$4.025M every year. He then asked why a repeal was proposed and who proposed it. Ms. Grant said she knows that Desegregation funding has been a topic with the Legislature for a couple of years, so it is not anything new. Mr. Nelson added that this is the first time it has gotten this far in the Legislature.

Ms. Day asked if there was further discussion and called for a vote on the motion. The motion passed 5-0.

BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

Ms. Day asked the Board if there were any requests for future agenda items. Ms. Grant requested an agenda item in March to talk about eliminating 0.5 from PE credit requirements down to 1.0 Credits. Ms. Grant also requested an agenda item on the possibility of having the STEM Elementary be an International Baccalaureate Elementary School, before anyone is hired. Ms. Cozad asked for a Friday Memo on Elementary International Baccalaureate before a study. Ms. Day clarified that a Friday Memo on Elementary International Baccalaureate programs be provided before an agenda item was presented as a Study item.

PUBLIC COMMENT

There was no further public comment.

ADJOURNMENT

Ms. Grant moved that the meeting be adjourned and Ms. Cozad seconded the motion. The motion passed 5-0. Ms. Day declared the meeting adjourned at 9:50 PM.

Amphitheater Special Governing Board Meeting Minutes
February 9, 2016

Karen S. Gardiner
Respectfully submitted,
Karen S. Gardiner

Deanna M. Day, Board President

TBD
Date

Approved: TBD