

FINAL

**AMPHITHEATER PUBLIC SCHOOLS
Tucson, Arizona**

MINUTES OF SPECIAL PUBLIC MEETING OF THE GOVERNING BOARD

Place, Date and Time of Meeting

Wetmore Center, 701 West Wetmore Road, Leadership & Professional Development Center, February 23, 2016
at 5:00 PM

Board Members Present

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

Central Administrators Present

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

Call to Order and Signing of Visitor's Register

Ms. Day called the meeting to order at 6:00 PM and invited any visitors who had not already signed the register to do so.

Pledge of Allegiance to the Flag

Mr. Patrick Nelson

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

Ms. Day announced the next Regular Meeting of the Governing Board on Tuesday, March 8, 2016 at 5:30 PM, at the Wetmore Center, 701 W. Wetmore Road, Leadership & Professional Development Center.

PUBLIC COMMENT

There was no public comment.

1. CONSENT AGENDA

Ms. Day asked if there were Board Member requests to have any items addressed separately. Mr. Leska requested that Consent Agenda Items I. and L. be set aside for discussion. A motion was made by Ms. Cozad to approve Consent Agenda Items A.-H., J., K. and M. The motion was seconded by Ms. Day and passed unanimously 5-0. Appointment of personnel is effective provided all district, state, and federal requirements are met.

Mr. Leska asked about Item I. Award of Contract for Wide Area Network (WAN) Services District-Wide Based Upon Responses to Request for Proposal (RFP) 15-0006. Mr. Leska asked why Zayo Group did not receive the WAN contract. Each vendor was mentioned as it was a proposal, not a hard bid. Mr. Little explained that Zayo Group provided a proposal for Lit Fiber. With Lit Fiber we agree to purchase a specific amount of bandwidth for a specific fee, which is the most expensive way to procure bandwidth. Conterra provided a proposal for Dark Fiber. With Dark Fiber we have a contract for a specific piece of fiber, or multiple strands of fiber, and we chose when to light up the various strands based upon our need for bandwidth. Dark Fiber is the most cost effective solution as well as providing exponentially more bandwidth to the District. Mr. Leska made a motion to approve Item I., Dr. Barrabee seconded and the motion passed 5-0.

Mr. Leska asked about Item L. Financial Algebra. He wanted to know if the curriculum would be vetted out through the State Statue process once it's created. Mr. Nelson said yes it would be and asked Mr. Bejarano to provide more information. Mr. Bejarano said that the textbook would be put through the current policy review process. If the course is approved would begin work on writing the scope and sequence. Math teachers would come together, vendors would be contacted for textbooks, a committee would be formed, and it would be vetted out for a 60-day viewing. All of the required processes will take place. Mr. Leska asked if it would count as a Math credit for high school graduation. Mr. Bejarano confirmed it would. There are students who need a fourth Math course equivalent to Algebra II criteria according to State requirements. Also there is a need for financial literacy for students. In looking in different districts across the state, other districts had been able to implement a Financial Math course that meets the Algebra II equivalents. Mr. Leska moved to approve Item L., Ms. Cozad seconded and the motion passed 5-0.

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=50184151>, Item 1.A.]

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=50184151>, Item 1.B.]

C. Approval of Leave(s) of Absence

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

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184151>, Item 1.C.]

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=50184151>, Item 1.D.]

E. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,173,749.29 (Final Total)

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

FY 15-16

Voucher #303	\$371,776.82	Voucher #304	\$289,971.53	Voucher #305	\$92,421.68
Voucher #306	\$8,994.97	Voucher #307	\$221,820.65	Voucher #308	\$70,218.32
Voucher #309	\$114,415.22	Voucher #310	\$4,130.10		

F. Receipt of Monthly Status Report for the Fiscal Year 2015-2016

The January 2016 Monthly Status Report was received and approved as submitted.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184151>, Item 1.F. attch] (Exhibit 5)

G. Receipt of December 2015 Report on School and Auxiliary Club Balances

School and Auxiliary Club Balances were approved as submitted.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184151>], Item 1.G. attch] (Exhibit 6)

H. Approval of New Site Code for STEM School

The Board approved the creation of a new site code for the new STEM Elementary School.

Board Book Information: *The Arizona Department of Education (ADE) requires that Governing Boards approve the creation of new sites. An update will be provided to ADE upon the selection of a school name*

and creation of an address by Pima County. The Administration recommends the Governing Board approve the creation of this new site code with the Arizona Department of Education.

[\[https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184151\]](https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184151), Item 1.H.]

I. Award of Contract for Wide Area Network (WAN) Services District-Wide Based Upon Responses to Request for Proposal (RFP) 15-0006

The Governing Board determined that Dark Fiber is the most cost effective solution and determined that Conterra Broadband Services is the highest qualified vendor for the Dark Fiber solution and authorized the Administration to negotiate any other agreements or contract terms that the Administration determines to be fair and reasonable for this project.

Board Book Information: *Request for Proposal (RFP) 15-0006 was e-mailed to 45 vendors, published in The Daily Territorial, published on the District's website and listed on the E-Rate website. Responding vendors were requested to provide various services options (Lit & Dark Fiber) pursuant to the requirements of the Federal Communication Commission's (FCC) Schools and Libraries Division (SLD).*

The Evaluation Team scored each proposal based on the evaluation criteria listed in the RFP and interviews were conducted with each vendor to clarify information concerning each vendor's proposal. The top proposal for Lit Fiber was from the Zayo Group which had a total cost over 10 years of \$5,172,000. The top proposal for Dark Fiber was from Conterra Broadband Services which had a total cost over 10 years of \$4,596,277. The district's portion of these costs is estimated at 40% with the balance being paid for by E-Rate funding from the FCC.

This Request for Proposal was issued to meet the requirements of the District's E-Rate application for 2017-2018. Services are to begin on July 1, 2017. The actual purchase of the services are subject to approval of the District's funding application with the SLD E-Rate funds.

[\[https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184151\]](https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184151), Item 1.I. attch] (Exhibit 7)

J. Approval of Out of State Travel

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

[\[https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184151\]](https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184151), Item 1.J. attch] (Exhibit 8)

K. Approval of Facility Rental Program Fees

The Board approved the Facility Rental Fee structure presented for any and all contracts executed on or after June 1, 2016.

Board Book Information: *A review of the Facility Rental Program has been completed and areas have been identified for improvements that include altering the fees schedule. A comparative analysis was completed with other school districts in the area. This analysis indicated that Amphitheater School District facility rental rates are in some areas significantly below the rental rates charged by neighboring districts. The summary information is attached.*

Currently the rental rates charged fall into three categories:

Governing Board Approved non-profit organizations: These organizations have rental fees waived. These organizations provide a service or benefit to the District's students that is considered a "value in kind" transaction. The Governing Board is provided a listing of these organizations along with a short explanation as to the student benefit being provided to justify the request. These organizations do pay custodial overtime charges and utility fees.

Non-profit organizations: Organizations that hold a 501(c)3 designation may rent the District's facilities at a reduced rate as shown on the attached fee schedule.

For profit organizations: Organizations that are for profit or individuals that are not identified as a 501(c)3 may rent District facilities at the standard rate on the attached fee schedule.

The intent of the facility rental program is to ensure the cost associated with the communities' use of our facilities is recouped. Each school site receives 20% of the income earned from the rental of District buildings. The remaining funds are used to cover District personnel's overtime, utility cost, and equipment support that may have been requested.

As part of our review of the rental rates and fees, an analysis of the custodial overtime has already been completed. The current fee structure charges \$25.00 per hour for custodial overtime. However the average overtime cost excluding benefits for a custodian is \$28.10. This analysis reflects that the District is losing money (\$3.10) for every hour a facility is rented that requires custodial overtime.

The current custodial fees being charged during the scheduled work shift is \$4.00 per hour. This was identified as an issue because the additional work load the rental program places on our custodians results in less time dedicated to cleaning the school site as scheduled. The low fee is not adequate to compensate for any overtime cost so the result is a lower cleaning standard at sites with a high rental usage rate. In addition the rental program places a higher burden on the sites for general supplies such as bathroom paper products and trash bags. This cost should also be recouped and recommended changes to the custodial fees are identified below.

An analysis of the utility fees being charged has also been completed. The current fee structure charges \$20.00 to \$40.00 per hour depending on the size of the room or athletic field being used. An evaluation of the Districts current utility charges indicates that for smaller classrooms the \$20.00 per hour charge is adequate with the average cost estimated at \$6.88 per hour for a classroom. For larger gyms and sports fields that charge appears low with the calculation indicating an average cost to the District for these venues being approximately \$48.98 for high school gyms and \$81.64 for athletic fields.

In addition to the cost calculation that has been completed for custodial overtime and utility cost, it was noted that other surrounding districts have in the fee schedules charges for administrative costs over and above the standard rental rates. These fees included: Late Payment Fees, Returned Check Fees, Short Notice Contract Change Fees, and Cancellation Fees for large events that required labor to accomplish set up ahead of the event.

Based on this review of the District's Facility Rental Program the following recommendations are being made for discussion and possible Governing Board action.

RECOMMENDATIONS:

1. Limit the fee structures to three categories as defined below:

a. Category 1. Governing Board approved organizations that provide a service in kind to the District and have all fees waived except for custodial fees. Custodial fees remain in order to obtain the funding to compensate the custodians for the additional hours worked and supplies utilized. Current listing of Governing Board approved organization is attached.

b. Category 2. Community non-profit organizations are provided a lower rate to account for the general good will and welfare of the Amphitheater community they serve that includes our students, parents, or staff of the District.

c. Category 3. Commercial for-profit organizations are charged the highest rate to ensure all costs associated with the event are recouped.

2. *School sites continue to receive 20% of the gross rental proceeds from the rental of building space. This funding will be used to offset the additional supplies consumed such as bathroom paper products, trash bags, and cleaning supplies. These funds can also be used to pay for additional custodial overtime when rentals impact the ability to maintain the school property.*
3. *It is recommended that all utility fees be incorporated into the basic rental fee and not charged as a separate line item. This would simplify the fee structure and reduce the labor hours being used to complete the contract process. The attached recommended fee structure incorporates this recommendation.*
4. *Increase custodial overtime fee to \$35.00 per hour. This would ensure that the District's cost for custodial overtime is fully recouped and provides for some growth in labor cost before readjustment.*
5. *Increase custodial fees for custodial support during the work day to \$10.00 per hour. This would provide a small pool of funds to pay for the custodial overtime if needed to clean the school site if a facility rental limited their ability to complete the normal cleaning routine. It is essential that school sites are maintained and cleaned completely to promote a healthy learning environment.*
6. *Increase field fees to account for the additional costs associated with grounds maintenance and watering. These costs are hidden and seen in the amount of watering, reseeding and over-seeding being accomplished with the District's sports fields not being able to "rest" in the off-season. Additional labor costs are required to empty trash cans and generally police the areas after rental events.*

Exception: The District has an existing Intergovernmental Agreement with Pima County for the baseball and softball fields at Coronado K-8 School. Pima County paid for the field lights to be installed and covers the maintenance and utility costs for the field light operations. This agreement specifies the rental rates for these fields and these rates will not be changed. The rate is currently \$7.50 per hour and matches the rate charged by the Pima County Parks Departments un-lighted field rental rate.

7. *Increase rental rates to match or be competitive with the neighboring districts. Please see the attached comparison chart and Amphi Proposed rental fees.*

8. *Add fees for the following issues that arise and consume administrative labor hours in the rental program:*

- a. *Overdraft or NSF returned check fee - \$35.00*
- b. *Late Payment Fee - \$25.00*
- c. *Contract Change Fee (less than 5 days) - \$50.00*
- d. *Cancellation Fee (events with fees over \$999.99 and less than 48 hour notice) - 10% of projected fee.*
- e. *Set-up Fee - \$35.00 per event when special table and chair arrangements are requested or other preparation of the facility is needed.*

9. *The proposed rental rates were also adjusted to ensure Amphitheater School District Facility Rental Program remains the competitive low cost solution for facility rentals in the area.*

[\[https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184151\]](https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184151), Item 1.K. attch] (Exhibit 9)

L. Approval of New Financial Algebra Course

The Board approved the new course titled Financial Algebra.

Board Book Information: *This course will enable students to implement the decision-making skills they must apply and use to become knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and members of a 21st century global community. Students will incorporate concepts, skills, and critical thinking from mathematics, language arts, social studies, and applied technology. Students will explore the real number system, linear, quadratic, exponential functions and polynomials, concepts of growth and decay, exponential and logarithmic equations, regression models through the use of spreadsheets, bar*

graphs, scatter plots, and much more, all while applying these to real-world financial situations including investing, banking, credit, income taxes, insurance, and financial budgeting. This course will satisfy the fourth year state math requirement and will be an Algebra II equivalent.

Students will learn:

Math Concepts:

- *Fractions, Decimals, and Percent*
- *Linear Equation, Mean Average*
- *Functions: domain and range*
- *Linear regression, Parabola – Vertex & Axis*
- *Exponential Functions, Growth, and Decay*
- *Natural logarithm, Base e, Transitive property*
- *Limits, Recursive Patterns, Compound Interest*
- *Exponential Functions, Graphs, Percent Discount*
- *Inequalities, Literal Expressions*
- *Area and Scale factors, Bar Graphs, Exponential Regression*
- *Percent Increase, Probability, Spreadsheets*
- *Matrices, Proportions, System of Equations*

Financial Concepts:

- *Percent, sales tax, and discounts*
- *Income tax*
- *Simple interest*
- *Compound interest*
- *Modeling a business*
- *Consumer credit*
- *Banking services*
- *Prepare a budget*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184151>, Item 1.L.]

M. Approval of Intergovernmental Agreement with the Pima County Health Department for the Provision and Administration of Childhood Immunizations

The Board approved the new IGA with Pima Co. Health Department for childhood immunizations.

Board Book Information: *Absent specific exceptions, Arizona law and District policy JLCB require that school-aged children obtain certain vaccinations prior to attendance at any district school. As a service to the community last year, the District entered into an Intergovernmental Agreement (“IGA”) with the Pima County Health Department (“PCHD”) for the provision and administration of childhood immunization services. The IGA permits the PCHD to provide training to district-employed registered nurses in order to qualify the nurses to perform immunization services. Those services are utilized at free school clinics for which the PCHD also provides clerical and technical support, clinical supplies, and preparation of forms and records. The original Agreement was approved by the Board on August 1, 2007 and amended most recently on November 18, 2014. The PCHD has requested the Board approve a new IGA that the County Board of Supervisors has already approved. The IGA would provide services to district students through December 31, 2021.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184151>, Item 1.M. attch] (Exhibit 10)

2. EXECUTIVE SESSION

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

- 1) Consideration and Decision Upon Expulsion Hearing Officer’s Recommendation, Pursuant to A.R.S. §15-843(F)(2), Regarding:
 - a. Student # 30035131;
 - b. Student # 30052736;
 - c. Student # 30047514;

- d. Student # 30052180; and
 - e. Student # 30017461.
- 2) Consideration and Determination of Appeal of Long-term Suspension Hearing Officer's Decision, Pursuant to A.R.S. §15-843(A); Determination of Whether to Hold an Expulsion Hearing and Designate a Hearing Officer to Hear Evidence, Prepare a Record and Bring a Recommendation to the Board, Pursuant to A.R.S. §15-843(F)(2), Regarding:
- a. Student# 30040345.
- 3) Consideration and Determination of Appeal of Long-term Suspension Hearing Officer's Decision Pursuant to A.R.S. §15-843(A), Regarding:
- a. Student # 30052026.

B. Motion to Close Executive Session and Reconvene Open Meeting

Ms. Grant motioned to close the Open Meeting and go into Executive Session for Student Discipline. Mr. Leska seconded the motion and the motion passed 5-0. The time was 5:07 PM.

Ms. Grant motioned to close Executive Session and reconvene the Open Meeting. Ms. Cozad seconded and the motion passed 5-0. The time was 6:37 PM.

3. ACTION

A. Implementation of Governing Board Program and Operational Appraisal Cycles

The Board discussed the item and took no action on it.

Board Book Information: *The Governing Board is an elected body established by the Constitution and statutes of the State of Arizona to serve as the general agent of the state in carrying out the will of the people of this District with regard to the public education of children. The Board is authorized under the laws of the state to adopt policy for the organization, evaluation, and governance in the District. The Board also performs basic legislative, executive, and appraisal functions necessary to discharge its responsibilities:*

- *"The legislative function is the policy-making aspect of the District. It is the policy of the Board to retain and exercise full legislative authority and control over the schools by adopting general policies or by acting directly in matters not covered by its policies.*
- *The executive function of the Board is concerned with placing in operation existing Board policy. Most of this function is delegated by the Board to its executive and administrative officer, the Superintendent.*
- *The appraisal function involves the determination of the efficiency of the school operation and an evaluation of the educational program of the District based on the policies as outlined in the policy manual."*

Governing Board Policy BBA. Each of these basic functions of the Governing Board is vital to the District, ensuring the representative will and interests of the public in all aspects of District operations.

The legislative function of the Governing Board is currently facilitated through mechanisms that assure regular review of Governing Board Policy. Generally, studies of recommended policy revisions are presented at least every 60 days or so – often more frequently following factors like the close of the legislative session. In addition, the District has a full policy review cycle, whereby all Governing Board policies and regulations are studied every five years.

The executive functions of the Board, in turn, are generally delegated to the chief executive officer of the District, the Superintendent, who implements the Governing Board's policy and other direction for the district through regulation and other means of oversight. Systems put in place by the Superintendent assure the regular and ongoing administrative review of executive functions, as do occasional Board reviews of administrative regulations and other actions by the Board.

Obviously, there are several mechanisms through which the Governing Board currently conducts its appraisal functions. One of these would be the occasional review of educational programs presented to the Board through informational, study or action Board Agenda Items. One specific example of such reviews would be the Monthly Principal Reports newly implemented by the Superintendent this fiscal year. Another would be the Governing Board's direction to participate in the AdvancED® accreditation process and the study of the results therefrom. Yet another would be the annual review by the Board of staffing allocations.

To further facilitate the appraisal function of the Board, it is the recommendation of the Superintendent that a regular and ongoing system of evaluation of various educational programs and other operations of the District be implemented. More specifically, the Superintendent proposes that the Governing Board conduct appraisals of key program and operation components on a revolving 5-year cycle. Components reviewed in this manner would first be presented to the Board as a discussion item at a Regular Governing Board Meeting in one month, to be followed by Study/Action items at the next Regular Governing Board Meeting the following month, to allow the Board Members sufficient time to study the issues and provide any appropriate feedback or direction.

The programmatic and operational components of the District which might be studied through this process would be diverse and important. They might include, but would not be limited to, such matters as specific curricula, budgetary matters, capital planning, facility conditions and needs, school schedules, employee benefit utilization, extracurricular programs, or special needs programs. For example, the Governing Board President recently requested an evaluation of the REACH Gifted Education Program.

The Superintendent would also recommend that the next item to be addressed through such a process be high school academic and extracurricular schedules, including school start times, instructional minutes, etc., which have recently been touched upon in other respects through other recent Board Agenda Items.

The Superintendent recommends that the Governing Board direct him to implement a 5-year cycle for key district programs and operations to provide enhanced mechanisms for Governing Board appraisal and evaluation of the same.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50184151>, Item 3.A. attch] (Exhibit 11)

Ms. Day: I have one Item specific Call to the Audience from Mr. Michael Robinette of the AEA. Ms. Day then read the Item Specific Call to the Audience instructions.

Mr. Robinette addressed the Board regarding Item 3.A. The AEA has maintained publicly that we fully supports constituent voice and firmly believes that all constituent voices be heard, respected and valued. We are extremely discouraged and disheartened in the District's recommendations in this agenda item. We believe that those recommendations will effectively diminish the governing power of the School Board and cede power to the office of the Superintendent by allowing the office of the Superintendent to be the final arbiter as to what issues are examined and studied by the Governing Board. Furthermore this recommendation was not developed in a collaborative process, nor were constituent voices included in the creation of this recommendation. This recommendation will quell constituent voice and erode a sense of democracy in our school district. Therefore we urge you to vote no on this recommendation as it will serve to usurp the will of constituents and devalue constituent voice in our district. While we are saddened and dismayed by the amount of spin, deception and mendacity that has accompanied such a seemingly innocuous issue, it is evident that the will of the people is to study this issue. Amphi AEA is also fully in support of the study of this issue and we have been very vocal as to that fact. Therefore we urge you to move forward in voting to establish, and see to fruition, a committee to study high school instructional minutes in our school district.

Ms. Day: Before I turn this matter over to Mr. Nelson for introduction, I want to note my concern that we remain focused on what really brought us to this issue and that was the question of instructional time, instructional minutes in the high school. And there has been a great deal of concern sent to me as the President

of the Board. My phone and my email has gone non-stop for a day and a half; well since it hit the Board Book last night. And I think we need to just remain focused on what the instructional minutes have to be and what that concern is. While I appreciate the intention to bring up other important things, which I do think that this concern on instructional minutes has brought up other things that maybe we need to look at within our district as well. I do admire the need to maybe suggest we look at such issues, but I don't want us to lose sight of the immediate issue which is before us, and that is the one of instructional minutes in our high schools. So at this point, I for one, do not want anyone to think that this appraisal process, not to address this particular issue, because it is in fact the issue. That has been the one we have been on for several board meetings to this point, and that is the one to focus on at this point. At this time I personally could not support the appraisal part of this issue to vote on. Mr. Nelson.

Mr. Nelson: Actually some of my comments will be repetitive of yours. I have some bullet points I'd like to share to introduce this item. In recent months the Board has heard concerns surrounding several aspects of high school master scheduling. This includes the starting time for high schools, the amount and use of instructional minutes and other related issues. And, the Board has directed specific research on that issue with the intention that the matter be brought back to the Board for further consideration in the future. From time to time, of course, Board Members have also requested that certain other matters be placed on the Board agenda for research and study. For example: one of our Board Members previously requested Board study of our REACH Gifted Program. Because many of the issues that might be studied are systemic in nature, meaning that they have many auxiliary impacts on other areas, I think it best if we bring those issues and approaches to the Governing Board on a recurring, systematic and cyclical basis to ensure that times, conditions and circumstances change, our programs and operations continue to reflect the intentions of the Governing Board as representatives of the public. That is after all the very purpose of the Governing Board's appraisal function, which is already expressed in Governing Board policy BBA. To evaluate District programs and operations and ensure they remain timely and appropriate. I therefore (inaudible) by this item to propose that the Board's appraisal function actually be increased or amplified from current practice. That the Governing Board look at a broad variety of key issues in our District on an ongoing basis, and do so on a 5-year review cycle so that our practices within the District are regularly updated to comport with then existing Board values, intentions and direction. From information I have received, I am concerned that people may have misunderstood the intention of this item. However, this is not intended to delay the pending study of instructional minutes and start time issues. Indeed the Board has already directed that we will be studying this issue further and this item would not change that at all. This item is presented instead to not only confirm that study will be forthcoming, but that the Board should also review other important matters and issues on a recurring basis. If adopted tonight, we will begin the development of that route, that review and appraisal process expediently and will be providing the Board with a calendar of studies to that the Board and the public can see the plan in greater detail.

Ms. Day: Thank you Mr. Nelson. Board Members? Mr. Leska.

Mr. Leska: Mr. Nelson, you indicated that the Board directed you to study the issue of instructional minutes, or thereabouts, I can't remember the exact words you said. But we did not actually formally direct you to do that. We formally directed staff to create a committee. And that committee was then created through our Board action. I'm getting... we spoke via voice mail, I apologize for that, but we conversed that there has been staff on your team that have discussed certain items that we directed you to do, when we actually didn't as a Board. Individually we may have, but not as a Board. We did direct, as a Board, to create a committee, so that needs to be finalized into a fruition of action.

Ms. Cozad: Okay I'm confused. I did a motion not to do a committee, and I'll tell you why. Because I didn't want, I didn't feel that Board Members should be on that committee. So we voted it down. Not that I oppose a committee to study it, that's not it at all. But I just didn't want, I don't think that it's appropriate for Board Members to sit on the committee. I think it should be staff that does it, because it would come back to us in the end for approval. So that's, but we did, we all voted that we would not do the committee. But at the end of the last meeting we directed Mr. Nelson to do a study on the start and end times. You had talked to another

superintendent and you were considering about a year or something. And that was at the end of that Board meeting.

Ms. Day: I think, Mr. Jaeger, can we ask you for a clarification of what, because that is not what the minutes sort of say, so I am asking for clarification.

Mr. Jaeger: We obviously need some clarification of what the Board's intention was as there may or may not have been some meeting of the minds. There were two separate meetings, two separate motions, I am not at all certain whether the later motion, which Ms. Cozad is referring to, disbanded the committee; I don't believe it did. I do recall her discussion that, and intention I thought, that Board Members should not be on the committee.

Ms. Cozad: Dr. Barrabee made the motion.

Mr. Jaeger: Was it Dr. Barrabee?

(Board members interjected about who made the motion.)

Ms. Day: Mr. Jaeger has the floor thank you...

Dr. Barrabee: This had to do...

Ms. Day: Let's let Mr. Jaeger finish.

Mr. Jaeger: Well, Board Members always have the floor over me. It sounds like we need some clarification of what the Governing Board's intention is. Now, I will point out that the item that is presented tonight, while it mentions one issue, as a sort of a launching pad for this systematic review process that the Superintendent has proposed. While it mentions that one topic, and another the REACH Program, perhaps initial launching pads for this particular program, that particular item, the issue of studying of instructional minutes, in and of itself is not agendized this evening. Obviously there is some misunderstanding of what the intention was by this item, and we may well need to clarify the Board's direction as to the other item, perhaps at the next Board Meeting.

Ms. Day: Ms. Grant.

Ms. Grant: Well based on what Mr. Jaeger just said, I would like an agenda item on the next agenda, which would be in March, that would help us reconcile our two different actions on the study of instructional hours and the start time in our high schools. Again, I think we all have misunderstandings about these actions and we need to resolve it. However, I do believe the study committee on instructional hours still exists. So I would like to know how to pursue getting that committee started. If I recall, the discussion was about the review of the IB start time, and that we gave direction to Mr. DeWeerdts and to Mr. Nelson to review with CDO just the IB. That was my recollection of the only thing that occurred. Not disbanding of the study committee. So for March I'd like it on the agenda that we are going to have a study committee and how do we get the study committee going. So, that we have now wasted another month.

Ms. Day: Okay. Dr. Barrabee.

Dr. Barrabee: Yeah, I remember what my motion was. And it was indeed that Mr. DeWeerdts work with the IB group to, how shall we say, ameliorate the situation as best possible. And that was it. And so there was no setting up of a committee.

Ms. Day: Or disbanding of a committee.

Dr. Barrabee: So far as I know we have not had an official action on that issue. And well, that's one thing. Further, if we have it on the agenda to discuss, we'll discuss it then in the future. But, at the moment, as far as I know, there is no directive to have a committee.

Ms. Day: Mr. Leska.

Mr. Leska: That motion did not mean to change or gut out anything with the IB Program either, because we have an intact program that is superior to any in the state, and who knows, probably the western part of the U.S. I hope. But my concern is that staff might have the indication that we are directing them to reduce the program in any way, shape or form, and that is actually not at all that way. We do not, I am talking for myself, but I hope the others will agree, but we are not directing to reduce anything regarding the effectiveness that they are already doing. And to looking at other programs that are worse off than us is not the appropriate way to interpret the direction we gave. So definitely do not change what is there until there is something that you can present to us possibly, I don't know, but it's not to reduce the quality that we are already providing our District. Second piece to this I am appalled, absolutely appalled that we can't talk about the agenda item that I wanted to put on that I specifically asked Mr. Nelson for so we could talk about this committee. And we cannot talk about it because it was not put on. I asked him to well before the amount of time that was needed for State Statute to put this on. And I am absolutely livid that this is not on.

Ms. Day: Ms. Cozad.

Ms. Cozad: No, I agree with Mr. Leska that we don't want, the IB Program is a shining star in the District and I know we just, we wanted Mr. DeWeerd to work with you guys and look at other models and see what you can come up with within CDO. Not for one minute do we think your program is not wonderful.

Ms. Day: Anyone else? Dr. Barrabee.

Dr. Barrabee: Yeah, well my motion certainly didn't indicate any particular change at all. It simply recognized that there was some concern and that Mr. DeWeerd would look into it.

Ms. Day: Okay. Anyone else; Board members? So at this point it says action, but we can choose to not have any action. So there's no action. What do we do with that? We don't have to vote it down, do we?

Mr. Jaeger: No Ma'am, I mean...

Ms. Grant: Well...

Dr. Barrabee: No.

Ms. Grant: ...as far as this... may I comment President Day?

Ms. Day: Yes.

Ms. Grant: As far as this 5-year program and operational appraisal cycle, this is, we just got this last night, and this is too much of a change for me to discuss, or even try to implement on such short notice.

Ms. Day: Is there an indication that we would like to revisit this at another date?

Ms. Cozad: Can we table it?

Ms. Day: Table it? Sure, certainly at the pleasure of the Board.

Ms. Cozad: Table.

Ms. Day: Dr. Barrabee and then Mr. Leska.

Dr. Barrabee: Well if there is a motion to table, I'm not sure that we have discussion, we vote on...

Ms. Day: Did you move that we table?

Ms. Cozad: No.

Ms. Day: She didn't move that we table.

Dr. Barrabee: I'm sorry, that was just a thought that came out.

Ms. Cozad: I think out loud.

Dr. Barrabee: I must say that I, to the extent certainly that this recommendation for a 5-year cycle gives the impression that we are not open to dealing with issues as they are presented, I think this recommendation is counterproductive and because whatever needs to be done and whatever needs to be discussed as concerns come before us, we can respond. And I would be very hesitant to add the burden to the administration of having to review things that are flowing without any concern.

Ms. Day: Okay. Mr. Leska and then Ms. Cozad.

Mr. Leska: My suggestion is that we don't ever hear any of this again on this particular agenda item, just because as we come up and get issues that's when we hear it. We don't have to create a special agenda item to create more bureaucracy, I don't know, whatever, for the public and the Board to be able to hear, rather than just hearing it on the merits as it comes up. So not even table it.

Ms. Day: A little bit of "if it isn't broken"?

Mr. Leska: Exactly.

Ms. Day: Ms. Cozad

Ms. Cozad: My question was that if something did come up during the 5-year cycle that it would have to wait till it came up...

Ms. Grant: No.

Ms. Cozad: ...you could just present when it, so we could talk about stuff as it comes up. But I mean, the example of the REACH Gifted education program is a good one, how that has just got kinda, and if we've got some kind of cycle looking at stuff, I don't know.

Dr. Barrabee: Can I make a motion?

Ms. Cozad: Go ahead.

Ms. Day: I'm just checking, I tend to dominate that way, there's more of you. Dr. Barrabee.

Dr. Barrabee: I move that we no longer consider this particular recommendation.

Ms. Day: Is there a second?

Dr. Barrabee: And when I say this recommendation, I am talking about this agenda item.

Ms. Day: Okay. Motion fails for lack of a second.

Mr. Leska: The reason why I didn't second is I actually support it, but it doesn't need to be, if it's not going to be voted on now it's not going to be heard again. And if Madame President, you choose never to put it on the agenda it will never see the light of day anyway.

Ms. Day: That sounds like the Legislature. Put it in the drawer. Okay. Well then is that the end of discussion on item whatever? Okay.

BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

Ms. Day asked the Board if there were any requests for future agenda items.

Ms. Grant: Well, I think I have already... I just want to reiterate that on the March agenda, I would like the PE Credits. I think I brought that up last time and I want to make sure that's still on; and this committee. How do we get this committee going, and like I said reconcile all these issues. But I want to get the committee moving, so that's going to be the board item - is moving forward with the study committee.

Ms. Day: Dr. Barrabee? Mr. Leska?

Mr. Leska: I am just going to second what Ms. Grant said, that I wanted to hear about it tonight, and I already told my feelings about that.

Ms. Cozad: Can I ask that for the next Board meeting staff comes back with who they want on the committee? I mean maybe they can have the committee formed and give us what you want to do, because maybe we can just move ahead then. Instead of telling them to...

Multiple Board Members: That's not on the agenda.

Dr. Barrabee: That's not the agenda item at the moment.

Ms. Cozad: Because I thought...

Ms. Day: And there is still some question as to the committee and what was on that because to that particular committee there were some stipulations as to who was going to be on it and so forth. So that all needs clarification, I guess. Does that cover it? Mr. Jaeger may I ask you if that would be covered under Ms. Grant's agenda item? Okay. Then we all concur, ditto for Ms. Grant's agenda item.

Ms. Cozad: Yep.

Ms. Grant: Do I need to clarify anything with that?

Ms. Day: Okay, thank you.

PUBLIC COMMENT

Ms. Day read the Open Call to the Audience instructions as additional speakers had submitted speaker cards.

Michelle Barcanic addressed the Board regarding letter grades versus pass/fail grades for high school credit courses taken in middle school. She is speaking tonight because she understands that the issue of letter grades versus P for Pass for courses taken in middle school was brought up at the last (February 9th) Board Meeting as

a Study Item. When she started at CDO students received a P for Pass on their high school transcript if they took Algebra I, Geometry or Spanish I at the middle school and earned an A or B all four quarters. Several years ago that policy was changed for Math classes so that the grade that a student earned in Algebra I or Geometry during middle school was posted to the high school transcript. The change was expanded to include Spanish I this year. When the change was first implemented she thought it sounded like a good idea and the reasons behind the change seemed sound. Now however, as someone in the trenches with the students who has seen firsthand, and the impact this change has on students, she has become aware that there are many unintended consequences to posting high school credit course grades taken in middle school on the high school transcript. We are in fact hurting students by maintaining this practice. Ms. Barcanic provided a document to the Board that lays out her reasons why issuing letter grades for high school credit classes taken in middle school is harmful. She believes it is harmful to all students both those who did well in middle school and those who struggled and that we are punishing them for pushing themselves in middle school. Students who earn a C, D or F in high school credits taken in middle school are at a disadvantage GPA wise as they start high school with a 0.01 or 0.02 GPA before they even step foot on a high school campus. Those who earn an A for high school credit courses taken in middle school are at a disadvantage because they end up with an overall lower weighted GPA than their non-accelerated Math peers due to the fact that the high school credit courses taken in middle school are not weighted. Students who take high school credit courses in middle school that are not taught by a high school certified teacher are at an advantage, because if they pass our final, they get a P for the course on their transcript not a letter grade. This puts those students at an unfair advantage over our district students. Also the lower overall GPA that the letter grades result in for the highest scoring students negatively impacts their scholarship opportunities. For these reasons and the others listed in the document, Ms. Barcanic asks that the Board consider going back to P for high school credit courses taken in middle school that will be reflected on the high school transcript.

Tina Mehren, a CDO parent, addressed the Board regarding instructional hours. She commented that the Appraisal Cycle Item reminded us that the Governing Board is here to do the will of the people. A year or so ago she met with Mr. Nelson to discuss the fact that our high schools students have 187 hours, per class, per period, per year while other schools are at 150 hours. Why is this the case; is there a pedagogical reason? Is there a funding reason? Ms. Mehren stated those questions have never been answered. Ms. Mehren said it has always been a duration issue (instructional minutes) not a start time issue. She said it is not just an IB Program issue and she feels pretty confident that the Board is aware of this, but it is something she wants to state. This is a matter that affects every high school student and every teacher in our District. In her opinion there has been some exploration for the IB program that would put the IB program at risk, and one has to wonder, and it may be a delicate matter for such a public forum, but she would like to ask is this perhaps an issue of retaliation? Why is the IB Program being looked at specially? Mr. Robinette mentioned that nearly 100% of teachers (in the group AEA surveyed) are in support of studying instructional time, yet as she looks around the room there are very few teachers in attendance. Why? There are very few parents here, and she talked to numerous parents about their concerns about the issue. Why are they not here? *(The timer was beeping indicating the speaker's time was up and Ms. Day informed Ms. Mehren that time was up.)*

Board Book Notes: *At the January 26th Special Governing Board Meeting there were 11 community members who made Public Comment on instructional hours as well as later start times for high school students. Of those 11 speakers, 7 speakers were current or former CDO parents, 2 speakers were current or former CDO students, 5 speakers commented in support of a later start time for high school, and 3 of the speakers indicated they had current or former students in the IB program, or were a future IB student. Because of their input, the Board voted to form a committee which would review both instructional hours and a later high school start time. There was no comment or input from parents of the other two high schools at meetings. [January 26, 2016 Special Governing Board Meeting Minutes pages 3-10, <http://www.amphi.com/Page/10934>] At the February 9, 2016 meeting the Governing Board discussed Study/Action Item 6.B. Determination of Procedures and Protocols for Committee to Study High School Instructional Time Issues. Based on the comments of CDO parents, especially IB parents, during the January 26th Governing Board meeting and because they had not heard from parents or students of the other two high schools, the Governing Board discussed, motioned and*


voted to look at the IB Program schedule first to see if there was a way to provide relief for IB students specifically.

Sonya Gauna addressed the Board regarding instructional hours. She is a teacher at CDO and a parent in the District. There is confusion about the committee on instructional minutes, if it is a go or not. In case it is not she asks that the Board reconsider and reinstate the committee. What teachers and parents she is associated with in the community want is just information. They would like to have another entity look into it, gather information, and let everyone know the facts and what is not so factual. No matter what the outcome is there will be information to move forward. When questions are unanswered it leads to rumors and speculation. However, when there is information and questions are answered, that minimizes some of those problems.

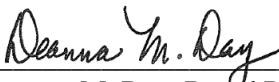
Ms. Day asked if there was a motion to adjourn. Mr. Leska asked to revisit an agenda item. Mr. Leska requested that the Board review the District's policy regarding letter grades versus pass/fail grades for high school credit courses taken in middle school, have a very candid discussion about it and have Ms. Barcanic present information at the next meeting. Dr. Barrabee noted that was not on the agenda for this meeting. Ms. Day clarified that it was not; it was Mr. Leska's request for a future agenda item.

ADJOURNMENT

Ms. Grant moved that the meeting be adjourned and Ms. Day seconded the motion. The motion passed 5-0. Ms. Day declared the meeting adjourned at 7:14 PM.



Respectfully submitted,
Karen S. Gardiner



Deanna M. Day, Board President

5/17/16
Date

Approved: 5/17/16