

FINAL

**AMPHITHEATER PUBLIC SCHOOLS
Tucson, Arizona**

MINUTES OF REGULAR PUBLIC MEETING OF THE GOVERNING BOARD

Place, Date and Time of Meeting

Wetmore Center, Leadership & Professional Development Center, 701 W. Wetmore Road, March 8, 2016 at 6:00 PM

Board Members Present

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

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 Visitors' Register

Ms. Deanna M. Day

Ms. Day called the Meeting to order at 6:02 PM and invited everyone to sign the visitor's register.

Pledge of Allegiance

Canyon del Oro High School Students

Mr. Paul DeWeerd, Principal of CDO High School, introduced the pledge leaders who are part of the YES Team at CDO. The YES Team is a group of students from all grades and all abilities who identify things they want to see done on campus each year. This year included: teacher appreciation, a teen line, campus safety hotline, Fun Friday recess every other Friday and Students Against Destructive Decisions (SAAD). YES Team members present were: Daryan Rodriguez, Aine McGee, David Reed, Rebecca Shanks and Hannah May. The students led the pledge and were presented with certificates of commendation by Ms. Cozad.

Recognition of Student Art

Canyon del Oro High School

Dr. Barrabee introduced the student art on display which included Op Art, perspective, still life pencil drawings and texture.

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

Tuesday, March 22, 2016, 5:00PM, Wetmore Center, 701 W. Wetmore Road - Leadership & Professional Development Center, SE Parking & Entrance

Dr. Barrabee called for a personal point of privilege to address the Board and the Public. Dr. Barrabee said he is wearing a T-shirt that is featured at our Elementary Schools at Kindness assemblies. We strongly encourage our students to be caring and respectful. He has also put those words on the dais to keep them in our minds.

Dr. Barrabee said he is bringing this up as public education has been on the defensive for several decades, and it has gotten worse and worse. And what has that done? It has put pressures on teachers because there are more students in the classroom than we would like to see, or that parents would like to see. Students miss opportunities in the classroom for more personal attention that they deserve and very often need. Morale doesn't cost anything because it is something that comes from within us. And it helps us to keep going when the conditions aren't good. And the conditions have not been good for public education. But we have bonded over the years in the sense of being more like a family. Unfortunately occasionally, and it should never occur, members of the board or members of the audience have expressed attacks on the character of our administration. And some of those same words have been used in this room, and is embarrassing to have to say these words, but they have been used. Attacks on the administration of deceit, lack of caring for students, misrepresentation, undeserving of trust, and at the last meeting someone accused administration of mendacity, which is a fancy word for lying. You can well imagine what that does to the morale of everyone, especially the staff. We have an extraordinary staff and they are under such extraordinary pressure, that when any type of personal attack like that occurs, it undermines the morale that we all need to cope with a dire situation in the terms of lack of support for public education. Dr. Barrabee said that he wants everyone to know that anytime he has a sense that someone is attacking the character of anyone in this room, he intends to speak up immediately. And he hopes their Board President speaks up immediately. That is destructive to the morale of the District and we are on a fine line, we are under such pressure that when any attack occurs it is easy for us to lose that enthusiasm, lose that sense of family and lose the sense that we are all in this together.

Public Comment was moved after Recognition to allow students to leave as soon as possible. Public Comment cards were submitted only for Item Specific comment at that point in the meeting.

2. RECOGNITION

A. Recognition of Ironwood Ridge 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 Ironwood Ridge 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 IRHS 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 Ironwood Ridge High School's Superintendent's Student Advisory Council Members: **Josh Baca, Sydney Jennings, Kyle Taylor, Claire Hernandez, Jacob Allen, Jesus Adan Chavez, Jayce Cunha, Niko Madlangbayan, Mckayla Otuafi, David Dorame, Emilee Hill, Karyssa Quintana, Rebecca Jackson, Sydney Taylor, Jonathon Pitts and Tarriq Thompson.***

B. Recognition of Ironwood Ridge High School AIA State Division I Team Wrestling State Champions

Board Book Information: *The Ironwood Ridge High School Wrestling team is the Division I State Champions. The following varsity team members will be recognized for their outstanding efforts and achievements: **Payton Billings, Danny Vega, Jayce Cunha, Patrick Klass, Josiah Kline, Alfredo Calzadillas, Kyle Taylor, Ben Lind, Marco Dominguez, Jake Mansman, Jeremy Berson, Zach Rasor, Taylor Ball, Hunter Alderson, Andy Winkel, Steven Dominguez and Ryan Sandoval.***

The following coaches will be recognized for their dedication and service to the team:

Tim Berrier – Head Coach, Paul Vasquez, Steven Montano, Alexis Barceló and RJ Ramirez.

The following team members will be recognized for being Division I Individual State Champions:

Danny Vega – State Champion, 113 lbs., Josiah Kline – State Champion, 132 lbs. and Jeremy Berson – State Champion, 182 lbs.

*The following team members will be recognized for being Division I Individual State Runners-up:
Kyle Taylor – State Runner-up, 145 lbs. and Marco Dominguez – State Runner-up, 160 lbs.*

C. Recognition of Amphitheater High School Wrestlers, AIA Division III State Champions and State Runner-Up

Board Book Information: *The following Amphitheater High School students will be recognized for being Division III Individual State Champions: **Yarhoski Aldiva* – State Champion, 132 lbs., Kyle Rodriguez* – State Champion, 195 lbs., Cris Sanchez – State Champion, HWT** (* Two-time state champion)*

*The following Amphitheater High School student will be recognized for being a Division III Individual State Runner-Up: **Saul Payan – State Runner-up, 152 lbs.***

*Coaches: **Sam Portillo** - Head Coach, **Ed Romic** – Assistant Coach and **Matt Uden** - Assistant Coach*

D. Presentation of Distinguished Service Awards

Dale Flannery

John Clark

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.*

E. Recognition of Shoes to Smiles

Trindy LeForge

Board Book Information: *Shoes to Smiles has partnered with Amphitheater Public Schools since 2007 to provide new shoes and socks for students most in need at several elementary schools, including: Donaldson, Holaway, Keeling, Nash, Prince, Rillito Center, Walker, and Wilson K-8. As part of the program, students are identified by the school nurse or advocate to participate in a special shopping event with Sears at the Tucson Mall. Students meet with Shoes to Smiles volunteers in the shoe department and leave with two brand new pairs of shoes, a multi-pack of new socks, and smiles all around! Since Trindy LeForge founded the organization, she has successfully raised more than \$20,000 in donations which have supported more than 400 students within our district. As noted by one school advocate after a school shopping event, "When these students returned to school on Monday, they were all wearing their new shoes. The pleasure they must have felt was apparent on their faces. Each student wearing a big smile – it was hard to miss the noticeable sparkle in his or her eyes." Shoes to Smiles is a valuable community partner. Special thanks to Trindy LeForge for volunteering her time and efforts to bring smiles to so many Amphitheater students.*

PUBLIC COMMENT¹

There was no public comment at this time.

3. INFORMATION²

A. Status of Bond Projects

I. INSTRUCTIONAL SPACE / PORTABLE REPLACEMENT

A. Mesa Verde Elementary School Addition / Remodel:

Construction is 98% complete. Renovation of W2 is complete and in use Certificate of Occupancy Dated February 12, 2016. Completed during Rodeo Break: LED Lighting upgrade in library, refurbish 4 drinking fountains near east playground, irrigation valves and flow sensor to be installed. Scheduled for Spring Break: repair canopy outside library, replace Secondary Electrical System, install new drinking fountain by nurse's office and demolish portables. Beginning of April: grading, irrigation, seeding & sod in job site area. The Mesa Verde project is ahead of schedule and on budget.

B. Donaldson Elementary School Addition / Remodel:

Construction of underground utilities and foundation ongoing, pouring concrete at footings for new building scheduled for late February, installation of masonry stem walls for new building scheduled for late February, IT cabling in areas to be renovated is ongoing with night work and building out of the IDF rooms is ongoing.

II. NEW SCHOOL

A. New Elementary School:

Board approved construction, plan review / permitting process is underway with Oro Valley, Golder Ranch Fire District and Pima County Health. Working on creating construction and occupancy schedule. Public meeting set for March 10th, 2016 in the Ironwood Ridge High School Library Conference Room, presentation of design.

III. Solar Construction Project

Phase I & II are under construction. Modules are complete at Cross, Harelson & Walker, roof work is ongoing at Walker, modules scheduled to be complete at La Cima & Mesa Verde by end of February. Sites scheduled to be near completion at this time are: Holaway, Pre-School, Warehouse, Wetmore, Food Service, Bus Barn, Rillito & Nash. Keeling & Rio Vista were schedule to begin February 25th. Phase III Construction is scheduled to begin:

Amphi Middle 3/17/16	Prince 3/17/16	Amphi High 3/31/16	CDO 4/14/16
Copper Creek 5/5/16	IRHS 4/28/16	Wilson 4/28/16	Coronado 5/12/16
Painted Sky 5/5/16	Donaldson 5/19/16		

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 3.A.]

Mr. Burns presented information about the current bond projects and offered to answer any questions.

B. Periodic Legislative Update

Board Book Information:

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 3.B.] (Exhibit A)

Mr. Jaeger presented information on current legislation that affects public education.

C. School Reports - Copper Creek Elementary and Painted Sky Elementary

Board Book Information: *Beginning this year, each school principal will present information about their school to the Governing Board. This evening, Tanya Wall, principal at Copper Creek, and Wendy Biallas-Odell, principal at Painted Sky, will share news, data, and other information about their schools.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 3.C.] (Exhibit B)

Ms. Day called for a short break at 8:00 PM. The meeting resumed at 8:09 PM.

D. Projections of Site Staffing and Non-staffing Allocations

Board Book Information: *The District's budget is driven – essentially determined -- by its student enrollment. State funding formulas generally use various enrollment measures to calculate most aspects of budget authority for school districts. At this time of year, shortly after establishment of the "100th day count" by the Arizona Department of Education, the District develops the most significant component of the projected budget for the subsequent fiscal year: staffing allocations. District staffing costs, after all, represent nearly 90% of the District's entire annual budget. While the 100th day has passed, the AZDOE has not yet formalized and confirmed the District's 100th day count, thus this item is presented based upon District data. This year's enrollment, as of the 40th school day (historically, also a date of some significance in budgeting), was 13,844 -- an increase of 510 students over last year's 40th day student enrollment of 13,334. And, while last school year's 100th day student enrollment count (FTE) was 13,164; this year's 100-*

day count was 13,743 -- an increase of 579 students. Using the District's 100-day count data from the current fiscal year, the budget preparation process now begins with staffing and non-staffing allocations. After analyzing anticipated enrollment cohorts by grade level and other demographic information, such as expected property development, open enrollment trends and expectations, and other school level data, site staffing allocations are determined for the next fiscal year. These staffing allocations, as well as the enrollment projection data behind them, are also used in calculating non-staffing allocations for each school. For the purpose of the Board's discussion and review of this annual administrative function, a sample staffing and non-staffing allocation (one each) for each school level (high, middle and elementary) has been attached. These allocations are based upon formulas established by the Governing Board and administration to ensure an equitable distribution of common resources to schools across the District. It should be noted that the allocations shown in the following pages represent only those funded by normal maintenance and operations funding. Other allocations augment these through funding from additional sources such as the M&O budget override, special education programs, Title I, K-3, and other grant funds.

Mr. Nelson introduced the item. This is the time of year where the Board is presented with the staffing allocations. Ms. Nelson and Mr. Jaeger have visited with each site principal, gone through the projections for next year and are starting to make some preliminary decisions, and want to present the Board with the overview of the staffing allocations. Mr. Jaeger reviewed and explained the sample charts.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 3.D.] (Exhibit C)

E. Auditor General's Classroom Dollars Report 2015

Board Book Information: *Information on the Auditor General's "Arizona School District Spending (Classroom Dollars) Fiscal Year 2015" report will be presented.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 3.E.] (Exhibit D)

Mr. Little provided an overview of District spending in several categories and how it compares with other districts. Mr. Little explained that the Auditor General's report shows a decline in dollars going into the classroom across the State, but doesn't really explain why. Most notably in our District the percentage decline was due to the phase out of the Career Ladder program, which was not mentioned in their report, a significant amount of direct classroom dollars eliminated from budgets in districts across the state. Mr. Little prepared a couple of charts to bring things into perspective. First is taking the calculations that Auditor General presents based upon their formulas, and shows what each district spends in terms of total dollars. Then the second grouping is what they spend in the classroom as well as what percentage of their entire budget that is. Amphitheater has the third highest amount of dollars spent in the classroom in Pima County. Those above us are TUSD with their very large desegregation budget and Altar Valley with a very large transportation budget. These are the categories that the Auditor General presents using their formulas. It is important to point out that when it comes to the administration category, again Amphitheater has the lowest percentage, as well as the lowest absolute dollar amount in administrative expenses of any school district in Pima County. The last column is the national 2012 data, the most current national data available, which was not on the Auditor General's report. The 2012 national average per pupil expenditure for administration was \$1,160.00 where Amphitheater is \$703.00. It makes Amphitheater one of the lowest in the nation for administrative expenses. An area where we do not look good is in plant operations expenses. It is not because of the cost of operations per square foot of space basis, but that we have more square footage per pupil. A lot of that has to do with space that is not functional space under the current definition. We have a lot of hallways which don't exist in newer school construction. It is interesting to compare us to other districts in student support and instruction support. Mr. Little noted that he has an issue with the inclusion of transportation and food service numbers in the report. On the second chart we look at the same calculations and take out the two biggest variants that exist from district to district of transportation and food service. Not all operate the same food service programs, free and reduced lunch percentages, not all have the same amount of transportation. You cannot compare everybody in

the whole when there are two huge variants in the formula. Getting rid of those two items you can see us on a more comparable basis of where we really sit on the per pupil dollar expense and the percentage expenses. Again we are low on administrative costs, we are high in the area of student support largely associated with our demographics, and we are average on instruction support based on what we believe is needed. In the final hours of the legislative session there was some language thrown into the budget bill creating a new term referred to as "classroom spending". The definition is not reflected in the Auditor General's report. The legislature wrote into the budget bill the specific intent that classroom spending is composed of instruction support, student support and instruction expenses. Mr. Little displayed the numbers based on the new definition the legislature came up with, even though the Auditor General is not following the definition. If you look at those things in total you can see where the dollars in the classroom are spent on a national basis, which has a much higher per student percentage than Arizona does, and you can see where we are on the dollars into the classrooms. On a dollar basis we are putting more dollars into the classroom spending area than districts that are spending more in total than we are. We are at \$5,381.00 per student in classroom spending, composing 67.08% of our budget. Imagine how good these numbers would look if we were actually funded at what the national average is.

Ms. Day commented that it was good to see some of the Amphitheater figures in the newspaper this week as to how we spend our money. Dr. Barrabee said he would like to see a bit more going into administration. The low number and percent is not something he is happy about. He has always been concerned about the stress that's put on our administration and it is partly something they have been trying so hard not to take money away from the classroom. It has caused our administrators to wear many hats and that can only go on so long. It is not a healthy situation any more than having too many children in the classroom.

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. - K. 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 Minutes of Previous Meeting(s)

Minutes of previous meeting(s) were approved as presented.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 4.A.] (Exhibit E)

B. Approval of Appointment of Personnel

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 4.B.]

C. Approval of Personnel Changes

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 4.C.]

D. Approval of Leave(s) of Absence

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 4.D.]

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

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 4.E.]

F. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,193,176.91 (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 #311	\$789,771.68	Voucher #312	\$91,083.45	Voucher #313	\$31,322.99
Voucher #314	\$83,445.82	Voucher #315	\$120,553.44	Voucher #316	\$71,812.32
Voucher #317	\$5,187.21				

G. Acceptance of Gifts

The Board accepted the gifts and donations as listed.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 4.G.] (Exhibit 5)

H. Receipt of January 2016 Report on School Auxiliary and Club Balances

January 2015 School and Auxiliary Club Balances were accepted as presented.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 4.H.] (Exhibit 6)

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

Parent Support Organization applications were approved as submitted.

CDO Band Boosters

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 4.I.] (Exhibit 7)

J. Approval of Out of State Travel

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 4.J.] (Exhibit 8)

K. Approval of School Facilities Board (SFB) Grant Terms and Conditions for Harelson MPR Roof Replacement

The Governing Board executed the Terms and Conditions and accepted the Building Renewal Grant for the roof replacement at Harelson ES, Project Number 100210107-1012-011BRG in the amount of \$8,580.

Board Book Information: *The shingle roof at Harelson Elementary School multi-purpose building has reached the end of its useful life and needs to be replaced. The roof is original to the building's construction and the condition of the shingles is causing frequent roof leaks. A Building Renewal Grant was submitted to the School Facilities Board (SFB) requesting funding to replace the roof in the amount of \$37,728 based on a structural engineer's review and informal bids from three vendors. The SFB rejected this comprehensive proposal and approved a grant in the amount of \$8,580 for funding only the creation of a formal design and specification package. The District will need to resubmit for a new grant after the design and specification are complete to request funding for the actual replacement cost. This limited grant was approved by the SFB February 23, 2016 in the amount of \$8,580. To accept the Building Renewal Grant, the District's Governing Board must approve and execute the attached Terms and Conditions. These Terms and Conditions apply to the distribution of funding by the SFB from Building Renewal Grant Fund pursuant to Arizona Revised Statutes, §15-2032.*

Project Information:

Winifred Harelson Elementary School

Project Number: 100210107-1012-011 BRG

Project Scope: Roof Replacement - 2016

SFB Funding: \$0

SFB Engineering: \$8,580

SFB Contingency: \$0

District Funding: \$0

Total SFB Funding: \$8,580

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 4.K.] (Exhibit 9)

5. STUDY

A. Study of District Calendar for School Year 2017-2018

Board Book Information: *The District's school year calendar must meet specific requirements under Arizona law, including a "minimum" number of instructional days; state law mandates that public schools meet a minimum of "180 instructional days". Since the 180-day requirement went into effect, however, Arizona law has also provided permission for districts to meet the 180 day standard through an equivalent number of instructional minutes over fewer days. For several years, the Amphitheater District has utilized the equivalent instructional minutes option, resulting in slightly shorter school years of 178 school days. The attached draft calendar for the fiscal year after next (2017-2018) again reflects a calendar of 178 days. Because the District's calendar does not have "extra" school days built into it, any emergency closure of schools due to weather or other factors must be addressed by ensuring the requisite instructional minute requirements are still met. Consequently, the District and the Amphitheater Education Association (on behalf of District employees) previously agreed that if any schools are closed as a result of any emergency, certificated staff at those schools will have an equivalent number of student reporting days added to their work calendar without additional compensation – generally, by turning the planning days at the end of each semester into student reporting days. As long as the state permits the district to use equivalent instructional minutes rather than 180 days, the district's school calendars will be constructed in this same manner.*

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 5.A.] (Exhibit 10)

Mr. Nelson introduced the item. Mr. Jaeger presented the 2017-2018 calendar to the Board. The calendar is for the Board's study and it will also be presented to the AEA for review. Ms. Day called for any questions. Mr. Leska asked if the District had coordinated breaks with non-district schools, as parents may have students in both our District and Charter Schools. Mr. Jaeger said that due to the low number of families in that situation we have not. There is no way to assure that our calendar can accommodate all the possibilities. Our calendar coordinates most closely with the University of Arizona who is one of the largest employers. Mr. Leska asked if the March 2018 Spring Break could be coordinated with the U of A or be during Easter week. Mr. Nelson said that over the years the District has tried to coordinate, but every district and the U of A does what they need and want to do. Moving Spring Break back would put the 3rd quarter at 42 days and the 4th quarter at 49 days long which our teachers would not like. Ms. Day added that teachers like to have even quarters as much as possible. Mr. Leska then asked if Spring Break could be moved to March 26-30th. Mr. Nelson reiterated that it would make the quarter too long.

6. STUDY/ACTION

A. Study and Approval of Proposed 2016-2017 Student Code of Conduct

Board Book Information: *State law mandates that each school district Governing Board establish rules for student behavior and that such rules include consequences deemed appropriate. In some respects, state and federal law also compel specific outcomes to some degree, such as where a student threatens the safety or security of a school campus or a student possesses a firearm. The Governing Board's Student Code of Conduct is the mechanism through which the Board communicates its expectations for student behavior and the consequences for violating those rules, consistent with state and federal law. A student's failure or refusal to comply with the rules of the district and/or his school makes the student subject to disciplinary action. An effective Code must explain expectations for behavior so that all members of the school community can fully understand them; it must also provide fair and consistent guidelines for consequences to be applied when behavioral incidents do occur to help ensure schools are safe places for students, staff, and the public. The attached draft of the 2016-2017 Code of Conduct is intended to be easy to read, but at the same time comply with legal mandates for public schools which include the requirement for clear expectations and precise definitions. In that regard, the District's Code contains definitions directed for use by the Arizona Department of Education.*

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 6.A.] (Exhibit 11)

Mr. Nelson asked Mr. Jaeger to explain the small changes to the Student Code of Conduct for 2016-2017. Mr. Jaeger explained that the language was honed to include more positive language of expectations. There is a

change in Rule 7. for elementary, middle and high school students which provides clarification and examples of what disruption is. Administrators have given the input that sometimes students are not thinking about the fact that things that happen off campus, such as social media, can disrupt the campus.

MOTION: Ms. Grant moved to approve the 2016-2107 Code of Conduct as submitted. Ms. Cozad seconded the motion and the motion passed 5-0.

B. Revisions to Governing Board Policy IKF and Related Administrative Regulations Pertaining to Graduation Requirements, Including Language Pertaining to High School Credits Earned in Middle School and Physical Education Course Credit Requirements

Board Book Information: *Policy IKF is the Governing Board's proscription, as required by law, of the credits required for graduation from District high schools. Arizona school districts are permitted to determine course and credit requirements, as long as they meet minimum standards set forth by the Arizona Department of Education and, in some respects, the Arizona Legislature. The Board will recall that Policy IKF, and issues relating to it, have been reviewed several times by the Board. In previous discussion, which was primarily related to the issue of high school credits earned during middle school, the issue of Physical Education course credit requirements was also raised by Vice President Grant. This item is also therefore presented at this time not only for discussion of revisions proposed by the Administration relating to the former issue, but also to permit discussion, direction and/or revisions, if any, which the Governing Board may choose to also include at this time relating to the latter issues of Physical Education. Current Governing Board Policy is to mandate 1.5 credits in Physical Education for graduation. State law, incidentally, is silent on P.E. credits; no P.E. credits are mandated by state law.*

The changes primarily presented by this item, in Administrative Regulation IKF-RC, incorporate 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. In addition, since the Board's last review on February 9, 2016, this group of policy documents has also been revised to eliminate language referencing eliminated AIMS tests due to the repeal of A.R.S. 15-701.02 (Alternative High School Graduation Requirements).

Board Members will recall that Senate Bill 1191 provided for a temporary moratorium on the requirement of obtaining a passing score on a statewide standardized test in order to graduate from high school. This has been enacted as an emergency measure and is effective for the 2015-2016, 2016-2017, and 2017-2018 school years. This has not been codified in Arizona Revised Statutes. The civics portion of the naturalization test now required for graduation under section 15-701.01, Arizona Revised Statutes, however, is not included in the moratorium and remains law.

Senate Bill 1289 prescribed a transition process to revise the school and school district accountability system. In relevant part, the bill states "Notwithstanding any other law, a pupil's score on an assessment selected pursuant to section 15-741, Arizona Revised Statutes, may not be used as a factor in determining a pupil's letter grade in any particular course in school years 2014-2015 and 2015-2016" and "is effective retroactively to from and after June 30, 2014." This has not been codified in Arizona Revised Statutes, but is effective through session law.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 6.B.] (Exhibit 12)

Mr. Nelson reviewed that the policy had been reviewed several times over the past months and the key point of discussion was the removal of some language and the emphasis on the mastery so that students would be successful. Ms. Grant proposed that the requirements for Physical Education credits be looked at, which has been done.

Ms. Day noted that she had two comment forms and read the Item Specific Call to the Audience.

Ms. Michelle Barcanic addressed the Board regarding IKF, specifically grades given for high school credit courses taken in middle school. She spoke in favor of a pass/fail grade for high school classes taken in middle school as opposed to a letter grade that is counted in a student's high school GPA. Ms. Barcanic also said she is opposed to the 80% passing grade for mastery testing for out-of-district students and recommends the score be changed to 70% as in-district Students are only required to get 60% for credit.

Ms. Julie Cota addressed the Board regarding IKF. Ms. Cota noted that she has been a school counselor since 1995 working 10 years at La Cima Middle School and is currently at Canyon del Oro High School. She is a Board Member of Arizona School Counselors organization. Ms. Cota said that students wanting credit for the GPA were excited to come into high school with a 4.0. But it can also negatively impact merit scholarships and of accurate designation of valedictorian or salutatorian. She recommends a P for pass as being in the best interest of students. One of the things she loves about working in Amphitheater is that we always try to attain better quality of standards through best practice. She also thanked Mr. Nelson for his visibility on campus on his listening tours because this is a topic that came up, he responded to it, and now they are talking about it.

The Board engaged in discussion regarding the notation of high school credit classes taken in middle school and whether the grade for such classes should be noted as a letter grade that can count in a student's high school GPA or be noted as a Pass/Fail. Ms. Nelson explained the background of the use of a letter grade and inclusion in the GPA. The majority of schools around Amphitheater do post a grade as high school credit. In 2007 parents wanted high school credit for high school courses taken in middle school for their students who were accelerated, and wanted the grade to be on the high school transcript. The information provided by our counselors regarding Pass/Fail vs letter grade was very helpful. Dr. Barrabee expressed concern about the difference between a few cases and a general situation. In general the lack of weighting grades would be a disadvantage for some students as regards class standing and college opportunities. Ms. Nelson said that Algebra and Geometry taken in middle school are not weighted. Information was discussed regarding weighted versus non-weighted grades and retaking classes to improve grades. Mr. Leska stated that he is in support of a Pass or Fail grade designation in general. A compromise could be to give parents a choice between a Pass/Fail or letter grade based on the recommendation of the counselor. Mr. Nelson said that more information on weighted and non-weighted grades and letter grades versus Pass/Fail can be provided to the Board, as well as discussions about what college recruiters are looking for.

Mr. Leska commented on End of Course (EOC) assessment scores saying that if an 80% is too high, and a 70% too low, perhaps the score could be changed to 75%. He inquired about the requirement for EOC tests to be developed by highly qualified staff, and what that actually means. He suggested that a definition of highly qualified be added as defined by this policy or by A.R.S for everyone's benefit. Ms. Day asked Mr. Jaeger if we have a definition of highly qualified. Mr. Jaeger said the definition of highly qualified is determined by the State in each category. Mr. Leska asked that a reference to the A.R.S. or state document that applies be noted in parenthesis. Dr. Barrabee expressed that this is an area (EOC scores) where it doesn't matter what other Districts are doing; we should do what is best for the students in our District.

Ms. Grant revisited Pass/Fail grades asking if a Pass/Fail grade would work for everyone or not and if it was an option. Ms. Day noted that in speaking with educators from other states, some districts allow the parents to choose a Pass/Fail or letter grade within 3 weeks of the EOC. Mr. Leska requested that at the next meeting the Board be given an opinion from the AEA and counselors on why a Pass/Fail would or wouldn't work so a decision can be made before the end of the school year. Dr. Barrabee requested that the District check into the feasibility of providing a choice of letter grade or Pass/Fail.

Mr. Jody Bayse addressed the Board regarding IKF, specifically in support of a Pass/Fail designation as opposed to a letter grade.

Mr. Leska noted that whatever the Board decides, he would like it to be retroactive so that grades that have already been affected can be changed. Ms. Day said grades for high school courses taken in middle school and EOC test grades would be put on the agenda in April.

Next the Board discussed PE credits. Ms. Day called on Ms. Grant to open the discussion. Ms. Grant said that currently the District requires 1.5 PE Credits for a student to graduate. Of those 1.5 credits, 0.5 credits used to be Driver's Education, which is no longer offered. She recommends that the 0.5 in PE credit be eliminated, or a waiver be given to students in the International Baccalaureate (IB), Cambridge and Advanced Placement (AP) programs so they don't have to worry about it with their academic load. Ms. Cozad asked if those students were or were not getting PE waivers. Mr. Nelson called on Mr. Jaeger to talk about the legal aspect of where we can and cannot grant waivers. A Friday memo sent to the Board spoke about waivers. Mr. Jaeger briefed the Board that PE Waivers are given for disability and medical reasons. The regulation for PE Waivers is a Governing Board creation and so the Governing Board could decide to make provision for other waivers or another recommendation. Ms. Grant asked if the 0.5 in PE credit is eliminated, would it reduce the 22 credits for graduation. Mr. Jaeger said the 0.5 credit would need to be replaced with another elective and graduation credits would remain at 22. Mr. Nelson asked Mr. Bejarano to review the information provided to the Board in a Friday Memo. Exceptions are made for students in Band and ROTC. Mr. Bejarano explained that other programs have come into existence such as IB, Cambridge and AP and students try to fit it into their schedules. If 0.5 PE credits were shifted out to a new subject area we would have to add a course to shift it which can require additional staff and room. We wouldn't need as many PE teachers and would need teachers in other subject areas. Ms. Grant asked what prevents students from taking PE only 3 years. If the 0.5 PE credit is removed then they can take an existing elective. Mr. Bejarano said that is correct, they can take an existing elective. Some students take 4 years of PE because they want to be involved in it. For a while there would be little effect; however, as a cohort would go through, there would be a bigger change. Ms. Grant and Ms. Day asked about on-line PE courses. Mr. Bejarano explained that the on-line PE courses are taught by certificated, qualified teachers. Students engage in actual physical sports such as bowling or rock climbing outside the school day and teachers monitor their activity through various means; they do reports about aspects of say rock climbing, etc. Mr. Leska suggested that we have to speculate about classes in years to come anyway, so if the Board chooses to eliminate 0.5 PE credit it doesn't matter, and suggested that the Board look at what Ms. Grant is saying.

MOTION: Ms. Grant moved that Policy IKF be revised to remove 0.5 off the 1.5 PE credit and the 0.5 be filled with an elective course. The PE requirement for graduation would then be 1.0. Mr. Leska seconded the motion, motion passed 5-0.

MOTION: Dr. Barrabee moved that students in competitive team sports receive credit towards the 1.0 PE credit for graduation. Mr. Leska seconded the motion with a friendly amendment that the credit be at the same rate as that given to Band and ROTC. Dr. Barrabee accepted.

Discussion continued. Mr. Nelson said the Board can of course do what they decide, but suggested that it is complicated and is a tracking nightmare. For example, the impact of double sports getting double credit. Before passing please let administration provide detailed information to the Board first. Ms. Day asked if Dr. Barrabee would like to reconsider. Dr. Barrabee noted that given the discomfort he would be reluctant to add to the burden and perhaps should remove the motion. Mr. Leska asked that before the motion is removed to please consider counting sports and administration can review it and provide more information. Dr. Barrabee said he supports the assertion that coaches are providing instruction, working as a team for example. Ms. Day noted that not all coaches are certified teachers, which causes another complication. Dr. Barrabee withdrew the motion.

The Board discussed changing the requirement that out of district students who took high school credit courses in middle school, not taught by a high school certified teacher, must receive an 80% on an assessment test. Mr. Nelson reviewed that the Board had received many Friday memos on the consistency of using 80% as

mastery both in our District and generally in many mastery comparisons academically. The District has a record of those who have taken the test last year and with 75% as passing it would not have made a difference. Dr. Barrabee commented that the issue of mastery is dubious and he likes a compromise of 75% on the test. Mr. Nelson cautioned not to confuse mastery and grades it's a completely different thing. A student can receive an 80% on the test, but homework and other things can be dragging down the grade. They are not the same thing. Ms. Day shared that a U of A teacher she knows is opposed to anything lower than 80% because students didn't do well otherwise. We've allowed some students in and they've struggled. Mr. Leska noted that students who take the test have 1 or 2 months of not being in school before taking the test and asked if we give them a practice test and/or give them coaching. Mr. Nelson said that most take the test in the spring for placement in the fall. Mr. Bejarano clarified that the students are given a study guide which covers the concepts that will be on the test. Mr. Leska asked where the basis for a 70% score came from. Mr. Barcanic said she had no solid base, and noted that in District students only have to receive 60% and 80% seems high, so 70% was a compromise.

MOTION: Ms. Day moved that the passing grade for out of district students who have taken a high school credit course in middle school remain at 80%. Ms. Grant seconded the motion. Motion passed 3-1-1. Mr. Leska cast a nay vote and Dr. Barrabee abstained.

Ms. Day called for a short break at 10:02 PM. The meeting resumed at 10:10 PM.

The PE Credit portion of Item 6.B was revisited regarding when the elimination of 0.5 PE credits should begin. MOTION: Ms. Grant moved that the 0.5 PE credit be eliminated beginning with the freshman cohort of the 2016-2017 school year. Dr. Barrabee seconded the motion and the motion passed 5-0.

C. Process for Study of High School Instructional Time and Schedule Matters

Board Book Information: *The Governing Board has previously studied matters pertaining to instructional hours and schedules. During those previous studies, the Board took separate actions on each of two occasions. At the Board's last meeting of February 23, 2016, Administration presented a proposal to expand Governing Board oversight and review of District programs and operations in keeping with the Board's appraisal function expressed under policy. The agenda item for that proposal made reference to the recent discussions concerning instruction time and start times as the kind of issue the Governing Board might like to review on a recurring basis under the proposal. During discussion of that agenda item, there was discussion that some reconciliation of the two previous actions concerning high school instructional and start times might be appropriate. A review of those two actions does indeed indicate that there is a conflict between them. The Administration recommends the Governing Board provide clarification of its intention and direction on the study of instructional time and start times for the District's high school programs.*

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 6.C.] (Exhibit 13)

Mr. Mike Robinette addressed the Board. At the behest of the AEA President and the leadership team, the AEA has publically supported the formation of a committee to study high school instructional minutes. Furthermore, the AEA has ascertained that there is broad and virtually unanimous support of the study at our three high schools. This agenda item details two options presented by the District with regard to the study of instructional minutes at the high school level, as well as start and end times. The AEA appreciates both options, but believes that the district-level high school committee is the best option to study such a complicated issue that has both systemic and holistic implications.

Mr. Nelson introduced the item and the two options created for consideration in the formation of the study committee. Ms. Day called for Board discussion. Ms. Cozad commented that it is exactly what she wanted to see and was a well-rounded representation.

MOTION: Ms. Grant made a motion that no Governing Board Members serve on the Study Committee regarding instructional time. Ms. Cozad seconded the motion.

The Board engaged in discussion. Mr. Leska said he opposed the proposed options as they were too big, he did not want any administration on the committee as “voting” members, only as support. The Board Members needed to be on the committee because they are the ones who will ultimately vote and need to know what the discussions are. Unless Board Members sit in on every meeting to listen, or get the audio, then we don’t have any say during committee discussions. Ms. Day asked if all the committee meetings were open. Mr. Jaeger confirmed that whether Board Members are on the committee or not, all the meetings are open meetings as it is an advisory committee to the Board and will be making a recommendation back to the Board. Ms. Day pointed out that Board Members can attend the meeting. Mr. Leska said that they cannot comment though except in public comment and cannot be part of the committee dialogue. Mr. Leska said that in his opinion it is a disservice to the constituents that a Board Member is not on the committee. Mr. Jaeger pointed out that it might be helpful to remember that Board Members outside the board room have no authority anyway. That is why the committee is advisory; they cannot substitute their judgement for that of the Governing Board. Their recommendation however well-defined and well researched will still be advisory and it will still be up to the Governing Board to make the final decision. Your point of having input is understood, but your weight of having input as an individual, not as a Board, is just that. Mr. Leska commented that he is talking about being part of the committee dialogue. Mr. Day said she feels comfortable with the committee, we have struggled for months on this, and it is up to the Board what they accept after the recommendation is made. Dr. Barrabee noted the disadvantage of a Board Member on the committee is that they would not be in any official capacity, and that their participation in the sense that they have certain powers of hiring and firing distorts the neutrality of the committee.

VOTE: Ms. Day called for a vote. The motion that no Governing Board Members serve on the committee regarding instructional time passed 4-1.

MOTION: Dr. Barrabee moved that the District-wide High School Committee option be utilized. Ms. Cozad seconded the motion.

Discussion ensued. Mr. Leska asked who would pick the committee members; if it would be the Board or Mr. Bejarano. He does not think it would be fair for them to pick since they are on the committee. Mr. Nelson said that they didn’t outline the member process. In discussion with the principals, the individual high school principals would have parents apply. A single letter would be sent to all high school parents asking for involvement and listing some criteria. Principals are concerned that the parents be representative of the whole school, and open minded to listen to the research and conversation. It was just a discussion. Mr. Leska said his intent was that two Board Members would vet the applications. His fear and concern is that the public will feel that the administration is stacking the deck against them, and that the administration is handpicking constituents that are part of the “in crowd” with the administration. Dr. Barrabee said that at this point he is not aware that there is a general concern among the parents about these issues that are going to be explored. There is one person who is very concerned, but not that it extends beyond that one person. There is no need to make an issue where there is none. Ms. Day noted that there is some concern as she heard from an Ironwood Ridge parent, but more so in one school. Mr. Leska said he has had conversations with at least 10 people who are concerned that the committee could be stacked [in favor of not changing start times and not reducing instructional hours.] Ms. Day reminded that it is an advisory committee; we can ask for things as it goes forward and can receive data. Mr. Nelson said that progress reports can be given. Mr. Nelson also said he disagrees with Mr. Leska about high school principals [administration] stacking the committee. Mr. Nelson said he has a lot of respect for our high school principals. What they want is a representative group, they want their students, teachers and parents to be happy; they are not going into any committee with preconceived ideas. Mr. Leska said he is not talking about the principals.

VOTE: Ms. Day called for a vote on the motion to utilize the District-wide high school committee option. The motion passed 4-1.

There was discussion about the need to make a motion for when the committee gives reports. Mr. Leska asked if the principals would bring a recommendation of who is on the committee for the Board to approve. Ms. Day said the Board is done with the committee. The charge has gone out and the principals will get the members. Final report date back is no later than November. Ms. Grant asked if we need an establishment date of the committee as you have 24 people, summer is coming, etc. It was said that the committee will be formed by the second Board Meeting in April. Mr. Leska asked how it would be possible to have a recommendation back by November 1st. Ms. Day noted they could ask for more time if needed.

7. ACTION

A. Adoption of Governing Board Meeting Schedule for 2016-2017 Fiscal Year

The Governing Board meeting schedule for 2016-2017 was approved as submitted.

Board Book Information: The Governing Board may meet on such days as it determines in its discretion, so long as it meets the minimum requirement of having one Regular Meeting per month during the regular school year. A.R.S. §15- 321(D). Traditionally, the Board has held a Regular Meeting on the second Tuesday of each month and a Special Meeting on the fourth Tuesday of every month, unless any date fell on a holiday. The attached proposed schedule for the 2016-2017 fiscal year follows this traditional approach with exceptions where meetings would conflict with District-wide vacation breaks and other calendar conflicts. Generally, the Board reserves information, study, and action items for its regular business meetings, held on the first meeting of the month. The second meeting of each month is generally reserved for consent items and Executive Session business. This approach may also require occasional variations depending upon District business needs.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 7.A.] (Exhibit 14)

MOTION: Ms. Day motioned to adopt the proposed 2016-2017 Governing Board Meeting schedule, Ms. Grant seconded the motion and the motion passed 5-0.

B. Approval of Civil Compromise with Pima County Regarding Wastewater Ordinance Violations; Authorization for the Associate to the Superintendent to Execute Necessary Documentation

The Board approved the negotiated settlement with Pima County, and authorized the Associate to the Superintendent to execute the necessary documentation.

Board Book Information: As required by law, the District regularly samples its facilities' industrial wastewater that is discharged into Pima County's wastewater treatment system. On September 28, 2015, a wastewater sample taken at Canyon del Oro High School exceeded the discharge limit for zinc which is set at 2.6 milligrams per liter of water. Pima County's Industrial Wastewater Ordinance requires that the County be notified within 24 hours of such an occurrence. The District did not notify the County until December 9, 2015. On January 14, 2016, the District was notified that it violated the discharge limitations for zinc and the notification requirements of the ordinance. As a result, the District was penalized under the federal Clean Water Act. A negotiated settlement has now been reached with the County in which the District agrees:

- a. To retain its Industrial Wastewater Discharge Permit and monitor its discharge on a semi-annual basis.*
- b. Pay a penalty of \$800 for failing to notify the County of the zinc exceedance.*
- c. Arrange for at least one representative to attend the County's Pollution Prevention School.*

A copy of the proposed negotiated settlement is attached for the Board's review.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184153>, Item 7.B.] (Exhibit 15)

Mr. Jaeger reviewed the situation and Mr. Burns answered any questions.

MOTION: Dr. Barrabee moved to approve Item 7.B., Ms. Day seconded and the motion passed 5-0.

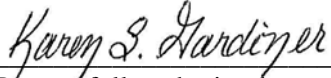
BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

Ms. Day asked the Board if there were any requests for future agenda items. Mr. Leska asked for an Executive Session to discuss what policies are affected if we have a threat to a school and a Friday Memo on the attendance at CDO the day of a recent threat.

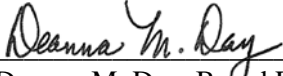
PUBLIC COMMENT

ADJOURNMENT

Ms. Cozad moved that the meeting be adjourned and Ms. Grant seconded the motion. The motion passed 5-0.
Ms. Day declared the meeting adjourned at 10:46 PM.



Respectfully submitted,
Karen S. Gardiner



Deanna M. Day, Board President

8/2/16
Date

Approved: August 2, 2016